



The Anderson Private School

Emergency Preparedness Plan

The Anderson Private School campus harbors a commitment to emergency and disaster preparedness. This plan is required reading for all school employees.

If there are any questions please call or e-mail us!

(817) 448 – 8484 or info@andersonschool.net

We welcomed the delivery of our new tornado shelter



Our gratitude is extended to Alan & Gloria Marshall, Fred & Tonya Couch and Richard and Karen Fox for making this shelter available to our students and staff.

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I. PURPOSE: This plan, with its associated annexes, is intended to prepare the Anderson Private School:

- A. To support the emergency preparedness with the major goals of:
 - 1. Saving lives.
 - 2. Preserving and protecting property (personal and the school's).
 - 3. Restoring critical functions so the mission of the school can continue.
- B. To establish within the school, responsibilities and authority for preparation, response and recovery from potential emergencies and disasters.
- C. To establish a basis and organization for the Anderson Private School to respond to emergency situations, to include the management of critical resources.

II. SCOPE: Requirements for recovery are based upon critical functions, thus this plan:

- A. Addresses the critical needs of the school.
- B. Covers school activities and applies to all personnel within the school.
- C. Conforms to and supports General Emergency Preparedness.

III. DEFINITIONS: Definitions of specific terms as used in this plan. If not listed, then terms are as defined in normal daily usage.

IV. SUPPORTING ORGANIZATIONS: The school will receive support from the following:

- A. Police - law enforcement.
- B. Physical Facilities-utilities including our new storm shelter
- C. Media Services - Emergency Communications.
- D. Students & Parents- coordination of student & parent volunteers, etc.
- E. Others as deemed necessary.

V. ASSUMPTIONS:

- A. The responsibility for emergency preparedness rests first with each individual. Personnel and students must ensure they and their families are prepared for disasters both at home and at school. Also, individuals will ensure the safety of their families before reporting to school to assist in disaster response.
- B. The primary responsibility for emergency preparedness within the school rests with the campus administrator and other directors, and is based upon the assumption that personnel, assets and vital information can be protected.

- C. During the first 72 hours after a major disaster the Anderson Private School must be prepared to respond without assistance from outside agencies. For planning purposes, assume:
 - 1. Extensive damage to building(s) has occurred.
 - 2. Telephones (including cellular phones) are inoperable.
 - 3. Personal Computers and other equipment are inoperable.
 - 4. The school buildings are intact, but not accessible.
 - 5. Files and hard copy records are not accessible.
- D. The school must be prepared to respond to requests in providing resources for general use. You may also request available support from the outside agencies, but be aware that in any disaster situation, resources will be scarce. Periodic testing of disaster plan effectiveness will be required.
- E. Proper training of students and staff for disaster response will be required.
- F. The successful recovery of essential functions will be directly proportional to completion of essential preparation efforts.

VI. CONDITIONS FOR ACTIVATION: This plan shall become effective:

- A. Automatically when a major incident significantly disrupts Anderson Private School operations.
- B. Automatically when a state of emergency for the area has been declared by the Governor of the State of Texas.

VII. PRIORITIES:

- A. Essential Functions:

List of essential functions

- 1. Anderson Private School List:
- 2. Or someone designated by the General Director, Dr. Anderson, will generate a list of essential functions.

- B. Chain of Command:

Dr. William C. Anderson, General Director of Operations, LeVonna C. Anderson, Campus Director, Dr. Nelson Eichman, Director of Business and Finance, Wynelle Eichman, Director of Primary Instruction.

- C. The School will take the following steps prior to any incident to mitigate effects of potential disasters.
 - 1. Protect and secure hazardous materials.
 - 2. Secure fixtures and equipment.
 - 3. Protect critical computer data and programs.

- D. Emergency Policy:
 - 1. In the event of an emergency requiring evacuation of classrooms, etc. (any area which directly supports student academic activities) the instructor is responsible for the safety and evacuation of students (campus visitors/guests) in his/her class. In preparation for this eventuality, evacuation and safety instructions will be presented as soon as possible.

 - 2. Dr. Anderson and Mrs. Anderson will insure that students/others:
 - a. Are aware of evacuation plans for areas of the building to include alarms or other emergency notification procedures, emergency exit assignments. Provide each room a copy of the schematic floor plan showing emergency exits, evacuation routes, and assembly areas.
 - b. Are provided a copy of emergency procedures.
 - c. Are aware of procedures to account for all personnel.
 - d. Have the plan explained to them when they are newly hired.
 - e. Are assigned to assist in evacuation and first-aid duties and provide necessary training (as appropriate).
 - f. Are provided pertinent information needed to respond to and recover from an incident.

VIII. RESOURCES AVAILABLE:

Equipment and Supplies: Equipment and supplies available within the school which may be of value during a disaster response are provided in the disaster shelter and in the primary classroom facility.

IX. OPERATIONAL CHECKLISTS:

- A. Response Checklists (each checklist should contain actions for school personnel and students:
 - 1. Earthquakes
 - 2. Floods
 - 3. Fires

4. Weather Extremes
 5. Bomb Threats
 6. Chemical/Hazardous Materials Accidents
 7. Energy Failures
 8. Civil Disturbances
 9. Tour Disaster/Emergency Plan
- B. Recovery Checklists
- C. Emergency Power.

A. INSTRUCTOR RESPONSIBILITIES AND CHECKLIST

The school has designated evacuation routes and an assembly area (by the U. S. Flag Pole for fire evacuation, and the Disaster Shelter for Tornado Drill), where all students will report to insure accountability. Instructors will insure they are aware of appropriate evacuation routes and assembly areas for each room used by their students. In the case of an event requiring evacuation, instructors will always, and immediately, evacuate the building with their students. Instructors will be responsible for insuring all of their students have evacuated.

Evacuation is **REQUIRED** any time an alarm is sounded.

Once evacuation is complete, instructors will report persons and areas evacuated to the Anderson Private School assembly area.

At the beginning of each semester, instructors will review the following emergency procedures with students in the class:

Location and purpose of the class assembly area (to ensure all students are safe and removed from potentially hazardous conditions). Instructors should also inform students that after the instructor has insured that all students have evacuated the building they should then report to their assembly area.

Evacuation route when required to respond to emergency evacuation alarm.

If an earthquake occurs:

- **Drop, Cover and Hold** - take cover under a desk, table or bench (and hold on to the legs), or stand in a supported doorway or along an inside wall or corner.
- Stay clear of windows, bookcases or anything which could tip over on you. (Earthquakes do not kill or injure people, but things which fall on them will.)
- If no protection is available, drop to the floor or sit against an inside wall and cover your head with your hands and arms.
- Do not attempt to leave the building until the shaking stops, but as soon as it does, immediately evacuate the building.
- Do not use light switches or any open flame source, especially if you smell gas.

- On the way out, check for injured. (Do not move seriously injured unless they are still in danger. Remember the exact location of seriously injured, so you can inform rescue and medical personnel.)
- On the way out, return telephones to their cradles. Do not attempt to use the phones as this will interfere with the response of emergency agencies.
- Do not reenter the building until a safety assessment has been completed and the building declared safe.
- Avoid downed power lines or broken appliances.
- Be prepared for aftershocks.

If a fire or explosion occurs: Remain calm.

Evacuate the school buildings as soon as alarm sounds. Follow designated evacuation routes and meet at designated assembly area.

If time allows, close windows as you evacuate the room, and the last one to leave the room close the door behind you.

If you encounter flames or smoke, remember that the best air is near the floor.

If some form of civil disturbance or demonstration takes place the instructor will:

Direct students to leave the building using an exit route which will avoid having to pass through or close to the disturbance.

Before releasing students, the instructor will advise the class to avoid becoming involved with the disturbance in any way.

Police will be notified regarding the demonstration as quickly as possible.

B. BUILDING EVACUATION PLAN

- Personnel (faculty, staff, and students) will be informed of the need to evacuate in the following ways:
 - Fire/emergency alarm will sound.
 - Voice message.
 - Direct instructions from school personnel or other adult individuals.
 - Explanation of emergency exit procedures will be the responsibility of faculty teaching classes. Appropriate visual aids (i.e., schematic floor plans) or other instructive materials will be used.
 - Schematic floor plans indicating exits will be posted inside the door of each area of classroom. Building.
- After exiting the building(s) students and other personnel will assemble in designated areas.

C. GENERAL EMERGENCY PROCEDURES

I. General Guidelines:

1. DO evacuate the buildings immediately upon hearing an alarm, or upon request of instructors or other adults. Treat all alarms as the real thing. False alarms do happen, but it is better to be inconvenienced than to find yourself trapped in a burning building.
2. DO avoid panic, remain calm, use common sense, and render assistance as required.
3. DO report emergencies to the Police
4. DO know the location of at least two emergency exits in your areas.
5. DO keep a flashlight nearby.
6. DO listen for instructions.
7. Account for all students to ensure someone was not trapped inside the building.
8. DO NOT use the telephone except to report emergencies.
9. DO NOT wait to report an emergency.
10. DO NOT jeopardize your life or the lives of others by attempting to save personal or Anderson School property.
11. DO NOT cross police barriers without authorization.
12. DO NOT exceed your training or knowledge when attempting to render first aid.

II. How to Report an Emergency:

1. **Call Police at 911.**
2. What to report:
 - a. Your name.
 - b. Your location and telephone number.
 - c. The nature and location of the emergency (including persons trapped, injured, and specific help needed).

D. EVACUATION PROCEDURES FOR SPECIAL POPULATIONS

- An individual who is deaf does not hear auditory alarms.
- Individuals who are visually impaired may experience panic and/or injury as pathways to exits become obstructed.
- Individuals with mobility impairments may experience panic and/or injury while waiting for assistance.

General Instructions:

Education:

1. Promote awareness for students, and encourage them to find ways to offer aid to those with disabilities (even the less obvious ones).

2. Ensure all individuals with disabilities that they will not be overlooked or uninformed during an emergency.
3. Promote the use of clear instructions during a crisis so that people with visual and hearing impairments have opportunities to understand the situation.
4. Use buddy system:
5. A buddy is a volunteer who will agree to offer appropriate aid during an evacuation.
6. The buddy should be selected by the person with a disability during the first week of classes.
7. Faculty should facilitate this process (when they hold positions of responsibility for students).
8. Individuals with disabilities should be reminded of their responsibility to make advance "buddy" arrangements, and to be emphatic about soliciting help during an emergency.

Specific considerations for individuals with mobility impairments:

Identification: these individuals include people with impairments, not always easily detected, which often restrict excessive movement (including but not limited to arthritis, cerebral palsy, multiple sclerosis, lupus fibromyalgia, amputations, chronic fatigue syndrome, spinal cord injuries, debilitating physiological conditions, etc.). These conditions can render individuals less or unable to walk, and may require the use of a manual or electric wheelchair.

Notification: auditory alarms are sufficient. During drills, notify students with impairments in advance to allow them time to prepare.

Training: Individuals with mobility impairments should become familiar with emergency pathways and exits.

Specific considerations for individuals with visual impairments:

Identification: these individuals include people who have a slight loss of vision and see things in a blurred manner, people who have a moderate loss of vision that see only shapes or shades, and people with complete loss of vision.

Notification: auditory warning signal will be sufficient.

Evacuation assistance: these individuals will need assistance during evacuations in negotiating obstructed pathways and finding emergency exits.

Training: Both the visually impaired individual and their "buddy" should be given tours and become familiar with emergency pathways and exits.

Copies of evacuation procedures should be made available to those with visual impairments.

Specific considerations for individuals with hearing impairments:

Identification: these individuals include those who experience slight to moderate amounts of hearing loss that can be somewhat compensated with the use of hearing aids, as well as those with severe amounts of hearing loss that may oral lip read or exclusively use American Sign Language for communicating.

Notification: Auditory warning signal will not be effective

There should be someone assigned to assist individuals with hearing impairments in following evacuation directions.

A written copy of emergency instructions should be available.

Evacuation assistance: Approach a person with a hearing impairment from the front.

Assist that person to the nearest accessible exit.

If an interpreter or note-taker is available, that person should be utilized during the evacuation procedure.

Training: hearing impaired individuals and those assigned to assist in an emergency should be provided tours of buildings and be shown emergency pathways and exits.

E. ASSEMBLY POINT PROCEDURES

1. Administer first aid as appropriate.
2. List all faculty and staff and students known to still be in the building, verified by at least one witness. Indicate if individual is a student or non-student.
3. List all faculty or staff or students that are missing. Ask all faculty and staff in assembly area if they have any knowledge of the possible whereabouts of those missing.
4. List all students that are present.
5. Insure the release of specific individuals is approved by the Anderson Private School campus administrator.

F. CRITICAL FUNCTIONS PROCEDURES

Upon evacuation of the building, insure computers are safeguarded.

Upon evacuation insure computers are turned off to prevent damage if they are exposed to water or smoke. Upon returning to building, do not attempt to turn on damaged or wet computers. In most cases, proper recovery procedures can preserve all data and programming. Application of electricity before Alex Anderson can recover data can destroy data and possibly the equipment.

Don't forget to **PROTECT the ANIMALS.**

G. PERSONNEL AND TRAINING

PERSONNEL: The school will maintain a current list of faculty and staff .

TRAINING: The school will raise awareness and train personnel.

Any time an alarm sounds, evacuation will be conducted in accordance with the procedures outlined in the school evacuation plan.

Essential elements of the evacuation plan will be reviewed by Dr. Anderson.

A copy of the evacuation plan will be available in the office of Dr. William C. Anderson.

PREPARATION CHECKLIST

Earthquake preparations: Most casualties result from partial building collapse, falling objects and debris, like toppling chimneys, falling bricks, ceiling plaster and light fixtures. Many of these conditions can be prevented by taking a few steps now to prepare. A brief survey of your home and office will indicate what hazards exist. The following steps will be taken to avoid injuries/damage resulting from seismic activity:

At School: Secure fixtures such as lights to prevent falling during shaking.

Attach file cabinets, bookcases, other similar types of furniture (especially any top heavy objects) to the wall or floor to resist moving, coming loose or falling during shaking.

Place large and heavy objects on lower shelves (below sitting head level of shortest person in school/office).

Securely fasten shelves to walls.

Ensure computers, printers, typewriters, etc. are secured to prevent movement during shaking.

Have a plastic cover available to place over your computer when you have to evacuate the building (earthquakes often cause fire sprinklers to activate).

Procedures should also be established which would ensure electronic equipment is turned off (and unplugged) before evacuation and, if wet, not turned on until the equipment has been thoroughly dried.

Do not hang plants in heavy pots that could swing free of hooks.

Each school employee prepare an office emergency kit (comfortable walking shoes, bottle of water, high energy bar, small first aid kit, flashlight with batteries, and a whistle).

Hold drills so each employee knows what to do in an earthquake.

Back-up critical personnel computer data often and store back-up disks in a safe location (not in the same building).

At home: If both parents work (or are otherwise away from home) arrange for school age children to report to someone (a trusted friend in the neighborhood) who can care for them until the family can be reunited.

Plan safe routes from school to home (avoiding obvious hazards such as power lines) and walk them with your children. If possible, alternate routes should be considered.

Locate the master switch and shutoff valves for all utilities and teach all responsible family members how to turn them off. Your local utility company can show you how.

Prepare 72-hour emergency kits (preferably part of your year's supply) for every family member .

Insure your home is prepared; securely fasten the home to the foundation and secure your water heater (and any other gas appliances) to wall studs or floor.

Keep a pair of shoes by your bed when retiring for the night. This practice could prevent serious cuts on your feet from broken glass.

Special care should be taken to remove hazardous objects from above sleeping areas.

Fire Prevention/Preparation Steps:

- Do not overload electrical outlets or extension cords.
- Replace or repair worn or cracked electrical cords.
- Do not place electrical cords under carpets.
- Place space heaters and appliances that generate heat at least 36 inches away from anything that will burn.
- Allow space for air circulation around office equipment.
- Turn off all appliances and equipment at the end of the day.
- Electrical equipment that emits an unusual odor or does not function properly should be unplugged from the power source and repaired.
- Never leave cooking unattended.
- Turn pot handles to prevent from falling or bumping.
- Do not wear loose fitting clothing when cooking.
- Do not store items over a stove.
- Keep your work and home areas clear of litter. Trash, old papers, & rags feed a fire.
- Store combustible liquids and materials away from open flames and heat sources.
- Report all on-campus fire hazards to the Campus Director or General Director (Dr. Anderson or Mrs. Anderson)

- Exercise daily fire habits. As you enter buildings look for escape routes, emergency stairwells, exits, fire alarm boxes, and fire extinguishers.
- Report all on-campus fires regardless of size by dialing 911. Fires have a tendency to reignite after it is believed they are extinguished.

Treat all fire alarms as the real thing. Evacuate immediately. False alarms do happen, but it is better to be inconvenienced than to find yourself trapped in a burning building.

H. EARTHQUAKE RESPONSE CHECKLIST

Response During Earthquake (School or Home):

STAY
CALM -

1. First and foremost, having a plan for your work and home will help you to stay calm. If you have a plan and are prepared earthquakes are very survivable.

STAY
PUT -

2. If you are inside, stay inside; if you are outdoors, stay there.

TAKE
COVER
-

3. If indoors, take cover under a desk, table or bench and hold on to the legs; or stand in a supported doorway or along an inside wall or corner. Stay clear of windows, bookcases, china cabinets, mirrors, and fireplaces until the shaking stops. If no protection is available, drop to the floor and cover your head with your hands. Never try to restrain a pet during the shaking.

4. If in a kitchen, turn off the stove at the first sign of shaking and quickly take cover (away from the stove so as not to be injured by hot liquids which may spill).

5. If in a high-rise building, get under a desk or table and **stay away from windows** and outside walls. Stay in the building on the same floor. Don't be surprised if the electricity goes out or if the fire alarm or sprinkler systems go on (cover your computer and sensitive equipment).

6. If in a crowded public place, do not rush for the doorway since other people are going to have the same idea.

7. Move away from display shelves containing objects that fall.

8. If outdoors, get into the open away from buildings, trees, walls and power lines. The greatest danger from falling debris is just outside doorways and close to outer walls. Stay in the open until the shaking stops.

9. If in a car, pull over to the side of the road as quickly as is safely possible and stop the car. Never stop on top of or underneath a bridge or under power lines.

10. Stay in your car until the earthquake is over. When you drive on, watch for hazards created by the earthquake, such as fallen or falling objects, downed electrical wires, or broken undermined roadways.

Following an Earthquake (School or Home):

- Make sure everyone is all right; don't move the seriously injured unless they're still in danger. Administer first aid if appropriate.
- Do not use the telephone unless there is a severe injury. **NOTE: INSURE ALL TELEPHONES ARE IN THEIR CRADLES.** The central telephone switches will automatically shut down when too many phones are off the hook.
- Only use your car if a critical situation exists.
- Keep children safe and relaxed.
- Wear sturdy shoes in areas near fallen obstacles and broken glass.
- Don't use matches, candles or other open flame until you are sure there is no leaking gas.
- Check gas, water, and electrical lines for damage.
- At home, turn off the gas only if you suspect a leak or if the building is severely damaged.
- At home, switch off the electricity if there is damage to the electrical wiring. At the work, the Emergency Building Coordinator will perform this function.
- Do not touch downed power lines or broken appliances.
- Check water supply systems, if water is leaking, shut-off water at the main valve (inside the building or at the street). If you don't know how to shut-off utilities, do not attempt to do it - get help!

Leave buildings that have been damaged until a safety assessment can be made.

- Use caution when cleaning up hazardous materials (glass, spilled medicine, cleaning products, bleaches, gasoline, etc.) and beware of chemical spills.
- Listen to your portable (or car) radio for official information concerning what to do, locations of emergency shelters, and the extent of damage in your area. Do not use the telephone for purposes of requesting information.
- Be prepared for additional earthquake shocks called aftershocks. Although most of these are smaller than the main shock, some may be large enough to cause additional damage or topple weakened structures.
- If you are not at home, getting back together with your family is a high priority, but take the care and time to do it safely.
- If you are at work, stay there (assist, if needed) until you know it's safe to leave. Evaluate your situation: Can you get home? Is that the best place to go to? Listen to the radio, but make sure reports are confirmed before you react to the news.
- Do not use fireplaces unless the chimney is undamaged and without cracks
- Check your home for cracks and damage, particularly the chimney or brick walls.

- After you have your own situation under control, check on your neighbors.
- Evacuate your home if it is off the foundation or otherwise unsafe (in danger of collapse, on fire, etc.) and seek assistance at an established emergency shelter. **NOTE: IF YOU MUST EVACUATE YOUR HOME, ENSURE WATER, ELECTRICITY AND GAS ARE TURNED OFF EVEN IF YOU DO NOT DETECT ANY DAMAGE TO THE PIPES, WIRING, OR GAS LINES.** Aftershocks could cause damage to the utilities which, without your presence, could lead to fires, etc. and significant damage to your home and belongings.

I. FLOOD RESPONSE CHECKLIST

1. Move to higher ground (if you are in low lying areas) to arrive not later than the projected flood arrival.
2. Reasonable actions within the projected time frame should be taken, but do not endanger your life by attempting to save furniture, etc. that could keep you in the potential flood area past projected flood arrival.
3. Keep valuable papers (at home include genealogy) in an easy to carry case so you can grab the case as you evacuate.
4. Follow directions from Police and local government authorities.
5. Prepare to render volunteer aid to evacuees seeking higher ground.
6. Obey health regulations for personal and community protection against epidemics. Report any violations.

After flood waters recede: Boil or chlorinate all drinking water. Do not use contaminated food. Destroy fresh or frozen foods that have come into contact with flood waters.

Dispose of animal carcasses promptly or report them to authorities.

Clean buildings as soon as flood waters recede. Remove stuck doors. Clean and dry residence areas before trying to live in them. In entering buildings, use flashlights, not matches; do not turn on electric lights, furnaces, or fixtures until tested by an electrician or other competent person. Remove sediment from heaters, flues, and machines before trying to use them.

- Drain or pump water from basements. Get stoves or heating plant to work as soon as possible to hasten drying.
- Take all furniture and rugs outdoors and spread to dry and air.
- Clean bedding and clothing as soon as possible.
- Delay permanent repairs until buildings are thoroughly dry.
- Use insecticides where needed. Kill rodents.
- Avoid overexertion and strain in lifting and moving heavy objects.
- Have the gas and electricity turned on only after service technicians have checked for malfunctions.

J. FIRE RESPONSE CHECKLIST

1. Follow directions from the Police and other authorities.
2. If a fire alarm is activated or evidence of a fire is present, evacuate the building immediately, closing doors and windows behind you. Closing doors and windows helps prevent the spread of the fire.
3. If a fire alarm does not sound, warn building occupants to evacuate.
4. Do not use elevators, they can trap you in the building. Use the stairwells and exits designed for fire evacuation.
5. Lightly touch doors before opening them to determine if fire is on the other side. If the door is warm to touch do not open it. Proceed to your alternate escape route.
6. If you find yourself in a smoke-filled area, drop to the floor and crawl on your hands and knees to safety. Purer air is found nearest to the floor. If possible tie a wet cloth around your mouth and nose.
7. **Do not go to the roof of the building.** Many people incorrectly assume that the roof is a safe place to be.
8. Be prepared to assist individuals with special needs (individuals with disabilities, very young, or elderly)
9. **Call 911 to report the fire.** If the fire is confined to a specific area, send someone to an exit to give directions to emergency personnel. Report hazards (i.e., chemicals, high voltage, structural damage) to responding emergency personnel.

If you are trapped in a burning building:

- Stay calm, it is important that you think clearly.
- If the area is smoke-filled, remember not to walk or run, but [crawl on the floor](#).
- Put as much distance between you and the fire as possible.
- Close all doors behind you. This will create barriers between you, the smoke and heat of the fire; and help prevent the spread of the fire.
- Go to a room that has an outside window. Seal all cracks around the door and vents with cloth, rags, or paper.
- You can signal to rescuers outside by waving a light-colored cloth, or with a handwritten sign.

[Do not break out windows](#). This will draw the smoke and fire to you.

If in a room with a working telephone, dial 911 to advise rescuers where you are. They will get to you as quickly as possible.

If you decide to fight the fire, remember, saving lives is more important than protecting property.

Depending on the circumstances, extinguishing the fire may be imprudent and life-threatening.

Attempts to extinguish a fire should be made only under the following conditions:

- The building has been or is being evacuated.
- Emergency notification has been made.
- You have a partner who will help
- The fire is confined to its original area and is small.
- You can fight the fire with your back towards an escape route.
- You have a fire extinguisher, you know how to use it, and it is in working order.

Abandon your attempt to extinguish the fire if any one of the above elements is missing:

Close the doors from the burning area and leave immediately.

K. WEATHER EXTREMES RESPONSE CHECKLIST

Thunderstorms and lightning:

1. Before a storm is suspected:
2. Check the weather forecast before leaving for extended periods outdoors.
3. Watch for signs of approaching storms.
4. When thunderstorms approach:
5. If you can hear thunder, you are close enough to the storm to be struck by lightning. Go to safe shelter immediately.
6. Move to a sturdy building or car. Do not take shelter in small sheds, under isolated trees, or in convertible automobiles.
7. If lightning is occurring and a sturdy shelter is not available, get inside a hard top automobile and keep windows up.
8. Get out of boats and away from water.
9. Telephone lines and metal pipes can conduct electricity. Unplug appliances not necessary for obtaining weather information. Avoid using the telephone or any electrical appliances. Use phones **ONLY** in an emergency.
10. Do not take a bath or shower.
11. Turn off air conditioners. Power surges from lightning can overload the compressors.
12. Get to higher ground if flash flooding or flooding is possible. Once flooding begins, abandon cars and climb to higher ground. Do not attempt to drive to safety. **Most flash flood deaths occur in automobiles.**

If caught outdoors:

1. Find a low spot away from trees, fences, and poles.
2. Make sure the place you pick is not subject to flooding.
3. If you are in the woods, take shelter under the shorter trees.
4. If you feel your skin tingle or your hair stand on end, squat low to the ground on the balls of your feet. Place your hands on your knees with your head between them. Make yourself the smallest target possible, and minimize your contact with the ground.
5. If you are boating or swimming, get to land and find shelter immediately.

Winter Storms:

They are considered deceptive killers because most deaths are indirectly related to the storm. People die in traffic accidents on icy roads. People die of heart attacks while shoveling snow. People die of hypothermia from prolonged exposure to cold.

Eat and drink. Food provides the body with energy for producing its own heat. Keep the body replenished with fluids to prevent dehydration.

Wear layers of loose-fitting, light-weight, warm clothing. Remove layers to avoid overheating, perspiration, and subsequent chill.

If outside:

- Find shelter and try to stay dry. Cover all exposed parts of the body.
- If you cannot find shelter, prepare a lean-to, wind-break, or snow cave for protection from the wind.
- Build a fire for heat and to attract attention. Place rocks around the fire to absorb and reflect heat.
- Do not eat snow. It will lower your body temperature. Melt it first.
- In a car or truck:
 - Remain with the vehicle. Disorientation occurs quickly in wind-driven snow and cold.
 - Run the motor about ten minutes each hour for heat. Open the window a little for fresh air to avoid carbon monoxide poisoning. Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers. Turn on the dome light at night (**only when running engine**). Tie a colored cloth (preferably red) to your antenna or door.
- After snow stops falling, Raise the hood to indicate trouble.
- Exercise from time to time by vigorously moving arms, legs, fingers, and toes to keep warm blood circulating and to keep warm.

At home or in a building:

Remain inside. When using alternative heat from a fireplace, wood stove, space heater, etc., use fire safeguards and proper ventilation.

If there is no heat, close off unneeded rooms. Stuff towels or rags in cracks under doors. Cover windows at night.

L. BOMB THREATS RESPONSE CHECKLIST

1. Ninety-five percent of bomb threats are hoaxes, but all must be handled seriously.
2. If a bomb threat is received over the telephone do the following:
 - Keep the caller on the telephone as long as possible and ascertain answers to the following questions, if possible:

- Where the bomb is located?
- When will the bomb go off?
- What does the bomb look like?
- Why is the building being bombed?
- Is the building supposed to be evacuated?
- How do you know about the bomb?
- What is your name?
- What is your address and phone number?
- Try to determine the following by listening carefully:
- What is the approximate age and gender of the caller?
- Did the caller have any noticeable voice characteristics?
- Were there any noticeable background noises during the phone call?

Immediately notify the Police at 911.

- Do not touch suspicious objects (assume all suspicious objects are bombs).
- Wait for police personnel to begin searching.
- Observe and report any suspicious persons.
- Evacuate all non-essential personnel from the building and prevent entry to all but police and essential building personnel.

Search Checklist (buildings can be searched most effectively by persons familiar with the building - however, only use these personnel if they are willing to volunteer in the search):

1. Custodial personnel search common areas (hallways, rest rooms, stairwells), utility closets, and areas outside the building.
2. Office personnel search their immediate office areas.
3. If a classroom is involved, professors search their own classrooms.
4. Do not move (or touch) any suspicious packages.
5. Report anything suspicious (including location and description) to the official directing the search.
6. Open all doors and windows to minimize blast effects and damage if the bomb detonates.
7. Once a suspected bomb has been located, evacuate the immediate area (per police direction) and prevent any individuals from entering the area until the police declare the building all clear.
8. **DO NOT USE PORTABLE RADIOS** IN VICINITY OF SUSPICIOUS OBJECTS (remain at least 5 feet from the object when carrying a radio.)
9. Provide guides to show police (or other emergency responders) where bomb is located.
10. Provide responders with list of any hazardous chemicals located within the building.

M. CHEMICAL/HAZARDOUS MATERIALS ACCIDENTS RESPONSE CHECKLIST

1. If you feel there has been a release of any hazardous material immediately have all individuals evacuate the area. Call 911 and report the situation.
2. Do not assume that gases or vapors are harmless because of lack of odor and color.
3. Avoid inhalation of gases, fumes and smoke even if no hazardous materials are involved.
4. Do not walk through or touch any spilled material.
5. Remain upwind (or upstream) to avoid smoke, fumes, and dust.
6. Be prepared to move in the event circumstances change (i.e. wind direction).
7. DO NOT wash flammable or toxic materials into drains.
8. If you must evacuate the building, and it does not slow your evacuation, take your chemical inventory list with you out of the building.

N. ENERGY FAILURES RESPONSE CHECKLIST

1. Be prepared for such occurrences by keeping a flashlight and batteries in your desk at work and at home. Also, wear clothing appropriate to the weather, and keep extra warm clothing and boots in your car during winter weather.
2. If electrical power is lost, shut down electrical appliances such as heaters, computers, etc. If power should come back on while the building is unoccupied, unattended appliances could cause fires.
3. Do not use kerosene (or other fuel burning type heaters) without adequate ventilation.
4. If at all possible, do not open refrigerator or freezer doors while power is off. This will preserve the food as long as possible. If food is going to be lost, eat that in the refrigerator first, the freezer second, and canned food last.
5. Do not use candles near flammable materials.

O. CIVIL DISTURBANCES RESPONSE CHECKLIST

1. Avoid areas where disturbances are taking place. Do not become a "sightseer."
2. Notify local police. If on campus, notify Police 911 of the disturbance. Always provide all information you have available.
3. Follow the instructions of local/university authorities.

P. TRIP DISASTER/EMERGENCY PLAN

Although no plan will apply to every emergency situation encountered away from school, a common set of factors will be present, and some preparations can be made.

This plan is written to anticipate reactions to serious conditions resulting from earthquakes and other natural disasters, terrorist activity, war, political crises leading toward war, and other unstable political and environmental situations possibly encountered while students and personnel are away from the school.

Prior to a trip away from the Anderson School campus, students and parents should be advised concerning appropriate safety and security procedures to follow while away from school, and the steps to be taken in case of disaster or emergency. These should include the following:

1. Never leave your baggage unattended in an airport. Persons may plant explosive devices inside.
2. Never agree to watch the baggage of an unknown person.
3. Do not check-in baggage for anyone else, nor carry bags, gifts, etc. for anyone not in the group.
4. Avoid suspicious, abandoned packages in airports and elsewhere and report them to security.
5. Get in and out of airports, trains, buses and subway stations as quickly as possible.
6. Watch for and report any suspicious behavior and do not be shy about doing so.
7. Do not call undue attention to yourself (e.g., clothing, loud conversation, etc.).
8. Avoid large crowds when possible. Avoid demonstrations. If confronted with a demonstration, leave the area immediately and do not photograph persons in such a crowd.
9. Exercise caution when around U.S. military or civilian facilities.
10. When any student separates from the group, a school director must be notified.
11. Students are not to go out alone. Participants should always go in pairs and with an adult parent or school teacher or administrator approved by Dr. or Mrs. Anderson.
12. Establish an emergency meeting place, and an alternate for each place visited.

The following set of procedures will be followed in the event of a serious emergency while away from school:

After learning of the emergency, the parent/student and/or the responsible parent should immediately notify Dr. or Mrs. Anderson of the emergency situation.

The teacher and/or the responsible parent shall ascertain the real danger to the students by considering the following factors:

- The proximity of the problem situation to the group.
- The impact of the problem on the availability of water, food, and medical supplies.
- The target of political unrest.
- The intensity of the emergency or of the political unrest.
- The presence of military, police, or other emergency personnel.
- The feasibility of continuing with the trip, and any protective steps which should be taken.
- The ability of the group/individual to travel within and out of the locality.
- Any advice given by the nearest local authorities.
- The estimated length of unstable conditions.
- Sources of information
- Caution should be taken to not make decisions before every possibility is considered.

- Informing the group members of the emergency condition and discussing with them alternatives to meet the situation. If the group is directly involved in a disaster, a review of the health and condition of every student should be made immediately.
- As soon as possible, contact should be made with the sponsors of the trip giving an assessment of the situation, health and morale of the group, and to discuss appropriate responses to the situation.
- Provide students with positive support, assurance that measures are being taken to insure safety, and provide students with opportunities to overcome anxieties.
- In situations involving natural disasters, first determine the health condition of students.
- Secondly, find a safe, secure location to wait for additional help. Attention to food, water, and sanitation will be important.

Q. DEFINITIONS

C.E.R.T. - Community Emergency Response Team

Critical Functions - Those activities which must be accomplished to ensure the mission of the Anderson Private School can continue. Includes those that must remain operational in a disaster and those for which tolerance to interruption is very low and cost of interruption is very high.

Direction and Control - management of the organizations survival recovery efforts, and the operation itself. One of the Emergency Functions.

Disaster - any event which threatens to, or actually does inflict damage to property or people in which the resources of existing emergency responders are overwhelmed. (Example: fires in buildings while the fire department can only provide one fire truck.)

Disaster Analysis and Assessment - Monitoring and analyzing a disaster and assessing physical damage from a disaster. Collection of information essential to recovery. One of the Emergency Functions.

Phases of Disasters:

- a. Warning - Possibility, probability, or certainty of danger indicated in the near future.
- b. Impact - Force strikes, destruction or damage caused by primary impact agent.
- c. Isolation - Time between cessation of impact by primary impact agent and arrival of aid from outside the impact area.
- d. Rescue - Aid from outside impact area arrives.
- e. Restoration - Recovery of impacted area.
- f. Normal operations - Return to non-emergency operations.

Disaster Task Force - An organization of critical Anderson School personnel charged with the responsibility of directing and coordinating the school's response to major emergencies or disasters.

Emergency - any event which threatens to, or actually does inflict damage to property or people, but can be adequately responded to by existing response organizations. (Example: a fire in one building which could be extinguished by the local fire department.)

Emergency Functions - Those functions which must be performed to successfully respond to any emergency or disaster, as listed below:

- a. Direction and Control - management of the organizations survival recovery efforts, and the operation itself.
- b. Warning and Communication - Notifying the population of probable impending disaster in time to take protective action. Operation of all communications services for control centers and operational forces.
- c. Fire and Rescue - Deploying fire fighting resources to prevent or contain fires and rescue or removal of trapped or injured individuals.
- d. Evacuation - Assisting people to move from the path of threat of a disaster to an area of relative safety.
- e. Emergency Medical Care - Offering appropriate health and medical care or services to the stricken population.
- f. Public Information - Furnishing information to the public, and providing directions to Anderson School students and personnel about appropriate protective actions.
- g. Emergency Welfare - Providing shelter, lodging, food, clothing and sanitation to the disrupted population.
- h. Security - Protecting life and property, control of movement of persons and emergency equipment necessary to protect persons and counteract the disaster situation.
- i. Utilities Repair - Temporary repairs to damaged systems in essential or critical areas or facilities.
- j. Disaster Analysis and Assessment - Monitoring and analyzing a disaster and assessing physical damage from a disaster. Collection of information essential to recovery efforts and future mitigation.
- k. Logistics - controlling transportation of people and supplies, as necessary to support emergency functions.

Phases of Emergency Management:

- a. Mitigation - Activities which actually eliminate or reduce the chance of occurrence or the effects of a disaster. (Examples: Storing back-up tapes of critical computer data or attaching bookcases to a wall to prevent tipping during seismic activity.)
- b. Preparedness - Planning how to respond in case an emergency or disaster occurs and working to increase resources available to respond effectively. (Examples: Preparing a 72-hour kit for each member of the family or determining a location for all family members to meet after a disaster.)
- c. Response - Activities, immediately after an emergency or disaster, designed to provide emergency assistance to victims of the event and reduce the likelihood of secondary damage. (Example: Performing first aid on injured individuals.)

- d. [Recovery](#) - Activities undertaken to return all systems to normal, or near normal. (Example: replacing damaged computers with new equipment and running back-up tapes to restart critical programs.)
- e. [Emergency Medical Care](#) - Offering appropriate health and medical care or services to the stricken population.
- f. [Emergency Operations Center](#) - The location of the Disaster Task Force and the school's essential communications systems during disaster response activities.
- g. [EOC](#) - Emergency Operations Center
- h. [Emergency Welfare](#) - Providing shelter, lodging, food, clothing and sanitation to the disrupted population.
- i. [Evacuation](#) - Assisting people to move from the path of threat of a disaster to an area of relative safety.
- j. [Fire and Rescue](#) - Deploying fire fighting resources to prevent or contain fires and rescue or removal of trapped or injured individuals. One of the Emergency Functions.
- k. [Impact](#) - Force strikes, destruction or damage caused by primary impact agent
- l. [Isolation](#) - Time between cessation of impact by primary impact agent and arrival of aid from outside the impact area.
- m. [Logistics](#) - controlling transportation of people and supplies, as necessary to support emergency functions.
- n. [Mitigation](#) - Activities which actually eliminate or reduce the chance of occurrence or the effects of a disaster. (Examples: Storing back-up tapes of critical computer data or attaching bookcases to a wall to prevent tipping during seismic activity.)
- o. [Normal operations](#) - Return to non-emergency operations.
- p. [Preparedness](#) - Planning how to respond in case an emergency or disaster occurs and working to increase resources available to respond effectively. (Examples: Preparing a 72-hour kit for each member of the family or determining a location for all family members to meet after a disaster.)
- q. [Public Information](#) - Furnishing information to the public, and providing directions to school personnel and parents about appropriate protective actions.
- r. [Recovery](#) - Activities undertaken to return all systems to normal, or near normal. (Example: replacing damaged computers with new equipment and running back-up tapes to restart critical programs.)
- s. [Rescue](#) - Aid from outside impact area arrives. One of the Phases of a Disaster.
- t. [Response](#) - Activities, immediately after an emergency or disaster, designed to provide emergency assistance to victims of the event and reduce the likelihood of secondary damage. (Example: Performing first aid on injured individuals.)
- u. [Restoration](#) - Recovery of impacted area. One of the Phases of a Disaster.
- v. [Security](#) - Protecting life and property, control of movement of persons and emergency equipment necessary to protect persons and counteract the disaster situation. One of the eleven Emergency Functions.
- w. [Utilities Repair](#) - Temporary repairs to damaged systems in essential or critical areas or facilities. One of the Emergency Functions.
- x. [Warning and Communication](#) - Notifying the population of probable impending disaster in time to take protective action. Operation of all communications services for control centers and operational forces. One of the Emergency Functions.

R. DISTRIBUTION

It is not required that all parents and students have a printed copy of the entire plan, but each Anderson School instructor and administrator should have access to a current printed copy.

If you have questions about the Emergency Plan, or other safety concerns please contact:

*Dr. William C. Anderson, Co-Director
The Anderson Private School
817-448-8484
info@andersonschool.net*