
EDISON STATE COLLEGE

SAFETY MANUAL For Faculty and Staff 2011-2012

Edison State College
Department of Public Safety
8099 College Parkway
Fort Myers, FL 33919
Public Safety Front Desk: 239-489-9203, or Extension 1203

Important Telephone Numbers

Public Safety Offices:

- ❖ Lee Campus..... Public Safety, ext. 1203
off campus: 239-489-9203
- ❖ Collier Campus..... Public Safety, ext. 3712
off campus: 239-732-3708 or 239-732-3755
- ❖ Charlotte Campus Public Safety, ext. 5608
off campus: 941-637-5608 or 941-637-5655
- ❖ Hendry-Glades Center Public Safety, ext. 6017
off campus: 863-674-6017

Sheriff's Office, Fire Department or EMS

- For any **emergency** Dial 911

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The information in this safety guide is derived from the Edison State College Emergency Response Manual and other sources and is designed to provide faculty and staff with information in the event of a campus emergency. This information cannot cover every conceivable situation, but will supply the basic guidelines necessary to cope with most campus emergencies. Accordingly, all College personnel should be familiar with and follow these procedures in an emergency.

Individual Employee Responsibilities

Employees are required, as a condition of employment, to exercise due care in the course of their work to prevent injuries to themselves and others. All persons employed by the College play a critical role in keeping our campus community safe. Each employee is responsible for following established safety practices and for learning sufficient safety skills to avoid injury. All employees are expected to question conditions that appear unsafe and report any substandard condition to their supervisor. The responsibilities of employees of the College in this regard include:

- Exercising maximum care and good judgment at all times to prevent accidents and injuries.
- Reporting unsafe conditions, faulty equipment, unsafe practices or injuries to their immediate supervisor.
- Using appropriate personal protective and safety equipment provided by the College.
- Keeping work areas clean and orderly at all times.
- Following prescribed procedures during an emergency.
- Following guidelines for proper handling of materials.

Lost and Found

Public Safety provides for the proper disposition of property that has been turned over to College authorities. Lost and Found is located at the Public Safety office on each campus.

Code Blue Phones for Assistance

The Lee, Collier and Charlotte campuses have Code Blue phones at locations where we have a lot of pedestrian traffic. The phones are marked 'Assistance' and can be used to contact public safety on each campus. There are other 'Courtesy' phones on our campuses which also ring to public safety.

Hazard Communication

Initial Awareness and Training

Upon hire, employees received information regarding Occupational Exposure to Hazardous Material. This training included information on Material Safety Data Sheets which will be evaluated and made available to employees before

shelving, using and disposing of all hazardous material purchased by or donated to Edison State College.

Reporting Hazardous Conditions/Problems

A link has been added to the College Portal Page that will allow faculty/staff to report hazardous conditions or problems. Access the Edison portal *District Resources* tab and on the right side under Public Safety there is a link. The electronic form has drop downs for the particular campus. Once completed, the form will be emailed to Public Safety and Facilities on the particular campus. If the condition requires immediate attention, please call public safety.

Types of Emergencies

The following emergencies and procedures are covered in this guide:

- Fire
- Bomb Threat
- Injury/Illness
- Chemical Spill, Hazardous Materials
- Violent or Criminal Behavior
- Psychological Crisis
- Utility Failure
- Evacuation Procedures

Fire

- Sound the alarm to alert building occupants by using one of the fire alarm pull stations located adjacent to each main exit or classroom emergency exit as appropriate
- Evacuate the building. **Do Not Use Elevators**
- Proceed to the designated assembly area and await further instructions.
- Do not interfere with emergency equipment or personnel
- Notify Public Safety

Fire Extinguishers

They may be used to fight small, containable fires if, in the user's opinion, a reasonable chance of success exists and no undue risk of personal injury will be encountered. **Under no circumstances shall sounding the alarm, building evacuation or proper notification be delayed to fight the fire!**

Using a Fire Extinguisher

1. Pull fire alarm.
2. Contact 911.
3. Only use a fire extinguisher on small fires, and when comfortable and trained to do so.
4. Should any doubt exist on whether the fire can be extinguished, immediately exit the building and await response from Fire/Rescue.

5. Use the **PASS** method to extinguish the fire.

Pull the pin

Aim low, at the base of the flames

Squeeze the handle

Sweep from side to side

*Should the fire re-ignite, repeat the steps as needed.

Notice: Smoke is the greatest danger in a fire. If necessary, stay near the floor where the air will be less toxic. If trapped on the second floor of a building during a fire and a window is available, hang an article of clothing outside the window as a marker for rescue crews. If no window is available, stay near the floor and shout at regular intervals to alert emergency crews of your presence. **Do Not Panic!**

Fire Alarm Evacuation

In the event of a fire alarm and/or reported fire, use the following guidelines to ensure the organized evacuation of all students, faculty and staff:

- Advise students to evacuate the building and proceed to the safe assembly areas
- Close the door to your area as you leave but **DO NOT LOCK**
- If possible, check restrooms to ensure everyone is aware of the evacuation process
- Position staff members at intersections of the building to direct pedestrian traffic to safe assembly areas
- If advised by Public Safety that an entire area of the campus will need to be evacuated, proceed to the identified area and/or shelter location
- Return to the building after the **ALL CLEAR** has been given by Public Safety or local authority
- **NOTE:** Do not instruct students to proceed in a direction towards obvious danger unless there is no other direction in which to proceed. If no other option exists, instruct the students to crawl on their hands and knees past or under dangerous conditions. Immediately advise Public Safety personnel of any dangerous situation.

Bomb Threats

Identifying Suspicious Items

- Be observant around work area upon arrival, in case you are later called upon to identify unusual or suspicious items later.
- Report potential safety or security problems to Public Safety.
- Note time and location of anything odd, particularly discarded or abandoned objects.

If Public Safety and Facilities Planning & Management personnel are asked to assist in a search:

- Be thorough
- DO NOT USE 2-way Radios or Cell phones
- Do not touch anything you suspect
- If necessary move people away from the suspicious item
- Look for anything and everything that might conceal a bomb
- Do not panic persons in the area
- Follow all instructions from the police.

Tips on identifying suspicious packages:

- Does the package carry a return address?
- Does it lack sufficient postage?
- Is the addressee familiar to the sender?
- Is the package expected?
- Does the post mark city differ from the return address?
- Is the package wrapped in brown paper w/ twine?
- Does the paper carry grease stains or discoloration?
- Do you detect strange odors?
- Did the package arrive by foreign mail or Special Delivery?
- Is the package marked Confidential, Personal, etc.
- Is the address hand written or poorly typed?
- Does the sender use incorrect titles or titles but no names?
- Is the package excessively heavy, with protruding wires or foil?

Bomb Threat Evacuation

In case of a bomb threat, the fire alarm will not sound. Instead, you will be notified verbally to evacuate the building. The instructions for staff and students:

- Evacuate the building calmly and take your belongings with you
- Walk in an orderly fashion to locations identified by Public Safety or local authority
- Do not touch or pick up any unidentified items while exiting
- Report any suspicious items or activities

Public Safety personnel will determine when it is safe to reenter the building.

Injury/Illness

- For an Immediate, life-threatening emergency, Call 911, then notify Public Safety Office.
- Stand by to direct emergency personnel to the victim and/or answer questions.

Note: Properly trained personnel should provide first aid, CPR or use an AED: Keep injured persons still, calm and as comfortable as possible. **Do Not Move The Person!**

- If the person injured is a College employee, notify Human Resources during normal office hours or as soon as possible thereafter.

Location of Automated Electronic Defibrillators (AEDs)

Lee Campus:

Bldg ID	Building	Location
A	Walker Hall	Lobby on wall across from elevator
B	Gresham Hall	Lobby (south end)
I	Robinson Hall	Second Floor Hall near Men's room
M	B.B. Mann PAH	Lobby near entrance to Administrative offices
S	Taeni Hall	Lobby by first floor elevators
J	Rush Library	2 nd floor at circulation desk

Charlotte Campus:

Bldg ID	Building	Location
J		in lobby left of Main entrance

Collier Campus:

Bldg ID	Building	Location
A		Outside Room A-154
L	Dental Facility	First floor hallway
L	Dental Facility	Second floor hallway

Hendry-Glades Center:

Bldg ID	Building	Location
A	Main Building	Main entrance lobby near Admin Office

Chemical Spills, Hazardous Materials

All personnel involved in the management and/or use of hazardous materials and/or waste at Edison State College shall be familiar with the contents so as to minimize hazards to students, faculty, staff, the general public and the environment. Material Safety Data Sheets (MSDS) will provide the proper

procedures for handling or working with a particular substance. MSDS's include information such as toxicity, health effects, first aid, reactivity, storage, disposal, protective equipment, and spill/leak procedures. These are of particular use if a spill or other accident occurs.

Spill Prevention

Hazardous materials and waste shall be treated and handled in such a manner as to minimize any threat to persons and/or the environment. Hazardous materials shall be properly stored by the using department in accordance with the instructions contained in DOE, OEF DOCUMENT, "The Storage, Handling and Disposal of Chemicals Used in School Laboratories and Community Colleges."

Spill Control and Countermeasures

(a) Non-ignitable, low-toxicity liquids or solids not generating dangerous gases may be handled by Maintenance personnel if the volume is sufficiently small. Inert absorbents or neutralizing solids should be used to prevent the spread of liquids (Absorbent shall be spread around the periphery of the spill, then added to the center and mixed thoroughly moving toward the center of the spill). The resultant mixture shall be scooped into approved polyethylene bags and placed in an approved DOT drum.

(b) Ignitable liquids or solids, highly toxic chemicals and materials generating dangerous gases shall be left to emergency personnel to handle. Qualified College personnel shall be present to advise assisting agencies as to the character, amount, source and extent of the spill.

If threat to human health or the environment exists, immediately notify appropriate authorities for assistance.

Violent or Criminal Behavior

Everyone is asked to assist in making the campus a safe place to work and study by being alert to suspicious behavior and/or situations, and promptly reporting them to College officials. Breach of peace and other criminal violations, including threats, intimidation, violence, assault, battery, sexual battery or other disruptive behavior, will not be tolerated. Generally the Public Safety Office should be the first department contacted after an incident occurs. Upon investigating, the appropriate local law enforcement agency may be notified and the incident will be referred to the appropriate campus administrator, Campus President or designee. In the event you are a victim of, or a witness to, criminal activity, AVOID RISKS and call 911, then notify the Public Safety office. If you observe suspicious activities and/or persons on campus, notify the campus Public Safety office.

Be ready to report and assist the officers when they arrive by supplying such additional information as may be available, such as:

- 1) Nature of the incident.
- 2) Location of the incident.
- 3) Description of person(s) involved.
- 4) Description of property involved.

Demystify violence by talking about it and being explicit that students and employees will not be penalized or face retaliation for seeking help for themselves, their families, or colleagues.

Identify the potential for violence occurring in the workplace.

Address the potential for violence in the classroom.

Assist victims by directing them to campus and community resources.

Ensure that faculty and staff know Edison State College policies and procedures on violence prevention.

Violence in the workplace can take many forms—from a colleague or student who exhibits dangerous or threatening behavior, abusive relationships between partners or family members, and violent behavior by patients in the health care setting, to acts of violence that take place on campus by members of the public with no connection to the campus.

Warning Signs of Violent Behavior

- Making direct or veiled threats to kill/harm self or others;
- Referring to or preoccupation with other incidents of workplace violence;
- Exhibiting intimidating, belligerent, insubordinate, defiant or challenging behavior;
- Exhibiting confrontational, angry, easily provoked, unpredictable, restless, or agitated behavior;
- Having a history of violent, reckless, or antisocial behavior;
- Having a fondness or fascination with firearms;
- Blaming others for anything that goes wrong, with no sense of own responsibility;
- Exhibiting recent marked performance decline;
- Exhibiting changes in personality, mood, or behavior;
- Crying excessively;
- Becoming unkempt—grooming habits decline;
- Crossing behavioral boundaries, such as excessive phone calls, personal emails and/or visits;
- Engaging in substance abuse;
- Encountering serious stress in personal life.

Relationship violence is the most common form of violence in the workplace.

Signs of Relationship Violence

- Anxiousness, crying, significant changes in behavior;
- Frequent or sudden absences;
- Frequent tardiness or leaving work early;
- Fluctuations in the quality of work for no apparent reason;
- Difficulty concentrating and decreased productivity;

- Isolation from colleagues and social activities;
- Excessive number of phone calls or emails from family members and/or friends;
- Disruptive personal visits to the workplace;
- Visible injuries, often with an explanation of an “accident”; multiple injuries in different stages of healing; unexplained delay in seeking medical treatment for injuries;
- Stress-related illnesses and/or anxiety-related conditions such as heart palpitations, hyperventilation, and panic attacks.

Classroom Management

Taking Immediate Action to Threatening Classroom Situations

If someone in your classroom is displaying threatening behavior(s), you have the authority to:

- Call **911** or ask one of your students to do so if you believe the situation is urgent or there is an imminent threat.
- Ask the person to stop what he or she is doing.
- Ask the person to leave the classroom.
- End class early and allow your students to leave.

Classroom Situations Proactive and Preemptive Strategies

Some types of potentially threatening classroom situations can be prevented or proactively addressed before they become serious. Some proactive and preemptive strategies include:

Discuss ground rules for classroom behavior and discussion. For examples and guidelines, see these resources from the Arizona State University Intergroup Relations Center:

Guidelines for Constructive Dialogue in the Classroom (pdf)

http://courses.washington.edu/anth599/ASU_Dialogue_Guidelines.pdf

Suggested Ground Rules for Discussion (pdf)

http://www.uvm.edu/~pass/tignor/filmseries_files/groundrules.pdf

Set clear boundaries for assignments and activities, e.g., what students write about or present in class, what students produce for other students to read (in online discussion or in peer reviewed writing assignments).

“Students may have strong disagreements about the issues raised in this class, and I see the online discussion as a place to present arguments and respectfully challenge one another’s thinking. However, differences of opinion must be based on reason and evidence; unsubstantiated generalizations or personal attacks will be removed from the discussion board and will not receive credit.”

Guidelines such as these keep the focus on learning and clearly demonstrate what you consider appropriate.

Seek regular feedback from students so that you know how group members are participating in projects, or how the classroom climate is being affected by

student behaviors. For examples, see *Design Your Own Ways of Collecting Student Feedback* at <http://depts.washington.edu/cidrweb/consulting/studentfeedback.html>.

Assignments, Email, and Reports from Other Students

Threatening situations that emerge in assignments or communication with students might include:

Disturbing comments or patterns of responses in student assignments or other written work;

Inappropriate email, interactions during office hours, or other communication outside of the classroom;

Pattern of minor conflicts or inappropriate behavior in class, though isolated incidents may not seem serious;

One of your students reports to you that a threat has been made to him or her.

If something is alarming to you, it is important to inform others of your concern.

Rather than deciding on your own how to respond in each situation, consult with others who are responsible for the course or the department. Instructors should alert the department dean. Call **911** to report immediate threats.

Responding to Disturbing Creative Writing: A Guide for Faculty and GTAs

<http://www.ndnu.edu/campus-life/counseling/documents/disturbingwriting.pdf>

Documenting your concerns to others in the department can help you determine how to respond (for example, by referring a student for counseling, informing the Dean of Student Success and Enrollment Management or consulting with Edison State College Public Safety), and provide additional context for the situation.

Something which may be difficult to interpret in isolation may take on a different level of importance when seen in light of other documented incidents (whether documented by you at other points in time, or documented by others who work with the student in different contexts).

De-escalating a Conflict

When a conflict or potentially threatening situation arises in your class (e.g., inappropriate responses to you or to other students, or confrontations over a grade dispute), there are strategies for de-escalating the immediate confrontation:

State your own authority in the situation.

"I am responsible for this class, and I'm not going to allow you to continue making comments like that to other students."

State the effect of the student's behavior on others.

"I want to make sure all the students have a chance to raise their questions during class meetings. Your comments are taking us off track and preventing other students from participating."

Acknowledge the student's frustration or disagreement while deferring action.

“I realize that you want to receive a good grade in this class and that you don’t agree with my comments on your paper. However, we’ll need to wait until after class to address this.”

Direct the student to others with authority to act.

“I understand that you are frustrated about your grade on the test and you want me to reconsider it. I can look at your answer again, but the grading key was set by the professor, so we’ll have to talk with her about it.”

Many of these strategies require a later follow-up, which could vary widely depending on the situation. In some cases, students might need to be referred to the standards of student conduct (as specified in the Student Conduct Code) or to previously established ground rules for class discussion. If students refuse to comply, you may need to take other immediate action. In other cases, once students know their concerns have been heard or your expectations have been made clear, there may not be any further conflict (though there may still be the disagreement to address). Consult with others in your department or with other colleagues at Edison State College. For example, consider who should be informed that the conflict has occurred, which follow-up actions should be taken (for the benefit of both the student in the conflict and students who witnessed it), and whether a third party should be present for any follow-up discussions with the student.

For additional perspective on disruptive behavior in the classroom, see:

Conflict De-escalation Strategies (pdf), Arizona State University Intergroup Relations Center:

<http://www.asu.edu/provost/Backup/intergroup/resources/conflict-de-escalation.pdf>

Dealing with Disruptive Behavior in the Classroom, by Kathleen McKinney, Illinois State University:

<http://www.cat.ilstu.edu/additional/tips/disBehav.php>

Classroom Management, by Lisa Rodriguez, Ph.D.

<http://www.4faculty.org/includes/108r2.jsp>

Practical Strategies to Reduce or Eliminate Student Incivility, from the article *Reducing Incivility in the University/College Classroom*:

http://www.temple.edu/tlc/resources/handouts/problem_situations/Dealing%20with%20Student%20Incivility.pdf

Recognizing and Responding to Distress in Students

There are a number of guidelines for recognizing and responding to different types of distress in students.

Identifying and Referring the Distressed Student, developed by Southern Methodist University Counseling and Testing Center
http://www.smu.edu/healthcenter/counseling/ct_stress.asp

APA Help Center:
<http://helping.apa.org/articles/topic.php?id=1>

Center for Instructional Development and Research:
<http://depts.washington.edu/cidrweb/resources/guide.html>

Your role is primarily to provide the student with information and encouragement to take action on his or her own behalf, rather than to report the student and require him or her to do something. You can take proactive steps to help a student follow through and make contact while still letting the decision to seek help reside with the student.

Compliance with the Federal Educational Rights and Privacy Act (FERPA)

While the Federal Educational Rights and Privacy Act (FERPA) does require the College to have a general policy of keeping student education records (and information from those records) confidential, there are a number of important exceptions to this requirement.

For example, information from a student's records can be disclosed without the student's consent to the extent disclosure is reasonably necessary to protect the health and safety of any person. Thus, if you or a student is facing an emergency situation, FERPA's confidentiality rules do not prevent you from making disclosures of student record information in order to deal with that emergency. Also, student record information can be disclosed to others within the College who have a "legitimate educational interest" in the information, which can include disclosures that are made in the context of initiating disciplinary review, or preventing the disruption of the educational mission of the College.

If you become aware of information regarding criminal activity, you can and should report that information to Edison State College Public Safety and Security. Likewise, if you become aware of information regarding hazing, workplace violence, or any other indication a student may be a danger to himself or herself, or others, you can and should report that information to the Dean of Student Success and Enrollment Management. A concern or complaint related to sexual harassment must be submitted to the District Director of Human Resources. If you have concerns about whether information about a student can be disclosed in a particular circumstance, or if you have questions about what to do in a specific case, you should contact the Office of the Registrar.

FERPA Information (ESC Website)
<http://www.edison.edu/financialaid/ferpa.php>

Psychological Crisis

A psychological crisis exists when an individual is threatening to harm them self or others, is out of touch with reality due to severe drug or alcohol reactions, or is experiencing a psychotic break (hallucinations, uncontrolled behavior, etc.). In the event of such a crisis, **Call 911...and then get help by calling the Public Safety Office.** Clearly state that you need immediate assistance and give your name, location and the problem encountered.

Never Try to Handle a Dangerous Situation on Your Own!

Behavioral Intervention Team

The Behavioral Intervention Team (BIT) is designed to foster a safe learning environment for students, faculty, and staff. This team is intended to intervene in student behavioral issues before allegations regarding code of conduct violations occur.

BIT is intended to meet two distinct objectives:

- enhances institutional awareness of potential threats to collective safety.
- provide students with opportunities to assess and manage problematic behavior before this behavior becomes a formal violation of our Student Code of Conduct.

Through encouraging faculty, staff, and administrators to report student issues that can represent disruptions to the effective management of our learning environment, the BIT can collect information regarding student behaviors, identify patterns in these behaviors, and (when appropriate) share this information with effected staff and faculty. The BIT will maintain a secured warehouse for student behavioral issues.

When necessary, the BIT will help students to modify their behavior so that they may avoid formal allegations of student conduct violations. This assistance can take the form of mandatory assessments, referrals to the student assistance program, recommendations concerning enrollment/course schedules, and a variety of alternative interventions. When student behavior represents a clear violation of the Student Code of Conduct, the BIT can refer students to the appropriate campus conduct administrator (see the Student Code of Conduct).

Faculty and staff may notify the Public Safety Office if they have an immediate concern about a student. Non-immediate concerns can be emailed to:

BIT@edison.edu

Please use this checklist as a guide for describing behaviors by a student or whose actions are suspicious enough that a reasonable person might believe that the student may be prone to violence. Observed or known behaviors:

Weapons

- Talks about weapons
- Has access to weapons
- Is knowledgeable about or has used weapons
- Has history of bringing weapons to school
- Gang membership

Violence

- Has made recent threats to act out violently
- Has provided evidence of making plans to act out violently, named a specific target for violence
- History of arrests/convictions for violent acts
- Identifies with offenders, praises other school violence events

Aggression

- Issues ultimatums
- Has threatening and/or loud speech, disorganized speech
- Engaged in property damage
- Other students/staff/faculty are afraid of this student
- Is observed with signs of agitation (pacing, clenched fists, etc.)

Perception/ Communication

- Does not show concern for legal or personal consequences
- Appears to lack appropriate empathy or remorse
- Is brooding over an event in which he/she was perceived to be unfairly treated
- Expresses unreasonable feelings of being persecuted by others
- Constantly blames others and refuses to take responsibility
- Has thought insertion, someone putting thoughts into their head
- Refuses to communicate

Social Behavior

- History of obsessively following or stalking others
- Is observed as maintaining prolonged stares
- Diminished self care (dirty, disheveled, poor hygiene)
- Known to abuse alcohol or to use illicit drugs

Depression/ Victimization

- Has experienced a recent life stressor or event
- Appears to be a loner and reveals having no close friends
- Has a history of being bullied or teased
- Says they have no options or there is no way out for them
- Appears suicidal
- Prior suicide attempts and self infliction of injuries
- Reveals feelings of depression, hopelessness, despair

Utility Failure

Power Failure

Most power outages occur due to factors off campus over which we have no control. As such, they are more annoying than dangerous. Nevertheless, a few precautions are in order:

- Turn off all electrical equipment such as computers, etc., so as to prevent damage from power surges when electricity is restored.
- Do not attempt to discover the cause of a major power outage yourself. Not all power may be off! Leave this task to trained personnel.

Elevator Failure

- If you become trapped in the elevator, use the emergency telephone to call for assistance.

Flooding

- Cease using all electrical equipment. Vacate the area if necessary

LP/Natural Gas Leak

- Cease all operations. DO NOT TURN ON/OFF LIGHTS OR OTHER ELECTRICAL EQUIPMENT INCLUDING FIRE ALARMS! Vacate the building!

Notify Plant Operations Manager:

- ♦ **Lee Campus**.....ext. 1129, 1243 or Public Safety, ext. 1203
- ♦ **Charlotte Campus**.....ext. 5648 or Public Safety, 5608
- ♦ **Collier Campus**ext. 3779 or Public Safety 3712
- ♦ **Hendry-Glades Center**.....ext. 6022 or Public Safety 6017

If the failure results in danger or potential danger, initiate evacuation, fire or other emergency procedures as appropriate.

Evacuation Procedures

Prior to an Emergency

Be prepared for evacuation prior to an emergency. Take the following measures:

- Brief students during the first class session on evacuation procedures and routes of exit, including alternate routes in case the nearest exit is obstructed.
- Identify individuals who will need assistance and discuss with them privately what their needs will be for evacuation and other emergencies.
- Designate assistants who will escort disabled persons to the identified safe assembly or refuge area.

During an Emergency

- Communicate the nature of the emergency to everyone involved.

- Close any windows that may be open.
- Close, but **DO NOT LOCK**, the classroom door as you exit.
- Supervise the orderly movement of persons with disabilities from the building to the identified refuge or safe assembly area.
- Move those in wheelchairs **immediately** to the elevators for exit to the ground floor.
- Notify emergency personnel and campus Public Safety of the location and needs of persons with disabilities.
- If it is not safe for a person with a disability to leave the building (determined through communication with fire, EMS or rescue personnel) one person who does not have a disability should remain with the individual while another person notifies safety personnel of their location.
- Only when there is imminent life-threatening danger and evacuation cannot be delayed should a person be carried or helped from the building in the most expedient but safe manner.

Building Evacuation

- Notice to evacuate the building(s) will be transmitted via the fire alarm system (continuous horn blast) or, in the event of an alarm failure, by verbal instructions from designated authority.
- When the fire alarm horns sound, immediately evacuate the building in accordance with the evacuation instructions posted adjacent to each door.
- Proceed to the designated assembly area and await further instructions. Do not interfere with emergency equipment or personnel.

Following an Emergency

- Account for all students upon reaching the assembly point.
- Inform emergency personnel of individuals with special needs.
- Wait for the all-clear signal from Public Safety.

Note: The building alarms sound only in the building in which activated. You must report the emergency via telephone. Portable communications devices i.e., radios/walkie-talkies, pagers or cellular phones are not to be used during a bomb threat due to the fact that some bombs may be detonated by transmitted signals. **DO NOT USE THE ELEVATOR DURING A FIRE!**

Campus Evacuation

- Evacuation of all or part of the campus grounds will be announced.
- **All** persons shall immediately vacate the site in question and re-locate to another part of the campus, or off campus, as directed.

Decision to Close the College

The District President or his/her designee may close the college in advance of a hurricane warning depending on local conditions. The general public will be notified through both the local media and the College's web site.