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(updated 7/15/2015)

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Introductions

• Your Name
• Your Department
• How long you’ve been a proctor
• A fun thing you want to learn or have done
• Your learning style?
  – Visual
  – Auditory
  – Kinesthetic
What We’ll Cover

• Why do we need to plan for emergencies?
• Public Safety Team and Introduction to the University Plan
• Your Student Learning Guide
• Your Department’s Responsibilities Under the Plan
  – Yours as a Proctor
Amanda Ripley
Author of The Unthinkable: Who Survives When Disaster Strikes—and Why (Crown).

1. We are almost always our own first responders because official help cannot arrive quickly enough. (When seconds count, authorities are only minutes away. . . .)
2. People may be most afraid of terrorists and freak viruses, but fire, floods, and lightning are the disasters to prepare for—to practice for.
3. Do every fire drill. Have the muscle memory of how to do things under extreme stress.
Another Expert Says

- Planning for emergencies and disasters was once viewed as a necessary evil. Sept. 11 changed that. Virginia Tech, NIU, Eastern Michigan, Central Arkansas and Columbine all changed that.

- Identify a single point of contact for each building, then provide for additional assistance from others in those buildings to ensure that building occupants respond correctly.

Robert F. Lang, CPP, is the assistant vice president for strategic security and safety at Kennesaw State University
Even In “Olden Times”

One is not exposed to danger who, even when in safety is always on their guard.

(Publilius Syrus)
ONE IS NOT EXPOSED TO DANGER WHO, EVEN WHEN IN SAFETY IS ALWAYS ON THEIR GUARD.

Publilius Syrus
Latin Writer

QuoteHD.com
Real Life at CSU

• The following slides show events that we have had to handle right here
• CSU has a current and ever-changing plan for ‘all hazards’
It CAN Happen Here!

Vocational Education
Lightning Strike
July 1997
Flood
Colorado State University
$125 million damage
Pingree Park Fire, 1994
Chronology of Incidents

1999 Texas A&M bonfire collapse
2000 Seton Hall University fire
  2003 James Madison University fire
  2005 Hurricane Katrina
  2005 Hurricane Rita
  2007 Virginia Tech massacre
  2008 Union University tornado
  2008 Northern Illinois University shooting
  2008 Louisiana Tech shooting
  2008 Lady of the Lake University fire
  2010 Huntsville GA, U of A shooting
  2011 Seal Beach CA salon shooting
  2012 Aurora Movie Theatre Shooting
  2012 Casper College Shooting
  2012 Sandy Hook Elementary School
  2012 and 2013 Colorado Wildfires
    2013 Flooding in Colorado
    2013 Washington Navy Yard
    2013 4 dead 13 wounded in Chicago

... and on it goes...
“IT” CAN Happen Anywhere!
Enough Said
Why Building Proctors?

• Safety is everyone’s responsibility! You have to take care of YOU whether ‘agencies’ can or not!!
• CSU employs over 6,000 or so faculty and staff. We can’t do the job without your help.
• Responders don’t know your building as well as you know it. You are the experts when it comes to how your building or office works.
The 2003 Audit

• In 2003, the University did an audit of emergency preparedness
• Several groups, who use the emergency plan regularly, knew it – the campus at large did not
• Proctors were chosen as the most effective means for sharing the plan with staff and others
SECTION 4.2 of the University ERP
BUILDING PROCTORS

“Building proctors are required to attend training to understand their roles.

Specifics for a building safety plan are covered in building proctor training and also can be found in Annex E of this plan.

The basic responsibilities include:
• Read and understand the Building Proctor Manual;
• Know your authority;
• Be the point of contact for Environmental Health Services, Facilities Management and other departmental units for purposes of planning, preparedness and exercises;
• Be the point of contact for emergency responders and building occupants during emergencies; and
• Assist departments or units in developing the Building Safety and Communications Plan.”

And, don’t forget to coordinate these efforts with Ken Q. and Lori M.!

[page 5 of Digital Student Learning Guide or DSLG]
Basics of Preparedness

• **Review Plan Goals**
  - Page 5 of Digital Student Learning Guide (DSLG)

• **Readiness**
  - Learning to Evaluate Hazards
  - Activity [page 6 SLG]
  - What is Mitigation? What goes in the my plan? [page 7 SLG]

• **Response**
  - What processes or procedures need to be included?

• **Recovery**
  - Getting Back to Normal
    » See “Basics” in DSLG, page 4
Why Have a Plan and Practice?

• National Preparedness Goal [NPG]

• The National Preparedness Goal, released in September 2011, defines what it means for the whole community to be prepared for all types of disasters and emergencies. The goal itself is succinct:

• “A secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to, and recover from the threats and hazards that pose the greatest risk.”
NPG (cont’d.)

• These risks include events such as natural disasters, disease pandemics, chemical spills and other manmade hazards, terrorist attacks and cyber attacks.
(NPG cont’d)

• **Prevention.** Prevent, avoid or stop an imminent, threatened or actual act of terrorism.

• **Protection.** Protect our citizens, residents, visitors, and assets against the greatest threats and hazards in a manner that allows our interests, aspirations, and way of life to thrive.

• **Mitigation.** Reduce the loss of life and property by lessening the impact of future disasters.
(NPG cont’d.)

• **Response.** Respond quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of a catastrophic incident.

• **Recovery.** Recover through a focus on the timely restoration, strengthening and revitalization of infrastructure, housing and a sustainable economy, as well as the health, social, cultural, historic and environmental fabric of communities affected by a catastrophic incident.
Emergency Management

Four Pillars

- Preparedness
- Mitigation
- Response
- Recovery

- FEMA and Colorado OPS Model
1. Building Safety Plan Revisions (Including Maps)

2. Send Electronically and Post on Website Post Maps In Buildings

3. On-line Training on Emergency Plan

4. Coordinate & Conduct Fire Drills EHS, PFA, FM, CSUPD, Occupants

5. Debriefing and Feedback Make Necessary Updates

From South Campus Emergency Plan
Acronym Definitions:
ER – Emergency Response
EMT – Emergency Management Team
EOP – Emergency Operations Plan
BC – Business Continuity
DR – IT Disaster Recovery
BIA – Business Impact Analysis

Slide courtesy of Atlas Preparedness Group, Fort Collins
COLORADO STATE UNIVERSITY

EMERGENCY MANAGEMENT PLAN Objectives

SECTION 1.1
PLAN OBJECTIVES

The primary goals of the CSU Emergency Response Plan are:

- To protect lives, intellectual property and facilities;
- To prevent or minimize the impact of emergencies and to maximize the effectiveness of the campus community in responding to unforeseen occurrences; and
- To provide for the continuity of campus operations in pursuit of the university’s mission of teaching, research, service and extension.
The university EOC is organized as follows:

- **CSU President**
  - **Executive Committee Public Safety Team**
  - **PSTEC Liaison**
  - **EOC Manager**

**Incident Management Team (IMT)**

- **Liaison Officer**
- **Safety Officer**
  - **Operations Chief**
  - **Planning Chief**
  - **Logistics Chief**
  - **Finance Chief**
How Do EOC, IC’s, and Proctors Relate?

The university EOC is organized as follows:

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- Executive Committee
- Public Safety Team
- PSTEC Liaison
- EOC Manager
- Incident Management Team (IMT)
  - Liaison Officer
  - Safety Officer
  - Operations Chief
  - Planning Chief
  - Logistics Chief
  - Finance Chief

Incident Commander 1

Incident Commander 2 (as needed)

Incident Commander 3 (as needed)

Proctors interact with these IC’s as needed
Who Is A Member of PST

Members of the Public Safety Team include:

<table>
<thead>
<tr>
<th>PST Executive Committee (PSTEC)</th>
<th>PST Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Chief of Staff</td>
<td>Chief of Police - Chair</td>
</tr>
<tr>
<td>Provost and Executive Vice President</td>
<td>Director of Academic Computing and Networking Services</td>
</tr>
<tr>
<td>Vice President for External Relations</td>
<td>Director of Policy and Compliance Office</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>Executive Director of Housing and Dining Services</td>
</tr>
<tr>
<td>Vice President for University Operations – Committee Chair</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Deputy General Counsel</td>
<td>Director of Facilities Management</td>
</tr>
<tr>
<td>Chief of Police</td>
<td>Emergency Management Coordinator</td>
</tr>
</tbody>
</table>

![Image of people discussing]

Director of Environmental Health Services
Executive Director of Public Affairs and Communications
Director of Administrative Communications
Deputy General Counsel
Special Advisor for Support and Safety Assessment
Administrative Communications Director
Emergency Operations Center

• A central location that supports Incident Command by:
  – Making **executive/policy** decisions
  – Coordinating interagency relations
  – Collecting, analyzing, and disseminating information for IC and campus
  – ESFs? [Relate to slide 29]

The EOC **does not** command the on-scene level of the incident.
Departments Need to Plan Too

- Read Section 4.2 of the plan for proctor duties
- Annex E provides guidance for deans, directors, and department heads
- Department plans are by BUILDING not by work unit
BUILDING PROCTORS

Building proctors have a very important role in emergency management. The selection of a building proctor should be made with care because of the significance of this position.

Building proctors are required to attend building proctor training (see Annex V). This training will provide valuable emergency awareness training and cover the basics of creating a Building Safety Plan. The proctor’s role is to assist occupants with developing a Building Safety Plan, keep building occupants informed of events and serve as the main point of contact for emergency responders. It is recommended that supervisors of building proctors include these duties in their position description, have these activities be part of their annual evaluations and be sure that the building proctor receives recognition for their efforts.
ANNEX E. - DEANS, DIRECTORS, DEPARTMENT HEADS

Deans, directors and department heads are responsible for reading and taking the actions described in this annex to help promote the safety of individuals using the facilities they oversee. A primary safety tool is the Building Safety Plan, which is discussed in this annex.

Colleges, divisions and individual departments collaborate, through the building proctor system, to develop detailed Building Safety Plans consistent with the institutional emergency response plan. Department heads who are the primary users of a building are responsible for creating, disseminating, and maintaining that building’s plan, with assistance from the building proctor(s) and the Emergency Management Coordinator in the Department of Environmental Health Services (491-6745).

It is important to note that there should only be one Building Safety Plan for each building regardless of the number of departments in the building. This requires intentional cooperation and coordination. Each building will exercise or drill annually, with assistance from the Emergency Management Coordinator, based on the building plan to ensure employees understand the safety plan and to improve crises response.
Department Plans

• You need an **UP TO DATE BUILDING emergency plan** based on the University Plan [page 7 SLG]

• You need an **UP TO DATE DEPARTMENTAL communication plan** based on your department’s need

• **BE A CHAMPION FOR PLANNING** – (the federal government requires that all government departments comply PPD-8 3/2011)
POSSIBLE SITUATIONS

• **Natural Hazards** – you guys name a few (Check the CSU webpage at [http://safety.colostate.edu](http://safety.colostate.edu) for updates on the status of operations at the university.)

• **Technological Hazards** – what might a few of these be?

• Your plan should include ALL **relevant** hazards
  – SLG 4
Communication and Warning

• For YOUR department Warning at start of every crisis or safety situation
  – Notification and information sharing throughout the event and recovery is CRITICAL!
  – Review staff needed in emergencies
    • [Page 8 SLG]
Communication Plans

• Make one that fits the needs of your leaders and staff! [page 8 SLG]
• Involve others
• Is YOUR cell programmed?
3 Minute Discussion

• What would a graphic of a good communication plan look like for each of your departments?
  – Simple
  – Understandable
  – Quick!
  – WHO?
Keep Everyone Informed

• Hold briefings regularly, even if there is nothing new to share – even recordings on the main office phone.

• Give people a chance to ask their questions and answer honestly and accurately.

• If anything ‘over-communicate’ with staff, students, vendors and others involved.
Using Checklists

• Easy to use ‘pull outs’ [page 9 DSLG]
• Quick, not bulky
• NO ONE wants to use the whole manual during an emergency!!
More Checklists

• What checklists will your department need in your plan?
• Discuss with folks at your table
• What do you think?
  – See pages 13 of SLG
Putting the Plan into Motion

- National Incident Management System (NIMS) in the EOC
  - Administrative oversight and coordination with other entities
- Incident Command System (ICS) in the field
  - Handling tactical response in the field situations
- A request can be made via EHS, Facilities, CSUPD, etc. to activate
What’s My Role in any Emergency?

• **Know your building emergency plan**
  
• Protect yourself!!

• Help others if it is safe to do so – *if they’ve practiced, it’s easier*

• Assist public safety officials if you are asked to help – YOU’RE THE LIGHTHOUSE!

• There are sheep, wolves and watchdogs (or Shepherds) – which are we and which will our staff be??
EVACUATE OR P.I.P.?

• In some situations, evacuation is NOT advisable
• Can you name a few?
• Does/will your plan account for this need?
• What about ‘head counts’ in this event?
• Practice, practice, practice
• We’ll review a situation next.
  – SLG 11
SAFETY FIRST! [SLG 21]

• A TRAINED SAFETY PERSON SHOULD BE ASSIGNED TO ENSURE THAT NO ONE TAKES DANGEROUS ACTIONS OR BECOMES ENDANGERED BY IDENTIFIABLE HAZARDS WHILE YOUR DEPARTMENT RESPONDS TO THE EMERGENCY!

• ALL staff should be trained/briefed on safety protocols, not just Safety Officers!
OK, What Else?

• Help develop and update your building emergency plan.
• Help disseminate your building emergency plan and help train building employees on it’s implementation.
• Help your department determine who are ‘staff needed in emergencies’ and how they will be transported to work and home in emergencies (Facilities and Police will be doing other things).

• Discuss options
Review/Discussion

• Who should be informed of emergencies and when?
  – 911! Then proctor, department head, up to President of CSU
Exercise?

• What is an exercise? [page 10 SLG]
• How do I put it together TAKE THE EXERCISE DESIGN CLASS LATER!
• Is there any help to do this? TAKE THE CLASS. . . .
Did You Know?

• Our training team offers a class on designing low level drills and exercises
• It is only offered when five or more folks are interested
  – Here’s the link to that handbook: Exercise-Handbook.pdf [SLG 24]
“This may be one of the more difficult things you will do in the course of this school year and you will probably prefer a project paper (or grading them) to this activity. I applaud the efforts of students, teachers and staff for taking this bold approach to emergency preparedness!

Sometimes emotions come to the surface during an 'exercise' and sometimes that emotion is fear. Please know that in preparing for the unthinkable, you are participating in the most important thing that YOU can do to keep everyone in your school safe! I wish you large measures of courage and the confidence needed for success!”

LeAnn Jenkins, Federal Executive Board, Oklahoma City
ALWAYS EXERCISE YOUR PLANS!

Business Continuity Awareness Week
16 – 20 March 2015

When do you want to find out your business continuity plan doesn't work?

[A] During an exercise?  [B] When the building is on fire?
An Example of Planning, or NOT

All users of the action plan should know what to do and when. Most plans are never tested. When an alarm sounds, the reality is that most people assume that it’s another false alarm and go on with what they are doing.
Most Importantly. . . .

• Practice, practice, practice and don’t be surprised if you get surprised. Practice with lights out, fake smoke, leaders ‘removed’, etc. (and consider all contingencies during debrief/review).

» McKee and Guthridge
Review - The Building Proctor Role in a Nutshell

- You are one part of the umbrella that defines CSU’s Response to an Emergency.
Family Preparedness IS IMPORTANT TOO!

- Go Kits [SLG 12 and ‘resources’]
- Telephone Listings
- “Re-Group” sites and routes or rally POINTS
- Food, medicine, water for two weeks (pets too) and PRACTICE!
Family Communication #2

Plan for a variety of situations
Complete a communication card for each family member
Designate an out of area friend or relative for notification
Include a copy in your disaster kit
What is Terrorism?

“The unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.”

The Federal Bureau of Investigation (FBI)
The First Amendment of the U.S. Constitution states:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or right of people peaceably to assemble, and to petition the Government for a redress of grievances.”
Damage Assessment and Recovery

- Facilities and EHS will have primary roles, but department heads can assign staff to assist, document, report, etc. [page 13 SLG]
- Discuss past situation(s)
Recovery

• NEVER forget that PEOPLE are your most important resource!
  • What impacts have they experienced, regardless of the nature of the emergency
• Always have a plan to help them get ‘back to normal’
  • (Remember, student employees only get paid when they work!)
Situation Reviews

• Breakout session to discuss one of four situations and report back to the class (pg. 15-20 SLG)
• These can also be used for training/review at meetings!!
Questions and Answers

• Open discussion and question session
THANKS FOR YOUR TIME!
The Following Slides Include Resources

- Rave
- www.leta911.org
- Last pages in your Student Learning Guide
- Snow Line
- http://safety.colostate.edu
- And don’t forget - www.training.colostate.edu/proctor/index.html
• Page 28 of your workbook cover’s the University’s advice related to ‘active shooters’ or shots fired in your area

• Page 27 covers the Rave text messaging system being used for emergency notifications by Colorado State University

• The following slides show examples of information available from FEMA
The following slides are provided for your reference in the future.

Please contact Environmental Health Services or Training and Organizational Development if additional assistance in planning, preparing for drills and exercises, or other assistance is needed.

Thank you!
What? . . . NIMS provides a consistent nationwide template . . .
Who? . . . to enable Federal, State, tribal, and local governments, the private sector, and nongovernmental organizations to work together . . .
How? . . . to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity . . .
Why? . . . in order to reduce the loss of life and property, and harm to the environment.

[slide courtesy Mike Gavin, PFA and FEMA]
From NIMS

How do the EOC and folks ‘in the field’ under ICS relate to each other?
PSD Model of ICS
Incident Command in a Nutshell

- The Incident Command System (ICS) provides a flexible, standardized framework for public and private agencies to respond to an emergency.
- The same principles apply to all emergency management situations - from a chemical spill in Yate’s Hall to a tornado that flattens half the campus.
If you are in: | Then:
---|---
A structure (e.g. residence, small building, school, nursing home, hospital, factory, shopping center, high-rise building) | Go to a pre-designated shelter area such as a safe room, basement, storm cellar, or the lowest building level. If there is no basement, go to the center of an interior room on the lowest level (closet, interior hallway) away from corners, windows, doors, and outside walls. Put as many walls as possible between you and the outside. Get under a sturdy table and use your arms to protect your head and neck. Do not open windows.
A vehicle, trailer, or mobile home | Get out immediately and go to the lowest floor of a sturdy, nearby building or a storm shelter. Mobile homes, even if tied down, offer little protection from tornadoes.
The outside with no shelter | Lie flat in a nearby ditch or depression and cover your head with your hands. Be aware of the potential for flooding. Do not get under an overpass or bridge. You are safer in a low, flat location. Never try to outrun a tornado in urban or congested areas in a car or truck. Instead, leave the vehicle immediately for safe shelter. Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.
Additional Resources

ICS Resource Center

Resource Center Contents

- ICS Review Document
  A summary of key features and principles.

- ICS Training Materials and Opportunities
  Access to related training materials and independent-study courses.

- ICS Job Aids
  Printable job aids related to ICS positions and activities.

- ICS Forms
  Printable versions of standard ICS forms.

- ICS Position Checklists
  Printable checklists of ICS roles and responsibilities.

- Glossary of Related Terms
  Alphabetical list of terms and acronyms, with definitions.

- Reference Documents
  Printable versions of relevant reference documents.

- Links
  A list of applicable resource documents and web sites.