

VALLEY  
GRANDE  
INSTITUTE  
FOR  
ACADEMIC  
STUDIES

2025  
ANNUAL  
SECURITY  
REPORT

DRUG AND  
ALCOHOL  
PREVENTION  
PROGRAM

EMERGENCY  
PREPAREDNESS  
PLAN

Revised 9/23/2025

## Valley Grande Institute for Academic Studies

345 S. Texas Blvd  
Weslaco, TX 78596  
(956) 973-1945 · fax: (956) 969-4086

### Annual Security Report (For Calendar Years 2022, 2023, 2024)

The following alleged crimes occurred on campus or on public property immediately adjacent to the Campus during 2022, 2023, and 2024.

Type of Crime	Number of Occurrences Reported					
	2022		2023		2024	
	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus
Murder	0	0	0	0	0	0
Non-negligent Manslaughter	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0
Forcible Sex Offenses (including rape, fondling, incest, statutory rape)	0	0	0	0	0	0
Non-forcible Sex Offenses (including rape, fondling, incest, statutory rape)	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Drug/Liquor Law Violations	0	0	0	0	0	0
Illegal Weapons Possession	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0
Stalking Incidents	0	0	0	0	0	0

(1) Note: Under federal regulations, VGI is required to report crimes in these categories as "on-campus" because they occurred at the campus and its surrounding parking lot where the school operates. However, the address for VGI is 345 S. Texas Blvd, Weslaco, TX 78596. There were NO crimes in the "On Campus" category that occurred within the actual school building or in the parking lot immediately in front of the campus where most if not all, VGI students/faculty/staff park. Please see below map.

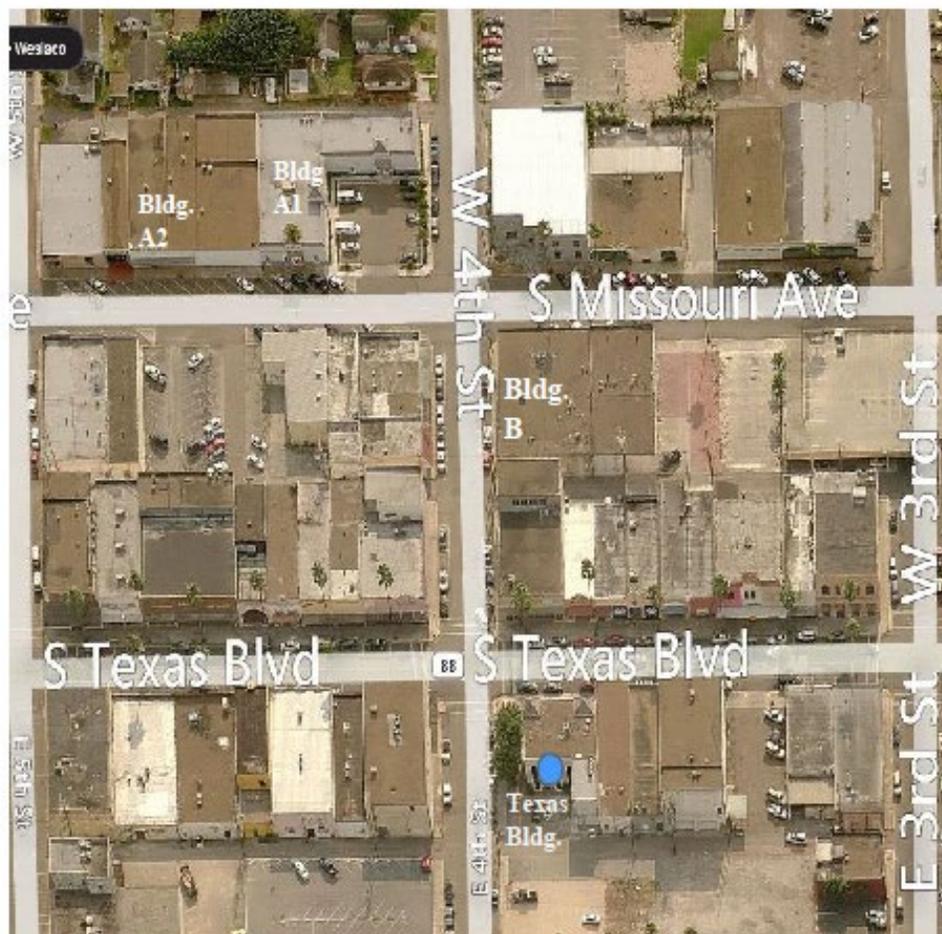
Types of Crime Based on an Offender's Bias (2) (AKA "Hate Crimes") (3)	Number of Occurrences					
	2022		2023		2024	
	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus
Murder	0	0	0	0	0	0
Non-negligent Manslaughter	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0
Forcible Sex Offenses (including rape, fondling, incest, statutory rape)	0	0	0	0	0	0
Non-forcible Sex Offenses (including rape, fondling, incest, statutory rape)	0	0	0	0	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0
Burglary	0	0	0	0	0	0
Motor Vehicle Theft	0	0	0	0	0	0
Arson	0	0	0	0	0	0
Larceny-theft, simple assault, intimidation, and destruction, damage or vandalism of property, and other crimes of bodily injury with evidence that shows offender's Bias of the victim.	0	0	0	0	0	0
Drug/Liquor Law Violations	0	0	0	0	0	0
Illegal Weapons Possession	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0
Stalking Incidents	0	0	0	0	0	0

2) Note: Bias is defined as a performed negative opinion or attitude toward a group of persons based on their actual or perceived race, gender, religion, national origin, disability, sexual orientation, gender identity or ethnicity.

3) NOTE: A hate crime is defined as a criminal offense committed against a person or property which is motivated, in whole or in part, by the offender's bias, as described in (2) above.

ARRESTS Types of Crime for Which the Suspects Were Arrested for a Violation of Law	Number of Arrests					
	2022		2023		2024	
	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus
Murder	0	0	0	0	0	0
Non-negligent Manslaughter	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0
Illegal Weapons Possession	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0
Stalking Incidents	0	0	0	0	0	0

CAMPUS DISCIPLINARY ACTIONS (Students/Employees Referred for Disciplinary Action for the Following Violations of Law	Number of Students Referred for Disciplinary Action Due to Violations of Law					
	2022		2023		2024	
	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus	On Campus (1)	Public Property Immediately Adjacent to Campus
Murder	0	0	0	0	0	0
Non-negligent Manslaughter	0	0	0	0	0	0
Negligent Manslaughter	0	0	0	0	0	0
Liquor Law Violations	0	0	0	0	0	0
Drug Law Violations	0	0	0	0	0	0
Illegal Weapons Possession	0	0	0	0	0	0
Domestic Violence	0	0	0	0	0	0
Dating Violence	0	0	0	0	0	0
Stalking Incidents	0	0	0	0	0	0



## **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and the Safe and Drug-Free Schools and Communities Act (DFSCA): Policies, Reporting, Warnings, and Notifications**

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, more commonly known as the Clery Act, is contained (along with other security-related disclosure requirements) in section 485 of the Higher Education Act, codified at 20 U.S.C. § 1092. It requires all postsecondary education institutions to keep records and report annually on the nature, date, time, and place of crimes occurring on campus, including hate crimes. It also prescribes a number of security-related protocols for emergency response procedures, timely notifications for on-campus crimes, etc.

All annual security reports and supporting records will be retained by VGI for three years from the latest report publication date.

For your information, a copy of Valley Grande Institute's Annual Campus Safety and Security Report (also known as our Annual Security Report, or ASR) is attached. This report is distributed in compliance with the Clery Act. The ASR information is available upon request at Valley Grande Institute's administration building, and at [www.vgi.edu](http://www.vgi.edu). Valley Grande Institute's commitment to safety and security includes:

- Providing a secure and crime free environment for students, faculty and staff.
- Performing regular evaluation of security programs.
- Monitoring and following up on each crime reported at Valley Grande Institute's School location.

We believe student, faculty, and staff behavior which promotes security awareness is important in all aspects of our lives and we encourage all students, faculty and staff to accept responsibility for their own security as well as the security of other members of Valley Grande Institute's School community.

As you read the following report, comments, questions or concerns may be addressed to:

Valley Grande Institute for Academic Studies  
ATTN: Campus Security Administrator (CSA)  
Mari Aviles  
345 South Texas Boulevard  
Weslaco, Texas 78596  
(956) 973-1945  
[maviles@vgi.edu](mailto:maviles@vgi.edu)

## **STATEMENT OF CURRENT POLICIES REGARDING PROCEDURES FOR STUDENTS AND OTHERS TO REPORT CRIMINAL ACTIONS AND POLICES CONCERNING THE INSTITUTION'S RESPONSE TO SUCH REPORTS**

Students, faculty or staff who wish to report criminal actions, should immediately contact the Campus Security Authority (CSA). In the event of an active emergency/crime, please contact 911 immediately then proceed to notify the CSA. As part of the investigation process, the CSA will complete an Accident/Incident Report Form with the assistance of the person reporting the criminal action. The report should be filed as soon as possible with the CSA. The CSA will follow-up and ensure the Incident Report Form is complete and closed out. Once completed, the Incident Report Form will be kept on file in *Business Office*.

In the event that Media exposure is required, VGI has designated Pollux Castor representative, Adan Garcia, Public Relations, to speak on behalf of Valley Grande Institute of Academic Studies.

Additional copies of Valley Grande Institute's Accident / Incident Report Form may be requested from the Administration office.

### **PREPARING THE ANNUAL DISCLOSURE**

Valley Grande Institute's Campus Director, serving as the Campus Security Authority (CSA) for the school, has the responsibility of gathering the data used to prepare the annual campus crime statistics report. Campus crime data is gathered the same day that it is reported. The data is obtained from reports made to the CSA and from reports from the Weslaco Police Department (WPD). The CSA, School Director or President is empowered to make the request to the WPD. The data, once received, are compiled by the CSA and presented to the President and/or School Director for preparation of the ASR. Crimes are counted in the disclosure based upon the crime having been reported, not whether there was a conviction. Data is obtained annually from local law enforcement and compared with the data gathered at our school. The resulting data is used to prepare the annual crime statistics report.

The ASR is published and distributed by October 1 of each year to current students and employees. A notice of the ASR's availability is also provided to prospective students and employees, with a notice that a paper copy is available upon request.

### **Distribution Plan**

The ASR is posted on the VGI web site ([www.vgi.edu](http://www.vgi.edu)) under Campus Safety) and provided separately to each student enrolling at VGI. A copy of the ASR and all policies, including DFCSA, are provided to each student on an electronically accessible device such as a DVD, CD or jump drive. Faculty and Staff are provided a copy at the time of

employment and annually thereafter. The report is physically distributed within the first time period of October of each year. Copies of the report can be requested by interested individuals at 345 S. Texas Blvd, Weslaco, Texas 78596.

## **REPORTABLE OFFENSES UNDER THE CLERY ACT**

*The Clery Act requires reporting on the following offenses:*

- murder;
- negligent manslaughter
- manslaughter (non-negligent)
- sex offenses, forcible and non-forcible; (*rape, fondling, incest, statutory rape*)
- robbery;
- aggravated assault;
- burglary;
- motor vehicle theft;
- arson;
- arrests, or persons referred for campus disciplinary action for liquor law violations;
- arrests, or persons referred for campus disciplinary action for drug-related violations;
- arrests, or persons referred for campus disciplinary action for illegal weapons possession
- hate crimes (in addition to those listed in the preceding points) larceny-theft; simple assault; intimidation; and destruction, damage or vandalism of property in which the victim is intentionally selected because of his or her actual or perceived race, gender, religion, sexual orientation, ethnicity or disability.

\*\*On March 7, 2013, President Obama signed the Violence Against Women Reauthorization Act of 2013 (VAWA). Among other provisions, this law amended the Clery Act to require postsecondary institutions to include in their Annual Campus Security Report all instances of domestic violence, dating violence and stalking; and instances of gender identity and national origin crimes which fall under the category of Hate Crimes. These new reportable items must be included in the ASR released by October 1, 2015.

## **GEOGRAPHICAL AREA: DESCRIPTION OF THE CAMPUS**

Valley Grande Institute is located in Weslaco Texas. The Administration Building is located at 345 S. Texas Blvd. Buildings dedicated to instruction are located in reasonably contiguous buildings on Missouri Street. There is no student residence area. Recreational and study areas for students are integrated in the instructional buildings. The preceding report represents the findings of the single campus. There is no housing connected to VGI. Therefore, Missing Student notifications and Fire Safety disclosures will not be specifically addressed.

**Reasonably contiguous** refers to a building or property your institution owns or controls that's in a location that you and your students consider to be, and treat as, an integral part of your main or core campus; and is covered by the same security policies as your campus.

The Clery Act requires each institution to disclose crime statistics that occur on three types of property: campus, non-campus buildings or property, and public property areas.

“Campus” is defined as buildings or property owned or controlled by the institution within the same reasonably contiguous geographic area and used by the institution in a manner related to the institution’s educational purpose. It also includes property in that contiguous area owned by the institution but controlled by another person, if that property is used by students and supports institutional purposes (e.g. a food or retail vendor). Branch campuses and geographically disconnected administrative divisions or schools would be considered separate campuses for the purposes of reporting.

“Public property” is property that is located within the same reasonably contiguous geographic areas of the campus, like a sidewalk, street or public parking lot, that is adjacent to a facility owned or controlled by the institution for purposes related to the institution’s educational purposes. Crimes occurring on “public property” must also be reported in the crime statistics.

A “non-campus building or property” is one that is owned or controlled by a school recognized student organization, or one that is owned or controlled by the institution and used by students or by the institution for education-related purposes and that is not within the same reasonably contiguous geographic area of the campus. Crimes occurring on “non-campus property” must be reported. However, incidents occurring on public property adjacent to “non-campus buildings or property” do not have to be included. Our institution does not have such property in this category for which we must report.

## **TIMELY CAMPUS WARNINGS or ALERTS:**

A notice to the campus community is distributed regarding any of the above listed crimes (see Reportable Offenses under the Clery Act) which are deemed to represent a threat to the students and employees, and which are reported to campus officials or to local police agencies. The campus crime alert is issued in a manner that is timely and will aid in the prevention of similar crimes.

Anyone with information warranting a timely warning should report the circumstances to a VGI staff/faculty member who will then report to the CSA. If a staff/faculty member is not available, information should be reported by calling (956-973-1945) or in person at 345 S. Texas Blvd, Weslaco, TX 78596.

The manner of dissemination to alert the campus community may include one or more of the following methods: e-mail, voice mail, and text messages. In addition, the CSA or other campus officials will post relevant warnings, updates and advisories on the appropriate school social media, and may also utilize campus bulletin boards. Campus officials may decide to issue an alert about a crime occurring off-campus but in a location frequented by students, even though such a crime would not be included in the annual report.

## **A STATEMENT OF CURRENT POLICIES CONCERNING CAMPUS LAW ENFORCEMENT AND POLICIES THAT ENCOURAGE PROMPT REPORTING OF ALL CAMPUS CRIME TO LOCAL POLICE:**

Valley Grande Institute is essentially a non-residential School, and does not have a campus police force. Therefore, all crimes are reported to local authorities as described in the first section regarding policies and procedures to report crimes.

Voluntary confidential reporting: VGI along with Local law enforcement will allow a victim or witness to report crime on a voluntary and confidential basis.

Valley Grande Institute's Accident / Incident Report Form may be requested from the Administration Office to assist in the description and recording of an incident of crime or emergency.

### **Crime Reporting**

Efforts are made to inform members of the campus community on a timely basis about campus crime and crime-related issues. These efforts include the following:

- Daily Crime Log – Valley Grande Institute for Academic Studies maintains a daily crime log, which is available for review within two days of request except in cases such as where disclosure of such information may be prohibited by law, jeopardize the confidentiality of the victim, etc. The Daily Crime Log is kept in the Business

Office of the Administration Building and is made available upon request. The Daily Crime Log maintains a record of any reportable crimes or suspected crimes brought forth by the campus community.

- Crime Alerts – Crime Alerts are published when a crime occurs on or near campus that potentially threatens the campus community. The crime alerts are distributed in a variety of methods, depending upon the incident. (See Timely Campus Warnings above.)

### **How to Report Crimes on Campus**

Students and employees are cautioned never to attempt to apprehend or pursue a suspected criminal. Crimes or suspected criminals should be reported to a staff/faculty member who will then report it to the CSA or, if appropriate, to 911. Members of the campus community should immediately report any crimes or suspicious activity. If staff/faculty member is not available, crimes or suspected crimes may be reported by:

- Calling (956) 973-1945 [The number on campus to which students and staff should report a crime.]

If you have any doubts about whether to report something that has occurred, report it. Victims of, or witnesses to, crimes may disclose them on a voluntary, confidential basis to the CSA, which can then determine whether the event constitutes a crime that has to be collected and statistically reported. Your cooperation in timely reporting assists the school in issuing equally timely warnings to the campus community. All crimes must be reported immediately.

Always use your eyes, ears, and telephone to keep campus officials advised of what you see and hear. Please notify in person or call a VGI staff/faculty member at (956) 973-1945 when you see:

- Strangers loitering in office areas, hallways, classrooms, or lounge areas, etc.
- Unsecured doors or windows in campus buildings that are supposed to be locked
- Anyone tampering with a motor vehicle or loitering in a parking lot
- Persons publicly displaying a weapon
- Persons loitering in dark or secluded areas (like in the back of the school)
- Suspicious persons carrying articles, equipment, luggage, or other packages out of campus buildings

### **Disclosures to Alleged Victims of Crimes of Violence or Non-forcible Sex Offenses**

- VGI will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the school against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, VGI will provide the results of the disciplinary hearing to the victim's next of kin, if so requested.

- Modifications are made to the programs and the expected outcomes in an effort to evolve with changes in the student population.

A systematic prescriptive disciplinary process ensures each disciplinary referral is resolved appropriately, and the consequences or sanctions adequately address the nature of the issue. Emphasis is placed on student and employee development and a holistic approach to the student learning and staff development.

For additional information on subjects such as laws, prevention initiatives, publications, community resources, and help for parents, you may access the Texas Department of State Health Services Website: <http://www.dshs.texas.gov/>

Crime is a serious problem with no easy solutions. Therefore, all members of the school campus community are encouraged to assist one another by taking responsibility for personal safety and assisting with the security needs of others. While school staff and security measures may offer assistance regarding safety and security concerns, ultimately the primary responsibility for your personal safety rests with you.

### **Safety Tips**

- Stay alert of your surroundings, wherever you are.
- If you feel uncomfortable in a place, leave right away.
- Keep eyes and ears open, hands free.
- Choose busy streets and avoid going through deserted areas.
- At night, walk in well-lit areas whenever possible.
- Try not to walk alone. Take a friend or walk in group.
- Avoid carrying large sums of cash.
- When in public spaces, keep valuable items including jewelry, mobile phones and wallets out of sight.
- Carry a pepper or mace spray as a precautionary measure.
- Avoid returning to campus after dark if you do not have to, or walk in groups to and from buildings.
- Communicate suspicious behavior immediately to a staff or faculty.

## **SECURITY, PERSONAL SAFETY AND CRIME PREVENTION**

Valley Grande Institute provides information on personal safety and crime prevention. The administration office has a directory of services that are available, within the community, to assist those who have suffered from a criminal act. These services are usually free and are provided by the community. During the orientation of students, faculty and staff, procedures are outlined to cover the reporting of all criminal acts.

### **Campus Sex Crimes Prevention Act**

The federal Campus Sex Crimes Prevention Act that became effective October 27, 2002 requires eligible institutions participating in the Title IV Federal Student Aid programs to issue a statement advising the campus community where the State law enforcement agency information concerning registered sex offenders/predators may be obtained. Sex offenders are required to be registered according to the State law in the State in which they reside and are also required to notify appropriate State officials of each postsecondary school at which the offender is employed or is a student. Any such offender is also required to give notice to the appropriate State authorities of any changes in enrollment or employment status at the postsecondary school.

In the State of Texas, information concerning registered sex offenders and predators may be obtained from on line at:

<https://records.txdps.state.tx.us/SexOffender/PublicSite/Index.aspx>

Information is also available in the United States Department of Justice national sex offender registry at <http://www.nsopw.gov/Core/Portal.aspx>

### **A STATEMENT OF CURRENT POLICIES CONCERNING THE SEXUAL ASSAULT PREVENTION PROGRAM AND THE PROCEDURES THAT ARE FOLLOWED**

The new Campus Sexual Violence Elimination Act of 2013 (SaVE Act) requires schools to educate students, staff, and faculty on the prevention of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking. As part of Valley Grande Institute's compliance with the SaVE Act requirements for prevention and awareness programs that address the specified areas above. Valley Grande Institute encourages its students to prevent sexual assault incidents by recommendations that include, but is not limited to the following:

- Use of a "Buddy System" when walking to parked cars at night
- Leaving the building in a group when classes are dismissed
- If an assault occurs, notify the Weslaco Police Department and school staff/faculty immediately
- Do not disturb the crime scene to preserve evidence for the proof of a criminal offense
- Secure counseling for the victim, or offer a referral to appropriate entities that provide applicable counseling
- Change the academic schedule if victim requests
- Disciplinary actions include dismissal from the School for the perpetrator if the person is enrolled as a student.

Valley Grande Institute undertakes efforts to safeguard the rights and interest of the survivor and pursues sanctions against the perpetrator(s) of sexual assault. The school official will, upon request, arrange transportation to a hospital for treatment and evidence collection; provide notification to an off-campus support and counseling service; provide assistance in contacting the appropriate law enforcement agency as applicable.

Valley Grande Institute prohibits the crimes of dating violence, domestic violence, sexual assault against females or males and stalking whether committed by a stranger or by an acquaintance. The school attempts to protect members of the school community, including visitors, from sexual assaults and offers any student, faculty or staff member who survives a sexual assault that occurs within the context of the school community the support necessary to enable them to continue to pursue their academic or career goals.

## **PROGRAMS TO PREVENT DATING VIOLENCE, DOMESTIC VIOLENCE, SEXUAL ASSAULT, AND STALKING**

Valley Grande Institute offers programs to prevent dating violence, domestic violence, sexual assault and stalking. These programs include both primary prevention and awareness programs aimed at incoming students and new employees, and ongoing prevention and awareness campaigns for current students and employees. These programs include but are not limited to:

- Guest Speakers from the community including members of local law enforcement
- Professional Counselors
- Online Training Programs

### **Definitions**

For the purposes of this Policy, "sexual assault" is defined as any sexual act perpetrated upon a person without their consent, where the assailant uses physical force, threat, coercion or intimidation to overpower or control the victim; where the victim fears that they or another person will be injured or otherwise harmed if they do not submit; where the victim is prevented from resisting due to the influence of alcohol or other drugs; or where consent is otherwise not freely given. A sexual act includes, but is not limited to, actual or attempted intercourse, sexual touching, fondling, and groping. Sexual assault is classified as "rape" when vaginal, anal or oral intercourse takes place without consent. This includes penetration by a foreign object.

Sex crimes, including but not limited to sexual assaults and rapes, represent violations of criminal and civil law, and constitute serious breaches of student or employee conduct as well. All parties engaging in sexual activity must be based upon explicit consent among the parties. Consent is when someone agrees, gives permission, or says "yes" to sexual activity with other persons. Consent is always freely given and all people in a sexual situation must feel that they are able to say "yes" or "no" or stop the sexual activity at any point. Verbal communications of non-consent, non-verbal acts of resistance or rejection, or mental impairment of the victim due to any cause including the victim's use of alcohol or drugs may constitute lack of consent. The use of alcohol or drugs will not be accepted as an explanation for the actions of any individual charged with a violation of this policy.

Any individual who has been sexually assaulted, including date or acquaintance rape, is strongly encouraged to report the incident to the local police (if off-campus), faculty or staff members as well as any civil authorities that an individual deems appropriate. Staff members are trained to assist and support victims in notifying appropriate law enforcement authorities regarding such crimes, if requested by the victim.

### **Suggestions to Reduce Risk:**

- There is strength in numbers or group dates. Go to parties or clubs with a friend and be responsible for each other. Don't split up. Have a preplanned signal to let your friend know that you want to leave or need help.
- Control your alcohol; don't let it control you. Drink responsibly or not at all, especially on first dates.
- No substance abuse.
- Know your limits. It's never too late to say "no." Don't be embarrassed or ashamed to say "no" or ask someone to stop. It is your body.
- Verbalize your expectations. Be up front. Talk about sexual boundaries. A potentially embarrassing conversation could save you from a traumatic situation.
- Trust your gut instinct. Guard your personal space. If someone makes you uncomfortable, remove yourself from the situation.
- Believe in yourself. Know your rights. Women do not ask to be raped any more than a man with money in his pocket is asking to be robbed. You are in charge of your body and you can say "NO".
- End the night early if your date becomes drunk or abusive. No one deserves physical or emotional abuse.

### **Response to Reports of Sexual Assault**

Valley Grande Institute is committed to creating an environment that both promotes and assists in prompt reporting of sexual assault, and to providing compassionate support services for survivors. Students who are the victims of campus-related sexual assault are entitled to certain rights. These rights include, but are not limited to, the following:

- The survivor has the right to have their claims treated seriously and to be treated with dignity.
- The survivor has the right to be informed of their options with regard to notifying law enforcement authorities and to be assisted in notifying such authorities if they so choose. Because Valley Grande Institute recognizes that a sexual assault is more than an assault on an individual's body, but is also an attack on the individual's dignity and sense of self, Valley Grande Institute is committed to ensuring that the decision to take action against the accused rests solely with the survivor. There may be circumstances, however, depending upon the status of the alleged assailant and the seriousness of the offense, in which Valley Grande Institute must take action to protect the survivor

or the campus community. Federal law requires that Valley Grande Institute provide the campus community with timely notice of certain reported crimes and/or acts the institution believes represent a threat to members of the campus community.

- The survivor has the right to be free from undue coercion of any kind from personnel. Such coercion includes but is not limited to pressuring the survivor to report, not to report, or to under report a sexual assault; suggesting that the survivor somehow contributed to or assumed the risk of being sexually assaulted; or suggesting that the survivor or the school would incur unwanted publicity or humiliation by reporting the sexual assault.
- Student survivors may choose to change academic arrangements, if such changes are reasonably available, without financial or academic penalty. For assistance in exploring options for a change in academic situations, contact should be made with the Director of the health related program.

### **If you are Sexually Assaulted**

- Get to a safe place.
- Call the police as soon as it is safe to do so by dialing 9-1-1.

### **Reporting the Assault**

Students who believe that they are victims of a sexual assault should contact at least one of the following school officials.

- VGI Staff Member
- VGI Faculty Member

School faculty, staff members or campus visitors who believe they are victims of a sexual assault should contact at least one of the following school officials:

- Campus Security Authority (CSA)
- School Director

Individuals who have been raped or sexually assaulted should try to preserve all physical evidence. They should not wash, use the toilet, or change clothing, if doing so can be avoided. If oral contact took place, one should not smoke, eat, drink, or brush one's teeth. If one changes clothes, all clothing worn at the time of the attack should be placed in a paper bag, not plastic. Medical attention should be sought as soon as possible to assess any physical injuries, provide appropriate medical treatment, and collect important evidence in the event legal action is taken.

In cases of alleged sexual assault, the accuser and the accused are entitled to the same opportunities to have others present during campus disciplinary proceedings, and both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding brought alleging a sexual assault. An accused perpetrator of sexual assault, if determined to be responsible of the accused sexual assault, may be dismissed from Valley Grande Institute immediately.

The nature of sexual assault, particularly when perpetrated by an acquaintance, makes it difficult for many survivors to report their experience. For this reason, the local Women's Shelter Centers are primary places where individuals may seek assistance in complete confidentiality.

### **A STATEMENT OF PROGRAMS AVAILABLE TO STUDENTS AND EMPLOYEES RELATED TO CAMPUS SECURITY, PERSONAL SAFETY, AND CRIME PREVENTION**

The Administration office has a directory of services that are available, within the community, to assist those who have suffered from a criminal act. These services are usually free and are provided by the community. Laminated directories of local and state services are posted throughout Valley Grande Institute. During the orientation of students, faculty and staff, procedures are outlined to cover the reporting of all criminal acts.

### **EMERGENCY RESPONSE AND EVACUATION PROCEDURES – STATEMENT OF POLICY**

Please see Valley Grande Institute's Emergency Preparedness Plan.

See **Current Crime Statistics** for our campus under **Annual Security Report** tab at [www.vgi.edu](http://www.vgi.edu) .

**Criminal clearance by the Board of Nursing is mandated prior to admission to the Vocational School of Nursing.**

# **DRUG AND ALCOHOL ABUSE PREVENTION**

## **A DESCRIPTION OF DRUG AND ALCOHOL ABUSE PREVENTION PROGRAMS**

Valley Grande Institute for Academic Studies (VGI) is committed to providing its students and employees a drug and alcohol free workplace and learning environment. As such, VGI prohibits the unlawful possession, use, manufacture, or distribution of unauthorized drugs and alcohol in the workplace, on the campuses, or at any VGI activity. VGI shall provide a safe, responsive environment for all students and employees.

There are many people whose job and academic performance and productivity are adversely affected by their dependence on drugs and alcohol. To provide information about the potential effects of dependence on drugs and alcohol, VGI strives to:

- Educate students and employees about alcohol and drug abuse in an effort to encourage responsible decisions about their use,
- Intervene on behalf of students and employees who have experienced negative consequences with alcohol and drugs so as to reduce the harm and manage the risks associated with their use,
- Support students and employees who are in recovery from substance abuse and addiction,
- Promote constructive lifestyles and norms that discourage alcohol and drug abuse, and
- Develop social and physical environments that facilitate alcohol and drug abuse-free lifestyles.

As a commitment to the provision of high quality and effective service to our students, employees and the public, VGI has a drug and alcohol abuse prevention program in operation. The program is accessible to all members of the school community. VGI is committed to the dissemination of drug and alcohol awareness information to students, faculty, and all employees.

The school will fully cooperate with all law enforcement agencies.

### **Operation of the Program**

The purpose of the VGI drug-free and alcohol abuse awareness program is to inform its faculty, staff, and students about the dangers of drug and alcohol abuse and the penalties that may be imposed for drug and alcohol abuse violations. The Drug and Alcohol Abuse Prevention Program is available to all faculty, staff, and students of VGI. VGI has implemented the following measures:

- Annually, employees and students are made aware of the VGI Drug and Alcohol Abuse Prevention Program and Policy by means of electronic mail.
  - Additionally, employees are provided a copy of the policy at the beginning of each academic year

- New staff and faculty members are informed of the policy at the entry procedures with Human Resources.
- Students are provided the policy upon entry into a program. This information is placed on the electronic storage device (DVD, jump drive, etc.) provided to each student on entry to ensure the content is conveyed to all students attending VGI.
- In addition to the program entry notification, students and employees are offered written material including pamphlets and literature on drug and alcohol abuse. Such material is available at the Administration Building and Human Resources.

At least once each year, VGI provides a risk management program for faculty and staff members. As part of the program, VGI addresses topics such as; possession and use of alcoholic beverages and illegal drugs, and penalties that may be imposed for the illegal possession or use.

- Several events are held annually discussing the dangers and impact of drug and alcohol abuse at VGI. Such events include, but are not limited to, wellness fairs, training sessions, and counseling workshops. These programs are open to VGI students and employees free of charge. These platforms develop the strengths and skills related to the effective management of drug and alcohol related problem areas.
- VGI offers alcohol and drug-free activities such as Arrive Alive.  
(<http://www.arrivealive.org/>)

In an effort to maintain a safe environment, students and faculty participating in the health occupations programs may be required to undergo drug testing if there is reason to believe they may be impaired by a chemical or alcohol.

### **Standards of Conduct**

VGI policy prohibits the unlawful possession, use, distribution, or manufacture of illicit drugs and/or alcohol on the campus and at school sponsored events and fully enforces the State of Texas's underage drinking laws. The unlawful use of drugs or alcohol is inconsistent with the behavior expected of members of the VGI community. Violations of this policy may result in criminal action as well as disciplinary action including loss of Title IV aid and termination.

This policy is in place to protect and support the employees and students of VGI.

### **Students**

VGI is dedicated to providing a quality comprehensive educational program designed to meet and balance the diverse and changing educational, social, economic, and cultural needs of the community while providing a safe and healthful environment. VGI is committed to providing a safe and healthful environment dedicated to learning and to the advancement of knowledge. VGI seeks to achieve these goals through a sound

educational program and through rules and regulations governing student life that encourage responsibility and respect for the rights and viewpoints of others.

Therefore, the use, sale, distribution, possession of alcohol, or any drug, including prescription medication used in an unauthorized manner is strictly prohibited and may result in disciplinary action up to, and including, expulsion and loss of the Title IV HEA Financial Aid. The Financial Aid Office will provide written notice to students of their loss of Title IV Financial Aid and be given written instructions on how to regain Title IV Financial Aid eligibility.

VGI believes that students are adults who are responsible for their own actions, and who should be free to pursue their educational objectives in an environment that promotes learning, protects the integrity of the academic process, and protects the learning community.

Each student shall have access to VGI's rules and regulations concerning student conduct. These rules and regulations are in effect when attending or participating in any class or activity sponsored by VGI.

## **Employees**

While at work, each employee has a responsibility to deliver service in a safe, efficient, and conscientious manner. Therefore, the use, sale, distribution, possession of alcohol, or any drug, including prescription medication used in an unauthorized manner is strictly prohibited and may result in disciplinary action up to, and including, termination.

An employee who is believed to be under the influence of alcohol or drugs while at work may be required to report immediately to a school selected vendor to be tested to determine if he or she is under the influence of alcohol or drugs.

As a condition of employment, an employee shall notify his or her supervisor of any arrest or conviction for an alcohol or drug related offense no later than five (5) days after such arrest/conviction. Failure to give this notification may result in disciplinary action, up to and including termination.

Each employee has access to VGI employee rules and regulations governing employee conduct in the VGI Employee Handbook. These rules and regulations are in effect when on campus in any capacity and participating in any VGI sponsored activity.

For further guidance, employees are instructed to see the VGI Employee Handbook and to seek assistance from the VGI EAP.

## **Off Campus**

VGI may take disciplinary action against those students and employees whose behavior off-campus, or in matters unrelated to VGI activities or business, indicates that they pose a serious and substantial danger to themselves or others.

## Health Risks

Below is a listing of drugs of abuse and their health risks taken from the U.S. Drug Enforcement Administration website. A more detailed listing can be found in the DEA Factsheets at <http://www.dea.gov/druginfo/factsheets.shtml>..

### Alcohol

Alcohol (beer, wine, or liquor) has a high potential for physical and psychological dependence as well as resulting in increased tolerance. Possible effects include impaired memory, slurred speech, drunken behavior, slow onset, vitamin deficiency, and organ damage. Overdose may result in vomiting, respiratory depression, loss of consciousness, and possible death. Withdrawal may include trembling, anxiety, insomnia, vitamin deficiency, confusion, hallucinations, and convulsions.

Females who drink alcohol during pregnancy may give birth to infants with Fetal Alcohol Syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than other youngsters of becoming alcoholics. Alcohol use is often related to acquaintance

rape and failure to protect oneself from sexually transmitted diseases (STDs).

Additionally, alcohol-related accidents are the number one cause of death in the 16- to 24-year-old age group.

### Narcotics

Narcotics (including heroin, morphine, hydrocodone, oxycodone, codeine, and others) have a high potential for both physical and psychological dependence as well as resulting in increased tolerance. The possible effects of using narcotics include euphoria, drowsiness, respiratory depression, constricted pupils, and nausea. Overdose may result in shallow breathing, clammy skin, convulsions, coma, and death.

Withdrawal may include irritability, tremors, panic, nausea, chills, and sweating.

### Other Depressants

Other depressants (including GHB or liquid ecstasy, valium, Xanax, Ambien, and barbiturates) have a potential for both physical and psychological dependence as well as resulting in increased tolerance. The possible side effects include slurred speech, disorientation, appearance of intoxication, and impaired memory. Overdose may result in shallow respiration, clammy skin, dilated pupils, weak and rapid pulse, coma and possible death. Withdrawal may include anxiety, insomnia, tremors, delirium, convulsions, and possible death.

## **Stimulants**

Stimulants (including cocaine, methamphetamine, and methylphenidate) have a possible risk of physical dependence and high risk for psychological dependence. Tolerance can develop in all stimulants. The possible side effects include increased alertness, excitation, euphoria, increased pulse rate and blood pressure, insomnia, and decreased appetite. Overdose may result in agitation, increased body temperature, hallucinations, convulsions, and possible death. Withdrawal may result in apathy, long periods of sleep, irritability, depression, and disorientation.

## **Hallucinogens**

Hallucinogens (including MDMA, LSD, Phencyclidine, and others) are less likely to result in physical dependence, with the exception of phencyclidines and analogs, and vary in terms of psychological dependence, ranging from none to moderate (MDMA) to high (phencyclidine and analogs). Tolerance can develop. Possible effects include heightened senses, teeth grinding, and dehydration (MDMA and analogs) and hallucinations, altered perception of time and distance in other types of hallucinogens. Overdose may result in increased body temperature and cardiac arrest for MDMA and more intense episodes for LSD. Some hallucinogens may result in muscle aches and depression when in withdrawal (MDMA) or may result in drug seeking behavior.

## **Cannabis**

Cannabis includes marijuana, tetrahydrocannabinol (THC), and hashish or hashish oil. All may result in moderate psychological dependence with THC resulting in physical dependence. Tolerance can develop in all forms. Possible effects include euphoria, relaxed inhibitions, increased appetite, and disorientation. Overdose may result in fatigue, paranoia, and possible psychosis. Withdrawal may occasionally result in insomnia, hyperactivity, and decreased appetite.

## **Anabolic Steroids**

Anabolic Steroids (including testosterone and others) may result in psychological dependence. Less is known as to their potential for physical dependence and increased tolerance levels. Possible effects may include virilization, edema, testicular atrophy, gynecomastia, acne, and aggressive behavior. Effects of overdose are unknown. Withdrawal may possibly include depression.

## **Inhalants**

Inhalants (including amyl and butyl nitrite, nitrous oxide, and others) vary in their level of psychological dependence, with less known about their potential for physical dependence and tolerance. Possible effects may include flushing, hypotension, and headache, impaired memory, slurred speech, drunken behavior, slow onset, vitamin deficiency, and organ damage. Overdose may result in methemoglobinemia, vomiting,

respiratory depression, loss of consciousness, and possible death. Withdrawal may result in agitation, trembling, anxiety, insomnia, vitamin deficiency, confusion, hallucinations, and convulsions.

## **Employee and Student Assistance Programs**

Through the resources of the school and local and national resources, assistance is available for those individuals with alcohol and drug abuse problems. VGI offers the following drug and alcohol abuse information, counseling, assistance, and services:

### **Locally Offered Programs**

- In an emergency: call 9-1-1.
- Local Mental Health and Mental Retardation Centers: 1 888 249 7292
- Narcotics Anonymous 1220 South Bridge Avenue Weslaco, TX 78596
- Alcoholic Rehab **1-800-607-0730**

### **National Resources**

- National Alcohol and Drug Abuse Help Line 1-800-821-4357
- Alcohol Abuse 24 Hour Hotline 1-800-950-7226
- Department of Drug Enforcement: Drug Fact Sheets

### **Additional Assistance for Students**

Any student seeking assistance and/or resources for drug and alcohol use may contact the School Director for referral to the VGI counselor. The VGI counselor is a master's level counselor educated to assist students in meeting their personal goals.

### **Additional Assistance for Employees**

VGI offers an Employee Assistance Program (EAP) in conjunction with EAP Alliance Work Partners. The EAP is a confidential counseling service provided to employees and benefits-eligible dependents for personal and work concerns which may be interfering with work performance and/or quality of life. The EAP serves as an excellent resource for addressing difficult employee relations issues such as substance and alcohol abuse and workplace conflicts. Additionally, the EAP provides training opportunities for employees and supervisors.

- For further information on the EAP, please reference the Employee Handbook.

Health insurance coverage is available for treatment of alcohol and drug abuse. Employees should contact their individual health plan representative for information about insurance coverage.

Employees who voluntarily seek treatment or counseling for drug or alcohol related problems are accommodated as much as possible to allow them to address the problem. Employees are encouraged to use available resources such as EAP, sick leave, compensation time, and vacation leave in order to participate in a drug rehabilitation program

### Disciplinary Sanctions

The VGI policy prohibiting the unlawful possession, use, distribution, or manufacture of illicit drugs and/or alcohol on the campus at school sponsored events protects and supports the employees and students of VGIS.

### Sanctions Under Law

All VGI students and employees are expected to comply with federal, state, and local drug and alcohol laws as well as VGI policies and procedures. Any student or employee who violates any of these drug or alcohol laws will be reported to the appropriate law enforcement agency and will be subject to prosecution in accordance with the law. Legal sanctions for violation of local, state, and/or federal laws may include, but are not limited to fines, jail, or prison sentences up to ninety-nine (99) years or life. Students who violate both the Code of Conduct and federal, state, local, or other applicable law may be accountable to both VGI and the civil or criminal authorities.

### School Sanctions

The school shall, within the scope of applicable federal and state due process requirements, take such administrative or disciplinary action as is appropriate for violations of the Drug and Alcohol Abuse Prevention Policy, VGI Policy and applicable law. In the event that such violation is also a violation of federal, state, or local law, VGI may decide to proceed or delay its own disciplinary processes.

### Students

- Any student demonstrating violation of school policy, including, but not limited to, the prohibition of possession, use, or distribution of illicit drugs and alcohol, shall be subject to discipline, up to and including expulsion and loss of Title IV aid, in accordance with Board policy and applicable law. (For further discussion of the disciplinary procedures, please reference the Policy on Discipline in the School Catalog.)
- Students may be asked to participate in a drug and alcohol assistance or rehabilitation program.
- VGI shall vigorously pursue enforcement against students who fail to abide by its standards of conduct.

### Employees

- Upon the receipt of information indicating a drug or alcohol related problem, employees may be required to submit to a medical examination or drug testing, enroll in the Employee Assistance Program, take leave without pay, and potentially, suffer immediate termination.
- In the event of confirmation of prohibited possession, use, or distribution by an employee administrative or disciplinary action may include, but is not limited to, reprimand, suspension, or termination of employment or requirement that the employee participate in and/or successfully complete an appropriate rehabilitation program and/or arrest or referral to the appropriate law enforcement agency.
- Other sanctions may include, but are not limited to, employee counseling sessions, written reprimands, formal discussions with supervisors, decision-making leave, and leave without pay.
- If the employee engages in driving as part of his/her job related duties, such privilege may be revoked.
  - Any action taken by VGI may be taken immediately.

### **Visitors**

- Any visitor engaging in any act prohibited by this Policy shall be called on to immediately cease such behavior and shall be subject to other sanctions including referral to law enforcement officials for arrest and prosecution.

### **Tips for Preventing Abuse**

The use of tobacco, alcohol, and other drugs is a problem facing people today. There are no guarantees that someone you love will not choose to use drugs, but you can influence that decision by:

- Not using drugs yourself
- Providing guidance and clear rules about not using drugs
- Spending time with your loved one sharing the good and the bad times

Use the following tips to help guide thoughts and behaviors about drugs:

1. Talk honestly. Don't wait to have "the drug talk" with someone. Make discussions about tobacco, alcohol, and other drugs part of your daily conversation. Know the facts about how drugs can harm. Clear up any wrong information, such as "everybody drinks" or "marijuana won't hurt you." Be clear about personal rules for and legal implications of the use of tobacco, alcohol, and other drugs.
2. Really listen. Encourage questions and concerns about tobacco, alcohol, and other drugs. Do not do all the talking or give long lectures.
3. Help develop self-confidence. Look for all the good things in yourself or someone you care about-- and then tell them (or yourself) how proud you are. If you need to correct, criticize the action, not the person. Praise efforts as well as successes.
4. Help develop strong values. Talk about your personal values.

5. Be a good example. Your own habits and thoughts about tobacco, alcohol, and other drugs make an impression. Your actions speak louder than words.
6. Help deal with peer pressure and acceptance. Discuss the importance of being an individual and the meaning of real friendships. You do not have to do something wrong just to feel accepted. Remind yourself that a real friend won't care if he does not use tobacco, alcohol, and other drugs.
7. Encourage healthy, creative activities. Look for ways to get involved in athletics, hobbies, school clubs, and other activities that reduce boredom and excess free time. Develop positive friendships and interests. Look for activities that you can do together.
8. Know what to do if someone you love has a drug problem. Realize that no one is immune to drugs. Learn the signs of drug use. Take seriously any concerns you hear from friends, family, or other students about possible drug use. Trust your instincts. If you truly feel that something is wrong, it probably is. If there's a problem, seek professional help.

*Information adapted from the American Academy of Pediatrics.*

### Warning signs

Some common behavior changes you may notice if someone you know is abusing drugs and alcohol are:

- Sudden or extreme change in friends, eating habits, sleeping patterns, physical appearance, coordination or school performance
- Loss of interest in hobbies or family activities
- Hostile or uncooperative attitude
- Secrecy about actions or possessions
- Stealing money or an unexplained need for money
- Medicine containers, despite a lack of illness, or drug paraphernalia in the individual's room
- An unusual chemical or medicine smell on the individual or in the individual's room

Mayo Clinic at

<http://www.mayoclinic.org/healthy-living/tween-and-teen-health/in-depth/teen-drug-abuse/art-20045921?pg=2>

### **Federal Financial Aid Penalties for Drug Violations/Convictions**

Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Opportunity Act states students convicted of an illicit drug violation while on federal financial aid can be denied federal financial aid for a specific period, in addition to other legal penalties. The Free Application for Federal Student Aid (FAFSA) asks

students if they have been convicted of a drug-related offense: “Have you ever been convicted of possessing or selling illegal drugs while on federal financial aid?” If you answer “yes,” the School will send a worksheet in the mail to determine if your conviction affects your eligibility for aid. Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines up to \$20,000, imprisonment or both.

Any student involved in any way with drugs and their abuse, shall be terminated or required to participate satisfactorily (at the student’s expense) in an abuse assistance or rehabilitation program approved for such purposes by Federal, state, local health law, or other appropriate agency.

## **Legal Sanctions**

### **Penalties for Drug Convictions**

If the student was convicted of both possessing and selling drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

#### **Possession of Illegal Drugs**

- For a first offense, a student loses eligibility for federal financial aid for one year from the date of conviction.
- For a second offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- For a third offense and subsequent offenses, a student has indefinite ineligibility for federal financial aid from the date of conviction.

#### **Sale of Illegal Drugs**

- For a first offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
- For a second offense and subsequent offenses, a student has indefinite ineligibility from the date of conviction.

Some other potential federal penalties and sanctions applicable to drug-related offenses include:

#### **21 U.S.C. 844**

1st conviction: Up to 1 year imprisonment and fined at least \$1,000, or both.

After 1 prior drug conviction: At least 15 days in prison, not to exceed 2 years and fined at least \$2,500, or both.

After 2 or more prior drug convictions: At least 90 days in prison, not to exceed 3 years and fined at least \$5000, or both.

Provisions relating to increased penalties in cases of certain serious crack possession offenses, making offenders subject to fines under Title 18 or imprisonment to terms not less than 5 years and no more than 20 years, or both.

Possession of flunitrazepam (Rohypnol) shall be imprisoned for not more than 3 years, shall be fined as otherwise provided in this section, or both after mixture or substance exceeds 1 gram.

**21 U. S. C. 844a**

Civil fine up to \$10,000

**21 U. S. C. 847 Additional Penalties**

Any penalty imposed for violation of this subchapter shall be in addition to, and not in lieu of, any civil or administrative penalty or sanction authorized by law.

**21 U. S. C. 854 Investment of illicit drug profits**

Whoever violates this section shall be fined no more than \$50,000 or imprisoned not more than 10 years, or both.

**21 U. S. C. 862**

- a. Drug Traffickers - Denial of Federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to 5 years for the first offense, up to 10 years for second and permanently ineligible for subsequent offenses.
- b. Drug Possessors – 1<sup>st</sup> offense is up to 1 year and 2<sup>nd</sup> and subsequent offenses are up to 5 years.
- c. Suspension of period of ineligibility (A) (B) (C)

**21 U. S. C. 862a**

Denial of assistance and benefits for certain drug related convictions, i.e., state program funded under the Social Security Act or food stamp program or state program under the Food Stamp Act.

More information about federal penalties and sanctions for unlawful possession, use, sale, and/or distribution of controlled substances is located at

<http://www.deadiversion.usdoj.gov/21cfr/21usc/index.html>

and at:

[http://www.dea.gov/druginfo/ftp\\_chart1.pdf](http://www.dea.gov/druginfo/ftp_chart1.pdf)

**Local**

It is unlawful for any person to be in possession of an open container in the business district. Additionally, it is unlawful for any person to engage in the public consumption of any alcoholic beverage in the business district.

## State

- A person commits an offense if the person appears in a public place while intoxicated to the degree that the person may endanger the person or another. (Texas Penal Code 49.02)
- A person commits an offense if the person knowingly possesses an open container in a passenger area of a motor vehicle that is located on a public highway, regardless of whether the vehicle is being operated or is stopped or parked. Possession by a person of one or more open containers in a single criminal episode is a single offense. (Texas Penal Code 49.031)
- A person commits an offense if the person is intoxicated while operating a motor vehicle in a public place. (Texas Penal code 49.04)
  - Note that a person may also be convicted of offenses if intoxicated while operating a plane, driving with a minor in the vehicle, or boating. (Texas Penal code 49.045-.06)
  - Punishable with a minimum term of confinement of 30 days.
- A person commits an offense if the person, by accident or mistake while operating an aircraft, watercraft, or amusement ride while intoxicated, or while operating a motor vehicle in a public place while intoxicated, by reason of that intoxication causes serious bodily injury to another. (Texas Penal Code 49.07)
- A person commits an offense if the person: (1) operates a motor vehicle in a public place, operates an aircraft, a watercraft, or an amusement ride, or assembles a mobile amusement ride; and (2) is intoxicated and by reason of that intoxication causes the death of another by accident or mistake. (Texas Penal Code 49.08)
- A minor commits an offense if the minor purchases or attempts to purchase an alcoholic beverage. (Texas Alcoholic Beverage Code 106.02-.025)
  - The offense is punishable by a fine of not less than \$250; confinement in jail for a term not to exceed 180 days; or both the fine and confinement. The court may also mandate community service and suspend the driver's license of the convicted individual. Additionally, the court may mandate attendance at an alcohol awareness course.
- A minor commits an offense if he consumes an alcoholic beverage. (Texas Alcoholic Beverage Code 106.04)
  - The offense is punishable by a fine of not less than \$250; confinement in jail for a term not to exceed 180 days; or both the fine and confinement. The court may also mandate community service and suspend the driver's license of the convicted individual. Additionally, the court may mandate attendance at an alcohol awareness course.
- A minor commits an offense if the minor operates a motor vehicle in a public place, or a watercraft, while having any detectable amount of alcohol in the minor's system. (Texas Alcoholic Beverage Code 106.041)

- The offense is punishable by a fine of not less than \$500 or more than \$2,000; confinement in jail for a term not to exceed 180 days; or both the fine and confinement. In addition, the court shall order community service to be performed.
- A minor commits an offense if he possesses an alcoholic beverage. (Texas Alcoholic Beverage Code 106.05)
  - The offense is punishable by a fine of not less than \$250; confinement in jail for a term not to exceed 180 days; or both the fine and confinement. The court may also mandate community service and suspend the driver's license of the convicted individual. Additionally, the court may mandate attendance at an alcohol awareness course.
- A person commits an offense if he purchases an alcoholic beverage for or gives or makes available an alcoholic beverage to a minor with criminal negligence. (Texas Alcoholic Beverage Code 106.06)
  - The offense is punishable by a fine of not less than \$250; confinement in jail for a term not to exceed 180 days; or both the fine and confinement. The court may also mandate community service and suspend the driver's license of the convicted individual. Additionally, the court may mandate attendance at an alcohol awareness course.
- A minor commits an offense if he falsely states that he is 21 years of age or older or presents any document that indicates he is 21 years of age or older to a person engaged in selling or serving alcoholic beverages. (Texas Alcoholic Beverage Code 106.07)
  - The offense is punishable by a fine of not less than \$250; confinement in jail for a term not to exceed 180 days; or both the fine and confinement. The court may also mandate community service and suspend the driver's license of the convicted individual. Additionally, the court may mandate attendance at an alcohol awareness course.
- The manufacture, delivery, or possession of a controlled substance (as defined by the Texas Controlled Substances Act) in the State of Texas is a crime and punishable by a fine up to \$250,000 and/or prison term of life or not more than 99 years. (Tex. Health & Safety Code 481.112-.119)
- A person commits an offense if the person knowingly or intentionally delivers marijuana.
  - Such offense is punishable by a fine up to \$100,000 and/or prison term of life or not more than 99 years. (Tex. Health & Safety Code 481.120)
- A person commits an offense if the person knowingly or intentionally possesses a usable quantity of marijuana.
  - This offense is punishable by imprisonment for life or for a term of not more than 99 years or less than 5 years, and a fine not to exceed \$50,000. (Tex. Health & Safety Code 481.121)
- A person commits an offense if the person knowingly delivers a controlled substance listed in Penalty Group 1, 1-A, 2, or 3 (of the Texas Controlled Substances Act) or knowingly delivers marijuana and the person delivers the controlled substance or marijuana to a person who is a child or who is enrolled in a public or private primary or secondary school.

- This offense is punishable as a felony in the second degree. (Tex. Health & Safety Code 481.122)
- Drug related offenses have increased penalties if the offense occurs in a “drug free zone.” Drug free zones include institutions of higher education, youth centers, schools (and other facilities) and the areas surrounding such locations.
  - Penalties include fines that may be doubled and minimum jail terms that may be raised. (Tex. Health & Safety Code 481.134)

## Federal

- 21 U. S. C. 841 makes it a crime (a) to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance; or (b) to create, distribute, or dispense, or possess with intent to distribute or dispense, a counterfeit substance.
- The Controlled Substances Act places all substances which are in some manner regulated into one of five schedules. The CSA provides penalties for unlawful manufacturing, distribution, and dispensing of controlled substances.
- The U. S. Code establishes and authorizes the U. S. Attorney General to revise as needed, classifications of controlled substances. Schedule I is comprised essentially of “street drugs” and Schedule V is comprised of drugs with a “low potential for abuse” when compared with drugs in schedules I-IV. Examples of Schedule I drugs are heroin and marijuana. PCP, for example, is a Schedule II drug. Amphetamine is a Schedule III drug, while Barbitol is a Schedule IV drug. An example of a Schedule V drug would be a prescription medication with not more than 200 mg. of codeine per 100 grams.
  - The penalties are determined by the schedule of the drug or other substance, and sometimes are specified by drug name, as in the case of marijuana.
  - Penalties for first offenses include a fine up to \$10 million and/or a prison term up to life, but no less than 1 year.
    - For the Drug Enforcement Agency’s complete list of Federal Trafficking Penalties for Schedules I-V and Marijuana, please see: [https://www.iecc.edu/files\\_user/CONS/Files/Federal\\_Trafficking\\_Penalties.pdf](https://www.iecc.edu/files_user/CONS/Files/Federal_Trafficking_Penalties.pdf)

*\*Penalties for subsequent violations of the above-described provisions are progressively more severe than the initial convictions. Penalties, laws, and statutes may change without notice. This list is not intended to be comprehensive. For a complete list of drug and alcohol related offenses, please contact the appropriate law enforcement agency.*

## Biennial Review

This program is the joint responsibility of the School Director and Human Resources, and the Police Department. Notification of the program, including information about health risks and sanctions for violation of the policy, will be provided annually to the

employees of VGI by these departments. Students will be notified upon entry to any program. The Review is also available to the general public upon request.

The VGI Drug and Alcohol Abuse Prevention Program will be reviewed biennially. VGI is committed to monitoring and assessing the effectiveness of the policy and program and what changes need to be made. VGI ensures the uniform application of sanctions to employees and students. To perform this review, VGI uses both formal and informal assessments.

- Formally, VGI maintains a Drug and Alcohol Prevention Committee consisting of a contracted counselor, the School Director and a representative from Student Services. The Committee determines the effectiveness of this program and ensures the standards of conduct are fair and consistently enforced. The formal program review is conducted every two years by the Committee.
- Collection of Data
  - All logs from security service, police department and student counseling (related to drug and alcohol use/abuse) will be reviewed.
- Evaluation of Data
  - The committee will perform an informal assessment of the data. Methods used in the review include administrative overview, and informal student surveys.
- Items to evaluate
  - Number of reports/complaints/ counseling
  - Programs of study students are enrolled
  - Methods used to guide, counsel and assist students
  - Increase/decrease in incidents
  - Institutional resources ( number, kind, effectiveness)
  - Outreach efforts to students and staff
  - EAP referrals
- The Committee will meet in January of each odd year.

### **How to Regain Federal Student Aid Eligibility**

1. A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon having a conviction reversed, set aside, or removed from the student's record so that fewer than two convictions for sale of illegal drugs or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility.
2. A student may also regain eligibility upon successful completion of a qualified drug rehabilitation program that must:
  - Include the student passing at least two unannounced drug tests;**AND**
  - Have received or is qualified to receive funds directly or indirectly under a federal, state or local government program, or
  - Be administered by a federal, state, or local government agency or court, or

- Be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company, or
  - Be administered or recognized by a federally or state-licensed hospital, health clinic, or medical doctor.
3. A student may further regain eligibility upon successful completion of two unannounced drug tests which are part of an approved rehab program (the student does not need to complete the rest of the program).

The student is responsible to certify that a rehabilitation program was successfully completed. As with the conviction question on the FAFSA, the School is not required to confirm the reported information unless conflicting information is determined.

### **Convictions during Enrollment**

Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Valley Grande Institute immediately. The student will then become ineligible for further federal financial aid and must repay federal financial aid received after the conviction.

### **Drug and Alcohol Counseling**

Available to all students is the Caring addiction helpline tel: +1-888-253-4664. Students can call the helpline to receive referrals to local resources and support for individuals who need drug and alcohol counseling.

### **Institutional Sanctions for Alcohol and Drug Violations**

Any member of the School community found consuming or selling drugs on School property shall be subject to discipline on a case-by-case basis.

- Discipline will be based on the seriousness of the situation.
- A case may result in dismissal from the School.
- In all cases, Valley Grande Institute will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
- Additional state penalties and sanctions may also apply.
- Valley Grande Institute has adopted a zero-tolerance policy regarding underage drinking.

### **Biennial Review of the Drug and Alcohol Abuse Prevention Program**

Schools are required to conduct a biennial review of their drug and alcohol abuse prevention program. This review must include a determination of the number of drug and alcohol-related violations and fatalities that occur on the institution's campus or as part of the institution's activities and the number and type of sanctions imposed by the institution as a result of drug and alcohol-related violations and fatalities that occur on the institution's campus or as part of the institution's activities.

The term "campus" is defined in the same manner as it is defined for campus safety reporting purposes. That is, the term campus encompasses any building or property owned or controlled by the school within a reasonably contiguous geographic area used

in direct support of the school's educational purposes or used by students and supporting institutional purposes.

The effectiveness of Valley Grande Institute prevention program is, in part, also measured by tracking the number of drug and alcohol-related

- disciplinary actions,
- treatment referrals, and
- incidents recorded by campus officials.

Additionally, to assist in the determination of the effectiveness of Valley Grande Institute's prevention program, the school considers, if and when the school is made aware, the number of students or employees attending self-help or other counseling groups related to alcohol or drug abuse. The school also conducts a survey to ascertain student, faculty, and employee attitudes and perceptions about whether there is a drug and alcohol problem on campus.

With the results gathered from the various points of information described above, the school writes its report giving the results of the biennial review and its determination of whether the program is being effective or must be modified. The school keeps the biennial review on file in case of a possible audit. Schools are not required to send their review to the U.S. Department of Education unless requested to do so. Valley Grande Institute conducts its biennial review every other year (odd). The report from the review and documents related to it are retained for three years after the fiscal year in which the report was created.



# Valley Grande Institute for Academic Studies

## EMERGENCY PREPAREDNESS

### PLAN

**2025**

345 S. Texas Blvd.  
Weslaco, TX 78596  
956-973-1945  
[www.vgi.edu](http://www.vgi.edu)

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## INTRODUCTION

The safety of the students, faculty, and staff at Valley Grande Institute for Academic Studies is our highest priority. The overall goal of the Valley Grande Institute for Academic Studies Emergency Preparedness Plan (EPP) is to provide the Valley Grande Institute for Academic Studies with a comprehensive emergency management operation, which will provide reasonable levels of protection necessary for life, property, and the safety of its students and employees.

The EPP will serve as the basic framework for the School in times of an emergency or crisis situation. This framework identifies the individuals and resources necessary to adequately protect students and School employees. The EPP is meant to be a living document that will grow and change within the emergency management process of the School; therefore, it is important to continually assess the policies and procedures of the Plan so that in the event of an emergency or disaster, minimal damage is sustained.

The effectiveness of any emergency preparedness and crisis management program is based on the level of training and the readiness of its personnel. Valley Grande Institute for Academic Studies is committed to ensuring the safety of its students and employees. In order to achieve this, every department has a designated representative who meets as part of the Emergency Response Team (ERT) to review policy and determine what training and communication is required to maintain compliance. Regular emergency preparedness training is part of the scheduled school in-services and participation is required of all Valley Grande Institute for Academic Studies employees.

Students are encouraged to talk to their family members about ways of getting in touch with one another should normal communication be disrupted. Students and family members are reminded that Valley Grande Institute for Academic Studies will likely be a safe place to be during an emergency should immediate travel not be a viable option.

Mari Aviles, B.A., M.Ed.

School Director

Valley Grande Institute for Academic Studies

## IMPORTANT PHONE NUMBERS

### Emergency Contacts

**For life-threatening emergencies, dial 9-1-1 from a landline phone.**

DO NOT call from a mobile phone unless you know the address of your location.

Cellphone do not automatically send location data when you dial 911. After the call comes in, the dispatcher's computer transmits a digital request to the cellphone network seeking the phone's location. The data exchange can take seconds or even minutes. Sometimes, it doesn't return a location at all

For all other incidents, use the business numbers listed below.

ORGANIZATION	LOCATION	CONTACT
Police	Weslaco Police Department 300 S Bridge Ave. Weslaco, Texas 78596	Office: (956) 968-8591  Fax: (956) 969-0762 <a href="mailto:weslacocid@weslacotx.gov">weslacocid@weslacotx.gov</a>
Highway Patrol	Weslaco Highway Patrol  2525 N. International Blvd.  Weslaco, TX 78599	(956) 565-7665
Poison Control	National Poison Control Center  <a href="http://www.aapcc.org/">http://www.aapcc.org/</a>	1-800-222-1222
American Red Cross – South Texas Chapter	6914 W Expressway 83,  Harlingen, TX 78551-2202  <a href="http://www.redcross.org/">http://www.redcross.org/</a>  Hours: 8 am to 5 pm Monday-Friday	Phone: (956) 423-0523  Toll Free: (800) 785-7851  Fax: (956) 423-0542
Hospital	Knapp Medical Center  Street Address: 1401 E. Eighth St., Weslaco TX 78596	Please contact 911 for all emergencies.  Main (956) 968-8567
Fire Department	Fire Department  255 S. Kansas Ave.  Weslaco, Texas 78596	Please contact 911 for all emergencies.  Office: 956.968.3181

ORGANIZATION	LOCATION	CONTACT
Utilities	Public Utilities Department 255 S. Kansas Ave. Weslaco, Texas 78596	Office: 956.968.3181
Taxi Cabs	City Cab 1905 Bald Cypress Dr Weslaco, TX 78596-9366	(956) 968-8884
Suicide Hotline	Suicide Hotline – National Suicide Prevention Lifeline <a href="http://www.suicidepreventionlifeline.org">www.suicidepreventionlifeline.org</a>	Suicide Crisis Center 1-800-273-TALK (8255) 1-800-333-4444
National Weather Service	<a href="http://www.weather.gov/">http://www.weather.gov/</a>	

#### Valley Grande Institute for Academic Studies Contact Numbers

#### Campus Office Numbers

OFFICE	PHONE NUMBER
Main Direct Line	956.973.1945
Admissions	956.973.1945
IT Help Desk	956.973.1945
Campus Security	956.973.1945
CEO	956.973.1945

## EMERGENCY RESPONSE TEAM

The **Emergency Response Team (ERT)** is responsible for preparing for, mitigating, responding to and recovering from an emergency. Its duties include:

- Ensuring that all elements of this emergency preparedness plan are reviewed and updated as needed, but not less than annually;
- Assigning roles and responsibilities to school personnel in the event of a crisis and conducting training for those individuals to perform those responsibilities;
- Organizing practice emergencies to test the efficiency and appropriateness of the elements of this plan (involving local fire, police or emergency preparedness departments);
- Acting as centralized management during a time of crisis until normal operations have resumed.
- Communicating the situation to designated individuals at the media.

**ERT Members**

Name	Cell Number
Mari Aviles, School Director	956.638.1494
Nina Cantu– Allied Health Director	956.463.7751
Leonardo Galvan – Vocational Nursing Director	956.973.1945

In the event of an emergency or major disaster, the ERT members should be the points of contact for further instructions.

ERT Communication Tools

Intercom System

Walkie-Talkies

Cell Phones

## **EMERGENCY RESPONSE TEAM (ERT) RESPONSIBILITIES**

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, the 911 Dispatcher, local fire department or police department, as appropriate.

### **Calling 911**

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

### **When Reporting an Emergency**

Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.

Provide your name, location of the incident and your location, if different from the scene of the emergency.

Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.

Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.

No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

### **Calling 911 from a Cell Phone**

When calling 911 from a cell phone, 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

## Activating the Emergency Response Team (ERT)

The decision to activate the Emergency Response Team is the responsibility of the School Director. The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.

If there are few or no decisions to make, there may be no need to activate the ERT. However, consider activating the ERT whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the ERT to manage the crisis. The ERT can also be used as a management tool to handle planning of unusual or large events.

### General Responsibilities

- All ERT Personnel will revise and review their departmental emergency procedures with staff regularly to ensure readiness.
- Environmental Health & Safety: implement and enforce EPP plan, liaise with government agencies.
- Campus Security: coordinate the movement of vehicles, coordinate mass transportation if needed, and assist in the safety/security of persons/property.
- Auxiliary Services: food, water, stock emergency supplies in the warehouse (flashlights, batteries, radios).
- Facilities Management: secure equipment/buildings and prepare facilities, School vehicle movement and readiness, generators, telephone communication, R-card, housekeeping supplies.
- Public Relations Designee: coordinate external and internal communication for the ERT. This individual will provide all communications to the media for all programs and will implement communications to students, faculty, and staff.
- Residential Life: coordinate temporary housing facility
- In the event that the School should be closed due to a weather emergency, the following station plan will be put into effect:
  - The critical role is to monitor the situation and respond to emergencies following the storm.
  - Non-essential personnel will be directed home or to the nearest shelter.

## Emergency Response Team (ERT) Checklists

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

### **School Director**

- Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- Identify the type of crisis. Obtain as much information about it as possible and determine the appropriate response.
- Identify key staff who should be involved in planning the response.
- Activate the ERT.
- Ascertain what action needs to be implemented. Secure the school building, if necessary.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.
- Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- Identify provisions required for special needs population.
- Determine whether special transportation arrangements are needed.

- Prepare informational letter to squelch rumors.
- Arrange for outside post-disaster trauma counseling for students and staff.
- Identify follow-up activities that will be used to evaluate response.

### **Designated Staff**

- Provide assistance to School Director, as needed.
- Handle telephones.
- Monitor radio emergency broadcasts and communications.
- Assist with health emergencies, as needed.
- Serve as messengers.

### **Designated Program Directors/Instructors**

- Supervise students in their charge.
- Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- Send students in need of first aid to person trained in first aid. Acquire assistance for those who are injured and need to be moved.

### **Custodians/Maintenance Personnel**

- Shut off gas and/or water if required by the emergency.
- Seal off doors, shut down HVAC system if required by the emergency.
- Examine buildings for damage; provide damage control.
- Keep School Director informed of condition of school.
- Assist as directed by the School Director.

### **Other School Employees (Department Managers or Designee)**

- Report to School Director for directions.

### Valley Grande Institute for Academic Studies as a Public Shelter

In the event of an emergency, and if the School is in session, the general public will not have access to these buildings.

In the event that the School is not in session and the buildings are empty, if requested, the School Director may authorize the opening of designated facilities as a Public Shelter.

### Emergency Preparedness Organization

In the event that one of the emergency preparedness organizations such as the Red Cross asks to set up operations on the campus, the ERT Director will coordinate emergency activities as needed.

Room space will be identified as needed in order for the emergency preparedness organizations to function.

### Housekeeping Preparations

Emergency supplies are located in the following location: Housekeeping Supply Room.

Custodial emergency supplies will be maintained and contain the following items:

- wet vacuum
- mop and mop bucket, mop wringer
- broom and dust pan
- can liners
- toilet paper
- sponges
- disinfectant
- rags
- absorbent pads to help mop up and deodorize body fluid spills
- Ventilation equipment (blower, fan, etc.)
- wet floor sign
- rubber gloves
- flashlights

Maintenance personnel will be mobilized as required by the School Director.

### Emergency Assistance

In the event of an impending tornado/natural disaster, the ERT will prepare itself in the best possible manner. First aid kits will be checked and restocked and accessible. Primary first aid assistance will be available at a first aid station located in the Skills Lab.

## General Emergency Preparation Information

### Suspension of Service

All instructions such as canceling classes, closing of buildings, releasing of employees, etc., will be given only through authorized ERT personnel, which include School Director/all staff.

### Resumption of Service

Following the lifting of an emergency situation, essential personnel in the ERT will determine which buildings and facilities can be used safely for classes and other purposes and will make appropriate recommendations to the ERT Director.

The School Director, upon recommendation from the ERT Director, will issue necessary directives and instructions concerning the resumption of classes and the use of School buildings and facilities.

## EMERGENCY ACTIONS

### All Clear

**All Clear** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **All Clear** signifies that the emergency is over. This is the final action used to conclude the following actions:

- Evacuation
- Lockdown

- Shelter in Place
- Standby
- Take Cover

### **School Director Actions**

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **All Clear** announcement.

### **ERT/Designated Staff Actions**

As soon as the **All Clear** announcement has been made, return to the classroom or to staff desks, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

### **Evacuation**

During the preparation for an emergency, the parking lot is our designated evacuation site. If conditions warrant, the ERT may secure transportation to assist with this process. Remaining students, however, will be moved to a suitable location. Depending on the number of students needing shelter, other appropriate facilities may be used.

### **General Evacuation Procedures**

- Signal an evacuation.
- Call 9-1-1.
- Coordinate with ERT and law enforcement agencies.
- Secure transportation to assist students with evacuation.
- Follow evacuation routes
- Check to see if anyone has been left behind
- Report any missing students or staff

### **School Director Actions**

The Assembly Area is the parking lot.

When clearance to return to the buildings is determined or received from appropriate agencies, announce **All Clear** to return to classrooms and resume school activities.

## **Evacuation of the Building**

**Evacuation** is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**Evacuation** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post tornado
- Off-Site Evacuation

**Off-Site Evacuation** is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety.

**Off-Site Evacuation** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post tornado
- 

### **School Director Actions**

Determine the safest method for evacuating the campus. This may include the use of buses or simply walking to the designated off-site location.

- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **All Clear** instruction and authorize students and staff to return to the classrooms.

### **ERT/Designated Staff Actions**

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location.
- Remain in place until further instructions are given.

### **To Evacuate by Bus (if applicable)**

- Enough busses should be brought to the school site to accommodate the entire student population and staff.
- Bus drivers should take the safest route to the pre-identified evacuation sites. Dangers should be avoided such as driving through flooded roads, crossing bridges of swollen rivers, *etc.*

### **To Evacuate by Other Vehicles**

- If busses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. **A list should be developed of school owned vehicles and staff vehicles that are available.** Drivers should take the safest route to the pre-identified evacuation sites

## To Evacuate by Walking

- If it is safe to do so, students and staff may walk to evacuation sites nearby.

## Reverse Evacuation

**Reverse Evacuation** is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This action is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Tornado
- Civil Unrest

## School Director Actions

- Determine a safe inside location on the school campus when the emergency occurs.
- When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **All Clear** to resume school activities.

## ERT/Designated Staff Actions

- Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or the **All Clear** instruction to return to school buildings and normal class routine.

## How to Assist Those with Disabilities during an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

### To alert visually-impaired individuals

- Announce the type of emergency.
- Offer your arm for guidance.
- Tell person where you are going, obstacles you encounter.
- When you reach safety, ask if further help is needed.

### To alert individuals with hearing limitations

- Turn lights on/off to gain person's attention - OR
- Indicate directions with gestures - OR
- Write a note with evacuation directions.

### To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- Reunite person with the wheelchair as soon as it is safe to do so.

## Lockdown

**Lockdown** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **Lockdown** is used to prevent intruders from entering occupied areas of the building. The concept of **Lockdown** is a “no one in, no one out” scenario. During **Lockdown**, all exterior doors are locked, and students and staff are to remain in the classrooms or designated locations at all times. ERT or Designated instructors and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **Lockdown** is not normally preceded with any warning. This action is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

**Lockdown** differs from **Shelter-In-Place** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

### School Director Actions

- Make announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **All Clear** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.

### ERT/Designated Staff Actions

- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain in the classroom or secured area until further instructions are provided by the School Director, a member of the ERT, or law enforcement.

### Shelter in Place

**Shelter in Place** is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**Shelter in Place** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while **Shelter in Place** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

### School Director Actions

- Make an announcement on the public address system or determine other appropriate broadcast system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **All Clear** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

**ERT/Designated Staff Actions**

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Wait for further instructions.

**EMERGENCY RESPONSES (CODE SILVER)**

ARMED SUBJECT OR HOSTAGE

**Follow these procedures within building whenever a person:**

Has a weapon.

Says they have a weapon.

Is holding another person against their will.

**Overall Procedures**

Call 911

Notify the School Director and/or ERT member. Relay accurate information:

Where in the building is the event occurring?

How many are involved (perpetrators and hostages)?

What demands, if any, have been made?

Is anyone injured?

Render the appropriate assistance and coordinate with ERT member(s), police, and other authorities.

## Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Specific actions by school staff will be limited pending arrival of law enforcement officers. School Director and ERT Staff will protect building occupants before help arrives by initiating a Lockdown or Evacuation (or combination of both) for all or parts of the building. School Director will transfer supervision of control of the situation and school property to law enforcement and hostage negotiation team. School Director and ERT will provide support as needed to the law enforcement officers and continuous guidance to students.

### **School Director Actions**

- Call 911. Provide all known essential details of the situation:
- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have ERT or designated staff wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **Lockdown** or **Evacuation** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

### **ERT Designated/Staff Actions**

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **Lockdown**.
- Alert the School Director.
- Account for all students.

## **BOMB THREAT (Code Yellow)**

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

### Person Receiving Threat by Telephone

- Listen. Do not interrupt caller. Remain calm and courteous.
- Read phone's visual display.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Notice details: background noises, voice descriptions.
- Ask: When? Where? What? How?
- Alert School Director, ERT member, or someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.=
- Call 911 and notify School Director immediately after completing the call.

- Complete the Bomb Threat Checklist.

#### Person Receiving Threat by Mail

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify School Director.

#### **School Director Actions**

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

#### **ERT/Designated Staff Actions**

- Evacuate students as quickly as possible, using primary or alternate routes.
- Don't return to the building until emergency response officials determine it is safe.

#### **ERT Actions**

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make to attempt to investigate or examine object.
- Notify School Director.

# Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: \_\_\_\_\_

DATE \_\_\_\_\_ TIME \_\_\_\_\_

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.

**Do not interrupt the caller except to ask:**

What time is the bomb set to go off? \_\_\_\_\_

\_\_\_\_\_

Where has it been placed? \_\_\_\_\_

\_\_\_\_\_

What does it look like? \_\_\_\_\_

\_\_\_\_\_

Why are you doing this? \_\_\_\_\_

\_\_\_\_\_

Who are you? \_\_\_\_\_

\_\_\_\_\_

Words used by caller: \_\_\_\_\_

\_\_\_\_\_

Description of caller:  Male  Female  Adult  Juvenile

Estimate age of caller: \_\_\_\_\_ Other notes: \_\_\_\_\_

Voice characteristics:  Loud  Soft  Deep  High Pitched

Raspy  Pleasant  Intoxicated  Nasal

Other \_\_\_\_\_

Speech:  Rapid  Slow  Disguised  Normal

Laughing  Slurred  Lisp  Stutter

Other \_\_\_\_\_

**Manner:**       Calm    Angry                       Irrational       Excited  
 Coherent       Incoherent       Deliberate       Crying  
 Emotional       Righteous       Laughing       Foul  
Other \_\_\_\_\_

**Language:**       Excellent       Good    Fair    Poor  
Use of certain phrases: \_\_\_\_\_

**Accent:**       Local    Foreign               Regional  
Other \_\_\_\_\_

**Background Noises:**    Airplane       Animals                       Industrial Machines  
 Static    Motors                       Office Machines  
 Quiet    Music                       Party Scene  
 Street Traffic    Trains                       PA System

# CHEMICAL ACCIDENT (Code Orange)

## Onsite

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

## Person Discovering Spill

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify School Director and/or ERT member.
- DO NOT eat or drink anything or apply cosmetics.

## School Director Actions

- Notify Fire Department and the Department of Public Health. Provide the following information:
- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released; name of substance, if known
- Characteristics of spill (color, smell, visible gases)
- Injuries, if any
- Your name and telephone number
- Notify Maintenance staff to shut off mechanical ventilating systems.
- If necessary, proceed with school Evacuation using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.

## ERT/Designated Staff Actions

- If Evacuation is implemented, direct all students to report to nearest designated building or assembly area. Check that all students have left the building.
- Upon arrival at evacuation site, notify School Director or ERT personnel of any missing students.
- Do not return to the building until School Director or ERT member has determined it is safe.
- Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

## Person Discovering Spill

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify /site administrator.
- DO NOT eat or drink anything or apply cosmetics.

## School Director Actions

- Notify Fire Department and the Department of Public Health. Provide the following information:

- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **Shelter in Place, Evacuation** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

### ERT/Designated Staff Actions

- If **Shelter-in-Place**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **Evacuation** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, notify School Director or ERT member of any missing students.

## EXPLOSION (Code Triage/External or Internal Disaster)

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion.

### School Director Actions

- Determine whether site evacuation should be implemented. **Evacuation** may be warranted in some buildings but others may be used for **Shelter in Place**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify ERT of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If damage requires the school to be closed, notify students and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

### ERT/Designated Staff Actions

- Drop, cover and hold on.
- If explosion occurred inside the school building, **Evacuate** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to School Director immediately.
- Render first aid as necessary.
- Do not return to the building until the ERT personnel determine it is safe to do so.

- If explosion occurred in the surrounding area, initiate **Shelter in Place**. Keep students at a safe distance from site of the explosion.

## DEATH ON SCHOOL SITE

### Death of a Student

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations a School Director will face. A communications strategy developed in advance of such tragedy will help the School Director know what to say to the student's family and the school community.

#### **School Director Actions**

- Call 911. Verify the death and obtain as much information about it as possible.
- Contact the student's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services.
- Go to each of the student's classes and notify his/her classmates in person.
- If necessary, make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your ERT team/staff to evaluate the response and determine what additional resources might be needed.

#### **ERT/Designated Staff Actions**

- Allow students who wish to meet in advising office or other appropriate place to do so.
- Encourage students to report any other students who might need assistance.
- Arrange with outside counselor to provide counseling services onsite.

### Death of a Staff Member

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

#### **School Director Actions**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Notify ERT and instructors prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with ERT team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.

- Develop a plan for notifying students and sharing information about availability of outside support services. Do not use a public address or similar system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Determine who from the decedent's family will secure the personal belongings. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your ERT team to debrief at the end of the day and determine what additional resources might be needed.
- Continue to monitor staff and students for additional supportive needs.

## **FIRE / ARSON (Code Red)**

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

### **Within School Building**

#### **School Director Actions**

- Sound the fire alarm to implement **Evacuation** of the building.
- Immediately **evacuate** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct ERT team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### **ERT/Designated Staff Actions**

- **Evacuate** students from the building using primary or alternate fire routes
- Maintain control of the students a safe distance from the fire and firefighting equipment.
- Notify School Director of ERT personnel of any missing students.

### **Near the School**

#### **School Director Actions**

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **Evacuation**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

## MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention.

Please note that this EPP is not intended to be a First Aid manual.

For life threatening and other serious medical emergencies:

- Dial 9-1-1 for paramedics immediately. Do not use a mobile phone unless you can give the dispatcher your address. Be sure to identify yourself, indicate the nature of the injury, and your specific campus location.
- Inform an ERT member (see page (3) for telephone numbers) who will conduct the preliminary investigation, and make any appropriate personnel notifications.

### School Director Actions

- Assess the victim (ABC – Airway, Breathing, and Circulation).
- Call 911, if appropriate. Provide:
- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number
- Do not hang up until advised to do so by dispatcher.
- Assign ERT member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign an ERT member to remain with individual, even if he or she is transported to the hospital.
- Advise staff of situation (when appropriate).

### ERT/Designated Staff Actions

- Assess the scene to determine what assistance is needed.
- Notify School Director.
- Stay calm. Keep individual warm with a coat or blanket.
- An individual trained in first aid may begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

## Student Injuries

An ERT or staff member should document all student injuries whether or not there is any sign of injury.

For minor injuries, first aid kits are available at the following location:

- One first aid kit in Administrative Office
- One first aid kit in each classroom

*Do not administer first aid unless you are trained and/or feel comfortable doing so. Use discretion when deciding to move an injured student.*

If a student is injured and requires medical attention, provide the student with a copy of the **Student Injury Report** form for completion. If the student is not able to fill out the form at the time of injury, an ERT or staff member should gather as much information from the student and/or witnesses as possible. Make sure to document in detail how the injury occurred.

Staff, ERT members, or other students **should not** attempt to transport the injured student. Call a taxi or paramedics, as necessary, for transport to a medical facility. The injured student may also call a family member for transport.

## Employee Injuries

If an employee has a serious occupational injury or illness that requires medical attention beyond first aid, call the paramedics for transport to the nearest medical facility. Another employee should NEVER transport an injured or ill employee to a medical facility.

In all instances when an injury occurs, an incident report must be completed and the incident must be reported to the School Director.

## SEVERE WEATHER

An emergency response is required when this type of weather poses any risk to the staff and students.

### Tornadoes

<http://www.ready.gov/are-you-ready-guide>

Tornadoes are nature's most violent storms. Spawned from powerful thunderstorms, tornadoes can cause fatalities and devastate a neighborhood in seconds. A tornado appears as a rotating, funnel-shaped cloud that extends from a thunderstorm to the ground with whirling winds that can reach 300 miles per hour. Damage paths can be in excess of one mile wide and 50 miles long. Every state is at some risk from this hazard.

Some tornadoes are clearly visible, while rain or nearby low-hanging clouds obscure others. Occasionally, tornadoes develop so rapidly that little, if any, advance warning is possible. Before a tornado hits, the wind may die down and the air may become very still. A cloud of debris can mark the location of a tornado even if a funnel is not visible.

Tornadoes generally occur near the trailing edge of a thunderstorm. It is not uncommon to see clear, sunlit skies behind a tornado.

If you are under a tornado WARNING, seek shelter immediately!

If you are in:	Then:
A structure (e.g. residence, small building, school, nursing home, hospital, factory, shopping center, high-rise building)	<p>Go to a pre-designated shelter area such as a safe room, basement, storm cellar, or the lowest building level.</p> <p>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.</p> <p>Do not open windows.</p>
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	<p>Lie flat in a nearby ditch or depression and cover your head with your hands. Be aware of the potential for flooding.</p> <p>Do not get under an overpass or bridge. You are safer in a low, flat location.</p> <p>Never try to outrun a tornado in urban or congested areas in a car or truck. Instead, leave the vehicle immediately for safe shelter.</p> <p>•Watch out for flying debris. Flying debris from tornadoes causes most fatalities and injuries.</p>

### School Director Actions

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, instruct staff and students to seek inside shelter.
- Await instructions from the Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Instruct staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Instruct staff and students to leave areas that might be affected by storm tide or stream flooding.

### ERT/Designated Staff Actions

- Monitor local TV and radio stations for instructions.

- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, assist staff and students to seek inside shelter.
- Await instructions from School Director and Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Assist staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Assist staff and students to leave areas that might be affected by storm tide or stream flooding.

## Hurricanes

<http://www.ready.gov/are-you-ready-guide>

A hurricane is a type of tropical cyclone, the generic term for a low pressure system that generally forms in the tropics. A typical cyclone is accompanied by thunderstorms, and in the Northern Hemisphere, a counterclockwise circulation of winds near the earth's surface.

All Atlantic and Gulf of Mexico coastal areas are subject to hurricanes or tropical storms. Parts of the Southwest United States and the Pacific Coast experience heavy rains and floods each year from hurricanes spawned off Mexico. The Atlantic hurricane season lasts from June to November, with the peak season from mid-August to late October.

Hurricanes can cause catastrophic damage to coastlines and several hundred miles inland. Winds can exceed 155 miles per hour. Hurricanes and tropical storms can also spawn tornadoes and microbursts, create storm surges along the coast, and cause extensive damage from heavy rainfall.

Hurricanes are classified into five categories based on their wind speed, central pressure, and damage potential (see chart). Category Three and higher hurricanes are considered major hurricanes, though Categories One and Two are still extremely dangerous and warrant your full attention.

If a hurricane is likely in your area, you should:

- Listen to the radio or TV for information.
- Secure your home, close storm shutters, and secure outdoor objects or bring them indoors.
- Turn off utilities if instructed to do so. Otherwise, turn the refrigerator thermostat to its coldest setting and keep its doors closed.
- Turn off propane tanks.
- Avoid using the phone, except for serious emergencies.
- Moor your boat if time permits.
- Ensure a supply of water for sanitary purposes such as cleaning and flushing toilets. Fill the bathtub and other large containers with water.

You should evacuate under the following conditions:

- If you are directed by local authorities to do so. Be sure to follow their instructions.

- If you live in a mobile home or temporary structure—such shelters are particularly hazardous during hurricanes no matter how well fastened to the ground.
- If you live in a high-rise building—hurricane winds are stronger at higher elevations.
- If you live on the coast, on a floodplain, near a river, or on an inland waterway.
- If you feel you are in danger.

If you are unable to evacuate, go to your wind-safe room. If you do not have one, follow these guidelines:

- Stay indoors during the hurricane and away from windows and glass doors.
- Close all interior doors—secure and brace external doors.
- Keep curtains and blinds closed. Do not be fooled if there is a lull; it could be the eye of the storm—winds will pick up again.
- Take refuge in a small interior room, closet, or hallway on the lowest level.
- Lie on the floor under a table or another sturdy object.

### **School Director Actions**

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, instruct staff and students to seek inside shelter.
- Await instructions from the Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Instruct staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Instruct staff and students to leave areas that might be affected by storm tide or stream flooding.

### **ERT/Designated Staff Actions**

- Monitor local TV and radio stations for instructions.
- Move early out of low-lying areas or from the coast, at the request of officials.
- When a warning is issued by sirens or other means, assist staff and students to seek inside shelter.
- Await instructions from School Director and Emergency Coordinator or the designated weather official.
- Assist people with disabilities in finding a safe place.
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.
- Assist staff and students to follow the recommended primary or secondary evacuation routes as instructed by Emergency Coordinator.
- Assist staff and students to leave areas that might be affected by storm tide or stream flooding.

### **Shelter-in-Place**

One of the instructions you may be given in case of an emergency is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same thing as going to a shelter in case of a storm.) Shelter-in-place means selecting a small, interior room, with no or few windows, and taking refuge there. It does not mean sealing off the entire school or office building. If you are told to shelter-in-place, follow the instructions provided here.

### **Why You Might Need to Shelter-in-Place**

Chemical, biological, or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect yourself. Because information will most likely be provided on television and radio, it is important to keep a TV or radio on.

The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

### **How to Shelter-in-Place At Work**

- Directors in each of the buildings are instructed to close the business and bring everyone into one room(s).
- Shut and lock the door(s).
- If there are customers, clients, or visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.
- Unless there is an imminent threat, ask employees, customers, clients, and visitors to call a family member or their emergency contact to let them know where they are and that they are safe.
- The Administrative Assistant will turn on call-forwarding or alternative telephone answering systems or services. The school's voice mail must be changed to indicate that the business is closed, and that staff and visitors are remaining in the building until authorities advise it is safe to leave.
- VGI staff in the room(s) must close and lock all windows, exterior doors, and any other openings to the outside.
- If you are told there is danger of explosion, close the window shades, blinds, or curtains.
- Maintenance staff must turn off all fans, heating and air conditioning systems. Systems which automatically provide for exchange of inside air with outside air need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room(s) with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, pantries, copy and conference rooms without exterior windows will work well. Avoid selecting a room with mechanical equipment because this equipment may not be able to be sealed from the outdoors.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- VGI employees will write down the names of everyone in the room, and contact the School Director to report who is in the room with you, and their affiliation with VGI (employee, visitor, client, customer.)
- Keep listening to the radio or television until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

### **How to Shelter-in-Place At School:**

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty, and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps now, where they are, and not drive or walk outdoors.

- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school's Administrative Assistant, or person designated to answer these calls. This room should also be sealed.
- Students are encouraged to use their cell phone to call a parent or family member to let them know that they have been asked to remain in school until further notice, and that they are safe.
- The school's Administrative Assistant will change the recording to indicate that the school is closed; students and staff are remaining in the building until authorities advise that it is safe to leave.
- Close and lock all windows, exterior doors, and any other openings to the outside.
- If there is danger of explosion, direct that window shades, blinds, or curtains be closed.
- The school's Maintenance Department will turn off all fans, heating and air conditioning systems. Systems which automatically provide for exchange of inside air with outside air need to be turned off, sealed, or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Select interior room with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or the windows are sealed and cannot be opened. Large storage closets, utility rooms and meeting rooms without exterior windows will also work well.
- Call emergency contacts and have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around the door(s) and any vents into the room.
- Employees are to write down the names of everyone in the room, and call your schools' School Director to report who is in the room with you.
- Listen for an official announcement from the School Director via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water, and cleanup methods is your safest choice. Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

### **Earthquakes:**

One of the most frightening and destructive phenomena of nature is a severe earthquake and its terrible aftereffects. In order to deal with this situation, emergency preparedness must become a way of life. In the event of a major earthquake or disaster, freeways and surface streets may be impassable and public services could be interrupted or taxed beyond their limits. Therefore, everyone must know how to provide for their own needs for an extended period of time, whether at work, home or on the road.

### **What is an Earthquake?**

An earthquake is a sudden movement of the earth, caused by the abrupt release of strain that has accumulated over a long time. For hundreds of millions of years, the forces of plate tectonics have shaped the earth, as the huge plates that form the earth's surface slowly move over, under and past each other. Sometimes, the movement is gradual. At other times, the plates are locked together, unable to release the accumulating energy. When the accumulated energy grows strong enough, the plates break free. If the earthquake occurs in a populated area, it may cause many deaths and injuries and extensive property damage.

### **Know the Terms**

Familiarize yourself with these terms to help identify an earthquake hazard:

**Earthquake** – A sudden slipping or movement of a portion of the earth's crust, accompanied and followed by a series of vibrations.

**Aftershock** – An earthquake of similar or lesser intensity that follows the main earthquake.

**Fault** – The fracture across which displacement has occurred during an earthquake. The slippage may range from less than an inch to more than 10 yards in severe earthquakes.

**Epicenter** – The place on the earth's surface directly above the point on the fault where the earthquake rupture began. Once fault slippage begins, it expands along the fault during the earthquake and can extend hundreds of miles before stopping.

**Seismic Waves** – Vibrations that travel outward from the earthquake fault at speeds of several miles per second. Although fault slippage directly under a structure can cause considerable damage, the vibrations of seismic waves cause most of the destruction during earthquakes.

**Magnitude** – The amount of energy released during an earthquake, which is computed from the amplitude of the seismic waves. A magnitude of 7.0 on the Richter Scale indicates an extremely strong earthquake. Each whole number on the scale represents an increase of about 30 times more energy than the previous whole number represents. Therefore, an earthquake measuring 6.0 is about 30 times more powerful than one measuring 5.0.

### **School Director Actions**

- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building.
- Take appropriate action to safeguard school property.
- Upon passage of the earthquake, if safe, return to normal routine.

### **ERT/Designated Staff Actions**

During an Earthquake:

- Stay in the building. Do not evacuate.
- DROP, and take shelter under tables, desks, in doorways and similar places. Keep away from overhead fixtures, windows, filing cabinets and bookcases. COVER your head and neck with your arms. HOLD the position until the ground stops shaking.
- Assist any disabled persons in the area and find a safe place for them.
- If outside, stay outside. Move to an open area away from buildings, trees, power lines, and roadways.

After an Earthquake:

- Check for injuries. If qualified, give first aid; otherwise, seek help.
- Check for safety hazards: fire, electrical, gas leaks, water supply, etc. Coordinate with the Director and begin turning off all potentially hazardous equipment such as gas and electric appliances.
- Do not use telephones, including cellular/mobile phones, or roads unless necessary. Keep them open for emergency use.
- Be prepared for aftershocks.
- Cooperate, keep informed and remain calm.

- DO NOT RETURN to a building unless told to do so by emergency officials.

If an Evacuation is ordered:

- Seek out any disabled or injured persons in the area and give assistance. Exit using the stairway. Do not use elevators.
- Beware of falling debris or electrical wires as you exit.
- Go to an open area away from buildings, trees, power lines and roadways.
- Wait for further instructions from emergency personnel.

## **Severe Cold Weather Information**

**Extreme Cold**-- Prolonged exposure to the cold can cause frostbite or hypothermia, and may become life threatening. Infants and elderly people are the most susceptible. Freezing temperatures can cause pipes to freeze and burst in homes that are poorly insulated or without heat. Rivers may freeze during an extended cold spell, creating ice jams that lead to flooding.

**Strong Winds**-- Strong winds and intense cold fronts can knock down trees, utility poles, and power lines. In the mountains, winds can gust to 100 mph or more, damaging roofs and other structures.

When caught in severe winter weather outside:

- Find Shelter.
- Try to stay dry.
- Cover all exposed parts of the body.

If there is no shelter available:

- Prepare a lean-to, wind break, or 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.

In a vehicle:

- Stay in your car or truck. Disorientation occurs quickly in extreme cold.
- Run the motor (ten minutes per hour for heat).
- Open the window to let fresh air in and avoid carbon monoxide poisoning.
- Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers by turning on the dome light at night when running the engine, and tying a colored cloth (preferably red) to your antenna or hood.
- Raise the car hood to indicate trouble.

In a building:

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

No heat:

- Close off unneeded rooms.
- Stuff towels or rags in cracks under doors.
- Cover the windows at night.
- Wear layers of loose fitting, light weight, warm clothes.
- Remove layers to avoid overheating, perspiration, and subsequent chill.

### School Director Actions

- Monitor weather forecasts and weather-related communications to determine onset of severe weather conditions that may affect school operations.
- Report to site to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.
- Windstorm

### School Director Actions

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations.
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

### ERT/Designated Staff Actions

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Take cover with students in the shielded areas within the building. Stay away from windows.
- Close all blinds and curtains.
- Avoid structures with large roof spans.

### Flood

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

### School Director Actions

- Determine if evacuation is required.
- Notify local police department of intent to **Evacuate**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to ensure that all students have been evacuated.
- Issue instructions if students will be evacuated to a safer location by means of cars.
- Monitor AM radio weather station KNX 1070 for flood information.

- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

### **ERT/Designated Staff Actions**

- If warranted, **Evacuate** students using evacuation plan.
- Do not return to school building until it has been inspected and determined safe by property authorities or School Director.

## **STUDENTS WHO MAY BE SUICIDAL**

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should notify the School Director immediately. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

### **Immediate Action**

In the event that a staff member has reason to believe that a student may be suicidal or represent a potential threat to others the following action is to be taken:

Take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared.

Immediately report concerns to the School Director or ERT designee.

**Under no circumstances should an untrained person attempt to assess the severity of suicidal risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

### **School Director Actions**

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all classes.
- Arrange for medical or counseling resources that may provide assistance.

### **ERT/Designated Staff Actions**

- Inform the School Director of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do **NOT** struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where the School Director or an ERT member and a telephone will be close by.

### **Response to a Suicide Attempt Not Occurring at School**

When a school becomes aware that a student or staff member attempted suicide, the school must protect that person's right to privacy. Should a parent or other family member notify the school of a student's suicide attempt, the family should be referred to appropriate community agencies for support services. Staff response should be focused on quelling the spread of rumors and minimizing the fears of fellow students and staff. Any services provided to the person who attempted suicide must be kept confidential and coordinated with outside service providers, such as a suicide crisis counselor or hospital emergency team.

A suicide attempt becomes a crisis to be managed by school staff only when one or more of the following conditions exist:

Rumors and myths are widespread and damaging.

Students witness police action or emergency services response.

A group of the attempt survivor's friends are profoundly affected by the suicide attempt and request support.

When one or more of the above conditions exists, the following should be implemented:

Tell the person providing the information about the suicide attempt not to repeat it elsewhere in the school.

If school office staff members heard the report, tell them NOT to repeat or give out any information within or outside school unless they are specifically told to do so.

## STUDENTS WHO MAY REPRESENT A POTENTIAL THREAT TO OTHERS

### Immediate Steps

In the event that a staff member has reason to believe that a student may represent a potential threat to others, the actions listed below are to be taken. These steps apply only to situations in which the student is presenting no immediate threat.

- Take all comments about doing harm to others seriously, especially if details about how the acts are to be carried out are shared.
- Immediately report concerns to the School Director.
- **Under no circumstances should an untrained person attempt to assess the severity of the risk;** all assessment of threats, attempts, or other risk factors must be left to the appropriate professionals.

NOTE: It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried, but it's not okay to overreact and jump to conclusions.

### Threats / Assaults

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

### School Director Actions

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  - Is the individual moving towards violent action?
  - Is there evidence to suggest movement from thought to action
  - High violence potential qualifies for arrest or hospitalization.
  - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **Lockdown** or **Evacuation**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

### **ERT/Designated Staff Actions**

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **Lockdown**. Close all curtains and blinds.
- Disconnect television systems so the individual cannot view news coverage and see locations of police/students, etc.
- Remain with students until **All Clear** is given.

## **UTILITY FAILURE**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

### **School Director Actions**

- Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
  - Determine length of time service will be interrupted.
  - Determine desired action, which may include relocation of students and staff.
  - If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
  - Use ERT members with oral or written word as an alternate means of faculty notification.
  - Implement plan to provide services without utilities or with alternate utilities.

### **Plan for Loss of Water**

- Toilets: red bags – biohazard

- Drinking Water: skills lab
- Food Service: nonperishable emergency supply contracted with JHA
- Fire Suppression: fire extinguishers
- Other: N/A

### **Plan for Loss of Electricity**

- Ventilation: Fans
- Emergency Light: Over all exit doors and flashlight s in all rooms
- Computers: 2 battery operated laptops
- Other: N/A

## **WEAPONS ON SCHOOL PROPERTY**

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

### **School Director Actions**

- Remain calm. Depending on how the situation unfolds, initiate **Lockdown** or **Evacuation**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **Lockdown**).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
  - Name of suspect with weapon.
  - Location of witness when weapon was seen.
  - What did the suspect do with the weapon after it was displayed?
  - What is the current location of the suspect with the weapon?
- Reserve a private area for the suspect to be taken and questioned. Police officer should take possession of and secure any weapon located.
- Secure a detailed written statement from witnesses including staff.
- Provide informational updates to staff and students during next few days to squelch rumors.

### **ERT/Designated Staff Actions**

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the School Director.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

## PUBLIC INFORMATION DISSEMINATION

In an emergency, the School Director is responsible for all means of internal and external communications related to an emergency incident. **Only the School Director or ERT designee is authorized to disseminate official information about campus emergencies to the campus and the community at large.**

The designated individual shall conduct and manage all media contacts, act as lead spokesperson and determine other appropriate spokespersons from campus leadership.

The designated individual will arrange all interviews, distribute all information materials to the press and general public, and assist with communications to the campus community during the emergency. This will be done in coordination with emergency agencies, the School Director and ERT members.

The designated individual will maintain a press briefing area for the duration of the emergency, if necessary.

In the aftermath, the designated individual will continue to handle media inquiries, general public information, and information for campus community as deemed necessary by the situation.

The primary forms of information distribution are: The school's main web page [www.vgi.edu](http://www.vgi.edu), school-wide broadcast e-mail and voice mail, a recorded message on the school's inclement weather/emergency information line via text, and external news media. In the event of computer network inoperability, information may be obtained by local media listed on page 47.

It is important to get a positive message on the school's incoming phone lines as soon as possible. The following is a sample message:

*"Valley Grande Institute for Academic Studies has been impacted by the recent \_\_\_\_\_ disaster. We have implemented our Emergency Preparedness Plan and expect to restore essential operations shortly (or by a certain day)."*

In addition, the school may implement a 24/7 telephone call center using a 1-800 phone line to accommodate and provide human responses to incoming inquiries via telephone.

In the event it is necessary to conduct a news briefing, the designated individual will escort reporters on campus, and/or establish an information center for members of the media. The nature and location of the incident will determine the site to be used.

In the event that a press center is established, this venue will be a centralized distribution point for the dissemination of any public materials. It will require current computer/printer and telephone facilities and office or area space for live interviews.

In the event of power outages and the inoperability of the school computer network, information will be disseminated verbally through the school director's office as it becomes available.

If any staff member receives a phone call or e-mail inquiring about an emergency situation, he or she must direct such inquiries to School Director or member of the ERT.

## Guide for Dealing with the Media

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

*Note: The School Director will coordinate the following activities with designated ERT member who will be the “public information staff member”.*

- Identify a public information staff member or single information source.
- Direct media representatives to one area (on or off campus) where briefings can take place.
- Instruct all staff to refer all information and questions to the public information staff member. Remind staff that only designated spokespeople are authorized to talk with news media.
- Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- Advise students of the school’s student media policy.
- Take initiative with news media and let them know what is or is not known about the situation.
- Emphasize school’s good record.
- Speak to reporters in plain English - not in “educationese.”
- If the emergency is a death, consult with the deceased student/staff member’s family before making a statement about the victim.
- If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- Don’t try to “kill” a story; don’t say “no comment;” don’t speculate; don’t pass blame.
- Delay releasing information until facts are verified and the school’s position is clear.
- Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

- Preparedness of the school
- Coordination of efforts with community agencies
- Access to information for friends and family of students
- Responsible immediate action taken by school representatives (including those in positions of authority)
- Support provided for students at the school.

Always provide a phone number to call for additional or updated information.

The following is to be used as a guideline for communicating during a crisis. Each incident will be different and will require flexibility and adjustment as the situation unfolds.

## **Public Information Tips**

### Communication Objectives

- To instill and maintain confidence in the Valley Grande Institute for Academic Studies leadership.
- Public messages will provide accurate, rapid, and complete information to educate, calm fears, and maintain public order.
- To minimize, as much as possible, panic and fear related to the crisis.
- To address, as quickly as possible, rumors, inaccuracies and misperceptions.
- To provide accurate, consistent, and highly accessible information to students, the media and the public at large.

### Keys to Effectiveness

- Do not release any information unless it is cleared by the School Director or designated public information staff member.
- Prepare those speaking with the media and with the staff and student populations so that they are knowledgeable of the situation and instill confidence.
- Focus efforts on public safety and prevention.
- Give factual information. Do not over-reassure. Tell people this is a serious situation and what to expect. Be confident in telling the public what you do know, but acknowledge uncertainty:
- *“What we know is ... I wish I could give you more information but there are many things we don’t know yet. We will give regular updates as we learn more.”*
- Acknowledge people’s fears.
- Accommodate the information needs of the media and the general public.
- Maintain flexibility. The situation will constantly change and you will need to adapt to new information and shift gears. The plan you developed one hour ago may no longer be valid.
- Maintain a high state of situational awareness.
- Do no further harm.

## Television Stations

<p>KRGV-TV CHANNEL 5 NEWS</p> <p>Programming: ABC</p> <p><a href="http://www.krgv.com/category/305704/news">http://www.krgv.com/category/305704/news</a></p>	<p>900 East Expressway</p> <p>Weslaco, TX 78596</p> <p>O. 956-631-5555 - 956-968-5555</p> <p>F. 956-973-5016</p>
<p>KGBT Channel 4</p> <p>Programming: CBS</p> <p>Web Site: <a href="http://www.kgbt4.com/">http://www.kgbt4.com/</a></p>	<p>9201 West Expressway 83</p> <p>Harlingen, TX 78552</p> <p>O. 956.366.4444</p> <p>F. 956.366.4494</p>

## Radio Stations

<p>KTEX 100.3</p> <p>901 E Pike Blvd, Weslaco, TX 78596</p> <p><a href="http://ktex.iheart.com/">http://ktex.iheart.com/</a></p>	<p>O. 956 973-9202</p>
<p>KHID-FM 88.1</p> <p>RGV Educational Broadcasting, Inc.</p> <p><a href="http://publicradio[at]kmbh.org">publicradio [at] kmbh.org</a></p> <p><i>Blues, Classical, Jazz, News/Talk, Public Radio</i></p>	<p>1701 Tennessee Avenue; Harlingen, TX 78551</p> <p>(956) 421-4111; (956) 412-5624;</p> <p>Fax (956) 421-4150</p>

<p>KBTQ-FM 96.1  Owner: Univision Radio  <a href="http://aalmazan[at]univision.com">aalmazan [at] univision.com</a>  AC, Spanish AC  KBTQ (96.1 FM) "The Beat 96.1".</p>	<p>200 South 10th Street, Suite 600; McAllen, TX  78501  (956) 631-5499; (866) 961-2328; Fax (956) 631-0090</p>
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## Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

Identify and notify internal groups including ERT members, instructors, students, maintenance staff, and support services staff to include admissions, career services, financial aid, registrar, etc. These are primary sources of information that are likely to be contacted in their neighborhoods such as at grocery stores. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

Administrative staffs who answer the telephone at the school must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.

Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

## EMERGENCY PREPAREDNESS REVIEW CHECKLISTS

### GENERAL EMERGENCY PLANNING ACTION CHECKLIST

- Determine what crisis plans exist in the school and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit (if available) to examine school buildings and grounds.
- Conduct an assessment to determine how these problems – as well as others – may impact school vulnerability to specific crises.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for staff and students during a crisis.

- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

### EMERGENCY REVIEW CHECKLIST

School: \_\_\_\_\_

Year: \_\_\_\_\_

Activity	Responsible Person	Date Completed
School Facilities/Grounds Hazard Assessment		
Review School Buildings Plan		
Review Evacuation Routes		
Update Emergency Phone Numbers and Resources		
Inventory of Special Staff Skills		
Survey of Neighborhood Resources		
Assign Staff Emergency Functions		
Staff Orientation of Plan		
Review Plan		

### EMERGENCY PLANNING CHECKLIST

Preparedness	YES	NO
Does your school have a disaster plan and is it updated regularly?		
Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?		
Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?		
Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?		
Is your staff trained to perform the responsibilities under SEMS/NIMS?		
Have you had drills and exercises that involve the performance of SEMS/NIMS duties?		
Have you conducted an inventory of the kinds of skills or needs of your staff?		

Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?		
Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?		
Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?		
Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?		
Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?		
<b>Mitigation</b>	<b>YES</b>	<b>NO</b>
Have bookshelves, file cabinets, free-standing bookcases, etc. been bolted to the wall or arranged to support each other?		
Have heavy items been removed from the tops of bookshelves and cabinets?		
Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?		
Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?		
Are televisions mounted and secured properly in classrooms?		
Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?		
Have inventories been made of hazardous materials throughout your schools and facilities?		
Are hazardous materials identified separated and stored properly?		
Is there an earthquake preparedness program in your plan?		
How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?		
<b>Emergency Response</b>	<b>YES</b>	<b>NO</b>
Does your school have a policy requiring the use of SEMS/NIMS?		
Has your administration clearly communicated OES policy and performance expectation to all staff?		

Has your school incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials?		
Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?		
Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?		
Does your school have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?		
Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?		
Have you identified an evacuation site? Is there an alternate location if your original site is not useable?		
Have you determined how to transport students to an alternate location if necessary?		
Do you know if your school has been designated as a potential mass care shelter? Do you have a Memorandum of Understanding with public health agencies or with the American Red Cross?		
Do you know what to do with seriously injured students?		
Have you developed emergency sanitation procedures?		
Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster and is properly trained in accordance with SEMS/NIMS?		
Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?		
Has the EOC been equipped with maps of the campus, facilities and hazards in the area, first aid supplies and other tools necessary to manage the emergency response after a disaster?		
Does your campus have an internal communication system such as walkie-talkies, bullhorn and/or public address system?		
<b>Recovery</b>	<b>YES</b>	<b>NO</b>
Have you Identified record keeping requirements and sources of financial aid for disaster relief?		
Is someone designated to determine if buildings are safe after an event?		

Do you have an established absentee policy for staff and students after a disaster?		
Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?		
Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc.?		
Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?		
Are you familiar with the procedures involved and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities.		

## Appendix A – Clery Definitions

### Bias

A pre-formed negative opinion or attitude toward a person or group of people because of their ethnicity, race, national origin, religion, gender, sexual orientation or disability (varied ability) or based upon the perception that the person or group has one or more of those characteristics.

### Criminal Homicide

- Murder and Non-negligent Manslaughter: The willful (non-negligent) killing of a human being by another.
- Negligent Manslaughter: The killing of person through gross negligence.

### Sex Offense (Forcible)

Any sexual act directed against another person without the person's consent.

- Rape: Penetration or attempted penetration, however slight, of the vagina or anus with anybody part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- Sexual assault: The attempted touching or touching of the intimate parts (sexual organs, anus, groin, breasts or buttocks) of another person.
- Sodomy: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- Fondling: The of the private body parts of another person for the purpose of sexual gratification, forcibly and/or against that person's will or; not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.
- Sexual Assault with an Object: The use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly against the person's will where the victim is incapable of giving consent because of his/her youth or because of his/her temporary or permanent mental or physical incapacity.

## **Sex Offense (Non-forcible)**

Any attempted or completed unlawful, but consensual sex act with a person.

- Incest: Sexual intercourse between persons who are related to one another within the degrees wherein marriage is prohibited
- Statutory rape: Intercourse with a person who is under the age of consent.

## **Domestic Violence**

Violent misdemeanor and felony offenses committed by the victim's current or former spouse, current or former cohabitant or person protected under the domestic or family violence law.

## **Dating Violence**

Violence by a person who has been in a romantic or intimate relationship with the victim.

## **Stalking**

A course of conduct directed at a specific person, that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress.

## **Robbery**

The taking or attempting to take anything of value from the care, custody, or control of a person or persons by force or threat of forces or violence and/or by putting the victim in fear.

## **Aggravated Assault**

An unlawful assault or attempted assaulted by one (or more) persons of another for the purpose of inflicting severe or aggravated bodily injury.

## **Burglary**

The unlawful entry (or attempt to enter) into a defined structure with the intent to commit a theft or any felony. (Excludes vehicle burglary)

## **Motor Vehicle Theft**

The taking of a motor vehicle (as defined) without the consent of the owner with the intent to either permanently or temporarily deprive the owner of the vehicle. (Includes attempts)

## **Arson**

The willful or malicious burning or attempt to burn (w/o the intent to defraud) a dwelling, house, public building, motor vehicle or aircraft, or personal property of another. (Includes attempts)

## **Drug**

Laws or ordinances regulate possession, sale, use, growing, manufacturing, and making of narcotic drugs. The relevant substances include: opium or cocaine and their derivatives (morphine, heroin, codeine); marijuana; synthetic narcotics (Demerol, methadones); and dangerous nonnarcotic drugs (barbiturates, Benzedrine).

## **Weapons**

Violations of laws or ordinances regulating weapons.

### **Hate Crime**

A criminal act involving one/more of the listed crimes which was motivated by bias against any person or group of persons, or the property of any person or group of persons.

- Larceny-Theft: The unlawful taking, carrying, leading or riding away of property from the possession or constructive possession.
- Simple assault: An unlawful physical attack by one or more persons upon another where neither the offender displays a weapon or the victim suffers obvious severe or aggravated bodily injury.
- Intimidation: To unlawfully place another person in reasonable fear of bodily harm through the use of threatening words and/or other conduct, but without displaying a weapon or subjecting the victim to actual physical attack.
- Destruction/Damage/Vandalism of Property: To willfully or maliciously destroy, damage, deface, or otherwise injure real or personal property.

## Appendix B –Penalties for Drug Use

### Marijuana

#### Possession

Amount	Penalty/ Fine	Imprisonment
Two ounces or less	Class B misdemeanor/ A fine not to exceed \$2,000	Confinement in jail for no more than 180 days
Four ounces or less but more than two ounces	Class A misdemeanor/ A fine not to exceed \$4,000	Confinement in jail for a term not to exceed one year
Five pounds or less but more than four ounces	State jail felony/ A fine not to exceed \$10,000	Imprisonment for not more than two years or less than 180 days
50 pounds or less but more than 5 pounds	3rd degree felony/ A fine not to exceed \$10,000	Imprisonment for not more than 10 years or less than 2 years
2,000 pounds or less but more than 50 pounds	2nd degree felony/ A fine not exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
More than 2,000 pounds	A fine not to exceed \$50,000	Imprisonment for life or for a term of not more than 99 years or less than 5 years

#### Delivery

Amount	Penalty/Fine	Imprisonment
One-fourth ounce or less (gift)	Class B misdemeanor/ a fine not to exceed \$2,000	Confinement in jail for no more than 180 days
One-fourth ounce or less (receives remuneration)	Class A misdemeanor/ a fine not to exceed \$4,000	Confinement for no more than one year
Five pounds or less but more than one-fourth ounce	State jail felony/ A fine not to exceed \$10,000	Confinement in a state jail for any term of not more than two years or less than 180 days
50 pounds or less but more than five pounds	2nd degree felony/ A fine not exceed \$10,000	Confinement in jail for a term of not more than 20 years or less than 2 years
2,000 pounds or less but more than 50 pounds	1st degree felony / fine not to exceed \$ 10,000	Imprisonment
2000 pounds or more	Felony with mandatory minimum sentence. Fine not to exceed \$ 100,000.	Confinement in jail for not more than 99 years or less than 10 years.
Sale of marijuana to a minor	Felony. Fine up to \$ 10,000.	Confinement in jail for not more than 20 years in jail or less than 2 years.

**Cocaine & Crack Cocaine**

Possession

<b>Amount</b>	<b>Penalty/ Fine</b>	<b>Imprisonment</b>
Less than 1 gram	State jail felony / fine not to exceed \$ 10,000	Confinement in a State Jail Facility for not more than 2 years or less than 6 months.
One gram or more but less than 4 grams	3rd degree felony/ a fine not to exceed \$10,000	Confinement in prison for not more than 10 years or less than 2 years.
4 grams or more but not less than 200 grams	2nd degree felony/ a fine not to exceed \$10,000	Confinement in prison for not more than 20 years or less than 2 years.
200 grams or more but less than 400 grams.	1st degree felony and a fine not to exceed \$10,000.	Confinement in prison for not more than 99 years or life or less than 5 years.
400 grams or more	Felony / fine not to exceed \$ 100,000.	Confinement in prison for not more than 99 years or less than 10 years.

Delivery

<b>Amount</b>	<b>Penalty/Fine</b>	<b>Imprisonment</b>
Less than one gram	State jail felony/ a fine not to exceed \$10,000	Confinement in a state jail for not more than two years or less than 180 days
One gram or more but less than four grams	2 <sup>nd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
Four grams or more but less than 200 grams	1 <sup>st</sup> degree felony/ a fine not to exceed \$10,000.	Imprisonment for not more than 99 years or life or not less than 10 years
200 grams or more but less than 400	Enhanced Felony / fine not to exceed \$ 100,000.	Imprisonment for not more than 99 years or not less than 10 years.
400 grams or more.	Enhanced Felony / fine not to exceed \$ 250,000.	Imprisonment for not more than 99 years or less than 15 years.

**Heroin, Opium, Morphine, Codeine and Demerol**

Possession

<b>Amount</b>	<b>Penalty/ Fine</b>	<b>Imprisonment</b>
Less than 1 gram	State jail felony / fine not to exceed \$ 10,000	Imprisonment in State Jail Facility for not more than 2 years or less than 6 months.
One gram or more but less than 4 grams	3rd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 10 years or less than 2 years.
4 grams or more but not less than 200 grams	2nd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years.
200 grams or more but less than 400 grams.	1st degree felony and a fine not to exceed \$10,000.	Imprisonment for not more than 99 years or life or less than 5 years.
400 grams or more	Enhanced Felony / fine not to exceed \$ 100,000.	Imprisonment for not more than 99 years or less than 10 years.

Delivery

<b>Amount</b>	<b>Penalty/ Fine</b>	<b>Imprisonment</b>
Less than one gram	State jail felony/ a fine not to exceed \$10,000	Imprisonment in a state jail for not more than two years or less than 180 days
One gram or more but less than four grams	2 <sup>nd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for any term of not more than 20 years or less than 2 years
Four grams or more but less than 200 grams	1 <sup>st</sup> degree felony/ a fine not to exceed \$10,000.	Imprisonment for not more than 99 years or life or not less than 10 years
200 grams or more but less than 400	Felony / fine not to exceed \$ 100,000.	Imprisonment for not more than 99 years or not less than 10 years.
400 grams or more.	Enhanced Felony / fine not to exceed \$ 250,000.	Imprisonment for not more than 99 years or less than 15 years.

**LSD, PCP**

## To Sell

<b>Amount</b>	<b>Penalty/Fine</b>	<b>Imprisonment</b>
Fewer than 20 units	State jail felony/ a fine not to exceed \$10,000	Confinement in a state jail for not more than two years or less than 180 days.
20 or more, but fewer than 80 units	3rd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 10 years or less than 2 years
80 or more, but fewer than 4,000	2nd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
4,000 or more, but fewer than 8,000	1st degree felony/ a fine not to exceed \$10,000	Imprisonment for life or for not more than life or 99 years or less than 5 years
8,000 or more units	Enhanced felony / A fine not to exceed \$250,000	Imprisonment for not more than life or 99 years or less than 15 years

## Delivery

<b>Amount</b>	<b>Penalty/ Fine</b>	<b>Imprisonment</b>
Fewer than 20 units	State jail felony/ a fine not to exceed \$10,000	Imprisonment in a state jail for not more than two years or less than 180 days
20 or more, but fewer than 80 units	2nd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
80 or more, but fewer than 4,000	1 <sup>st</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for life or 99 years or less than 5 years
4,000 or more units	Enhanced felony / A fine not to exceed \$250,000	Imprisonment for not more than life or 99 years or less than 15 years

## MDMA (Ecstasy)

### Possession

Amount	Penalty/ Fine	Imprisonment
Less than one gram	State jail felony/ a fine not to exceed \$10,000	Imprisonment in a state jail for not more than two years or less than 180 days
One gram or more but less than four grams	3rd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 10 years or less than 2 years
Four grams or more but less than 400 grams	2nd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
400 grams or more	Enhanced felony / a fine not to exceed \$50,000	Imprisonment for not more than life or 99 years or less than five

### Delivery

Amount	Penalty/ Fine	Imprisonment
Less than one gram	State jail felony/ a fine not to exceed \$10,000	Imprisonment in a state jail for not more than two years or less than 180 days
One gram or more but less than four grams	2nd degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
Four grams or more but less than 400 grams	1st degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than life or 99 years or less than 5 years
400 grams or more	Enhanced felony / A fine not to exceed \$100,000	Imprisonment for not more than life or 99 years or less than 10 years

## Barbiturates and Tranquilizers

### Possession

Amount	Penalty/ Fine	Imprisonment
Less than 28 grams	Class A misdemeanor/ A fine up to \$4,000.00	Confinement for no more than one year
28 grams or more but less than 200 grams	3 <sup>rd</sup> degree felony// a fine not to exceed \$10,000	Imprisonment for not more than 10 years or less than 2 years
200 grams or more but less than 400 grams	2 <sup>nd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
400 grams or more	Enhanced felony/ A fine not to exceed \$50,000	Imprisonment for life or for a term of not more than 99 years or less than five years

Delivery

Amount	Penalty/ Fine	Imprisonment
Less than 28 grams	State jail felony/ a fine not to exceed \$10,000	Imprisonment in a state jail for not more than two years or less than 180 days
28 grams or more but less than 200 grams	2 <sup>nd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than 20 years or less than 2 years
200 grams or more but less than 400 grams	1 <sup>st</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for not more than life or 99 years or less than 5 years
400 grams or more	Enhanced felony/ a fine not to exceed \$100,000	Imprisonment for life or for a term of not more than 99 years or less than 10 years

GHB

Possession

Amount	Penalty/Fine	Imprisonment
Less than one gram	A state jail felony/ a fine not to exceed \$10,000	Confinement in a state jail for any term not more than two years or less than 180 days
One gram or more but less than four grams	3 <sup>rd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for any term of not more than 10 years or less than 2 years
Four grams or more but less than 200 grams	2 <sup>nd</sup> degree felony / a fine not to exceed \$10,000	Imprisonment for any term of not more than 20 years or less than 2 years
200 grams or more but less than 400 grams	1 <sup>st</sup> degree felony / a fine not to exceed \$10,000	Imprisonment for life or for any term not more than 99 years or less than 5 years
400 grams or more	Enhanced felony/ and a fine not to exceed \$100,000	Imprisonment for a term of not more than 99 years or less than 10 years

Delivery

<b>Amount</b>	<b>Penalty/Fine</b>	<b>Imprisonment</b>
Less than one gram	A state jail felony/ a fine not to exceed \$10,000	Confinement in a state jail for any term not more than two years or less than 180 days
One gram or more but less than four grams	2 <sup>nd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for any term of not more than 20 years or less than 2 years
Four grams or more but less than 200 grams	1 <sup>st</sup> degree felony / a fine not to exceed \$10,000	Imprisonment for life or for any term not more than 99 years or less than 5 years
200 grams or more but less	Enhanced felony/ A fine not to exceed \$100,000	Imprisonment for life or for a term of not more than 99 years or less than 10 years
400 grams or more	Enhanced felony / A fine not to exceed \$250,000	Imprisonment for life or for a term of not more than 99 years or less than 15 years

Rohypnol ("Roofies")

Possession

<b>Amount</b>	<b>Penalty/ Fine</b>	<b>Imprisonment</b>
Less than one gram	State jail felony/ a fine not to exceed \$10,000	Confinement in a state jail for any term not more than two years or less than 180 days
One gram or more but less than four grams	3 <sup>rd</sup> degree felony / a fine not to exceed \$10,000	Imprisonment for any term of not more than 10 years or less than 2 years
Four grams or more but less than 200 grams	2 <sup>nd</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment for any term of not more than 20 years or less than 2 years
200 grams or more but less than 400 grams	1 <sup>st</sup> degree felony/ a fine not to exceed \$10,000	Imprisonment life or for any term not more than 99 years or less than 5 years
400 grams or more	Enhanced felony/ A fine not to exceed \$100,000	For life or for a term of not more than 99 years or less than 10 years

