

Title

Developing Site Emergency Response Plans:
A Case Study in Service Learning

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Project Goals:

- Provide a description of a service learning project in an emergency management college credit course
- Assess the impact of service learning on the student, the class and the client agency

Project Outputs:

- Agreement between the University and the client agency (Appendix A)
- Detailed process description of student tasks and class activities associated with the service-learning project
- Assessment of student effort in the service-learning project
- Assessment of client agency in the service-learning project
- Sample student learning assessment (Appendix C)
- Sample work group product (Appendix B)
- Evaluation by client agency of services provided by class teams
- Assessment by faculty member

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Introduction

Faculty within the emergency management curriculum in colleges and universities have been urged by the Federal Emergency Management Agency (FEMA) and professional associations at the state and national levels to prepare qualified professionals in emergency management. In order to ensure that graduates from colleges and universities have the knowledge and skills necessary to successfully perform in government, private sector, and non-profit agencies, faculty have looked for ways of enhancing the learning experience. Service learning is a method used by many college faculty to bring reality to the learning experience. "Service Learning" is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs, reflects on the service activity in such a way as to gain further understanding of course content, and fosters a broader appreciation of the discipline and an enhanced sense of civic responsibility (Bringle and Hatch 1995).

During the Spring 2002 semester at Louisiana State University (LSU), the Fundamentals of Emergency Management class (DSM 2010) included a service-learning project for students. As a required element of the class, the service-learning project was structured to provide students with an opportunity to apply principles of emergency planning to a specific facility. The overall goal was to enhance student understanding of emergency planning as a process rather than as a document.

This classroom group project was designed to emphasize hands-on application of the emergency management theory. It included the accomplishment of tasks associated with a site including a facility hazards assessment and the development of a site emergency response plan. Students in the class, acting in small groups of six to seven members each, tested their understanding of emergency planning principles and techniques through the preparation of a site-specific emergency response plan. As a learning experience, the assignment was intended to enrich the learning process by engaging students in-depth, in a real world concern.

The following report describes the methodology used in this educational experience and specific feedback from both students and the host agencies participating in the project, and observations by the course instructor. The development of a site emergency response plan by the class was not an academic exercise, nor an experiment in new teaching techniques. It was an effort to include students from the university setting in the development of an actual emergency response plan for a site. This planning initiative was an effort to challenge students in an interactive and engaging process that meets the needs of their profession and community.

Description of the Emergency Planning Service Learning Project

Fundamentals of Emergency Management (DSM 2010) is a required class in the Disaster Science and Management (DSM) curriculum. Students participating in the DSM Minor (19 hours) or the DSM concentration in Interdisciplinary Studies must take the three hour course. This class complements two other required undergraduate classes including Hazards and the Environmental (DSM 2000) and Hazards Seminar DSM 3910.

Class objectives included the following education outcomes:

- To review the historical evolution of emergency management processes and systems.
- To acquaint students with a basic understanding of emergency management systems (Incident Command System (ICS), planning, response, recovery, and mitigation)
- To clarify the roles of federal, state, and local governments in emergency management and the contribution of community partnerships (business and non-profit agencies)
- To prepare an emergency response plan for a small business or non-profit organization.
- To acquaint students with the interface between field incident management systems, emergency operations centers (EOC's), and multi-agency, inter-agency, and community cooperative agreements.
- To assess common disaster incident management problems.
- To review and analyze case studies and practice incident management skills through Disaster scenarios, case studies, and simulations.

Students were provided with two required readings on emergency response plans and the planning process. The required texts for the class included Waugh (2000) and Auf der Heide (1989). Additional readings and references were assigned for review by the class and to ensure that adequate reference materials were available if questions arose (Burby 1997; Dynes 1994; EPA 1991; Granito 1995; Monday and Myers 1999; and Pearson and Mitroff 1993).

Process Description of Student Tasks and Class Activities

A sample site emergency response plan was provided by the Louisiana Office of Emergency Preparedness (OEP). This emergency planning guide was developed for secondary schools by the planning staff of OEP in collaboration with the State Emergency Response Commission and the U.S. Department of Justice (DOJ). This guide was adapted for use by any non-profit or private organizations interested in emergency planning and response. The guide included suggestions on the development of a site plan and included the following sections:

- Site Layout
- Staff Responsibilities
- Weather (Lightning, Tornado, Hurricane)
- Flooding
- Fire
- Windland Fire
- Hazardous Materials Incident
- Assaults / Fights
- Phone Bomb Threat
- Intruder / Hostage
- Kidnapping
- Serious Injury or Death
- Student Unrest
- Shooting / Stabbing
- Suicide Attempt
- Weapons

Crisis Team
Warning and Notification
Sheltering / Lock-Down Procedures
Facility Evacuation (Relocation)
Media
Emergency Phone Numbers

Students were asked to prepare a site layout for the facility and identify the potential hazards. The group then reviewed the scope of the guide and made changes based on their assessment of the facility. Sections were added or deleted given the scope of the facility activities and their hazards. Student teams were asked to explain what sections were added or deleted from the guide.

Preparing the Plan

During the first three hour evening class session, the purpose of the class service learning project was described as a part of the course overview and orientation. The second class session included an opportunity for a representative of the participating site, Mr. Gene Rives. Mr. Rives explained the type of churches to participate in his organization and his overall expectations for the six site facilities and his regional District Office. He explained that the class project grew out of a request for assistance from his District Office of the United Methodist Church, to the course instructor. He had contacted LSU to see if assistance could be obtained in the development of comprehensive site emergency response plans for churches in his District area.

The session also proved helpful in linking a face from a site with the class assignment. Gene Rives, an assistant pastor for a large 1,500 member church (University United Methodist Church) near the LSU campus, explained the nature of his site and why he had contacted LSU. He also discussed his intent to have the class work with a variety of sites including both large and small congregations. Mr. Rives explained the need for a site emergency response plan and how it could be used by both large and small churches. He also noted that his church was used seven days a week and included activities such as a pre-school, boy and girls scouts, and small on-going counseling groups.

Class group team assignments were made and the planning guidelines were distributed. Teams were given time at the end of class to meet and introduce themselves. Instructions were provided for the next class meeting which would be held at the United Methodist Church on the campus. Maps and directions were provided to students.

The class met at the University United Methodist Church on the third evening session of the semester. The class met for the first hour to discuss the two assigned readings on developing emergency response plans. The class teams then moved to a large meeting room and were introduced to representatives from six local churches. The church representatives included both clergy, paid staff, and volunteers.

Initial Discussions with the Site Representatives

A class project team was assigned to a specific church and provided an hour during the third class session to discuss the need for a site emergency response plan. Each class team asked the site representative questions concerning the nature of the activities at

their site, size of organization, staff make-up, site layout, and location in the community. Communication between the site teams and the church representatives was arranged. Each team agreed to provide consultation to the site representatives to assist in the development of a site emergency response plan that fit the scope of church activities.

The role of the class site teams centered on providing consultation and technical assistance to the church representatives. Ideally, each site would appoint a team of staff and church volunteers to work with the student team. Unfortunately, few sites moved to appoint such a planning team.

Communication between the teams from the class and the church representatives occurred sporadically over the next few weeks. Discussions during the regular class sessions as the semester progressed, made it apparent that the intended role of the class site team would need to be adapted. The class instructor asked that each site team prepare a draft of the site emergency response plan noting the sections that were either added and deleted from the sample plan outline provided to the teams at the beginning of the semester. The teams were encouraged to send their draft to their church representative for comments and suggestions. Two of the sites provided the teams feedback on the site emergency response plan.

Although the initial role of the class team was to provide the site consultation and technical support in the development of the site emergency response plan, each group from the class determined that the sites were not responding to their phone calls. They class groups determined that the site representatives did not use the planning materials provided and were not reviewing the sample site plan provided during their initial interview on the third class session.

Adapting the Assignment

The instructor was aware that infrequent contacts occurred between the students and site representatives. As a result, the members of the student groups were becoming frustrated and anxious to get more involved in the planning process. The instructor encouraged the class teams to make a site visit and make a visual inspection of potential hazards in the area and activities of the site. The students used their initial discussions with representatives from the site and knowledge of the planning process to make an initial draft of a site plan for their assigned church. The students were instructed to complete a draft of their site plan using their facility visit and previous discussions with the site representatives.

Student Assessment of the Service Learning Project

1. The theory suggests that planning is a process and not just a document. Do you agree? Why? How has your planning experience in working with your site influenced your observations?

Group 1: Planning is definitely a process. Without participation, there is no liaison to communicate the plan to the team or those who need to be involved. A document does no good if key people aren't familiar with the procedure, because in case of emergency, you don't have time to familiarize yourself. If we handed over a plan now without explanation, our Church would be no better off.

Group 2: We agree that planning is a process and not merely a document. Planning involves input from the staff and detailed review of the site. It involves the staff sharing and reviewing the document and dispersing the detailed plan, otherwise the document is useless. The document is only a guide during times of duress. Participants should know what to do by becoming involved in the planning process, not simply by signing a document. We could still have done our job and produced a document without the help of the site representatives but we can better serve them with their input to develop a more detailed plan for this unique site. Because of this planning, we are now more aware of the instruments (fire extinguishers, communications, etc.) within a structure. This has made us more prepared should a hazardous incident occur.

Group 3: We feel that developing an emergency plan is a process that should involve several members of a site who want to adopt emergency procedures. Developing an emergency planning guide should be a process that involves multiple members of the facility thus allowing a coordinated training/educational process that prepares this site to enact their plan. By working together as a group, we were able to 'live' the process; each member of the group brought with them a different point of view. Our different perspectives allowed us to assess all of the potential hazards related to the BUMC site from possible weather related disasters to the potential for terrorism. The idea of multiple inputs has helped all of us to increase our situational awareness and hazard analysis.

Group 4: We all agree with this statement for the simple fact that this is a plan that will one day need to be used. A document is something that is just read, a process is something that is carried out. For the plan they have to be prepared to actually do what's in the Emergency Response Guide and not just read it. Working with our site has made the process more personable. Talking to people from the church made the process a two party process and not just us deciding what they needed.

Group 5: Yes, planning is defiantly a process and not just a document. Putting a plan down on paper is only the beginning of the process. That plan must then be able to be activated by the appropriate individuals or groups. If the plan simply remains on paper and is never looked at, updated, or even practiced it would be nothing but another piece of paper in a drawer. A plan should have dedicated resources for equipment, supplies, training, and should always be rehearsed. Working with the site was a little disappointing for the group. Since we were unable to have a consistent church we were not really able to focus on a specific site. We were however able to get an idea of different types of hazardous and how a small group would deal with them. Since this was the first time to develop a plan for most group members, we found the experience enlightening of some of the barriers we could anticipate.

Group 6: Planning is a process and not just a document. Anyone may write a document and call it an emergency plan, but that does not make it workable. The act of planning allows for looking at issues from different perspectives, evaluating ideas, and assessing strengths and weaknesses of any ideas before they are implemented. In light of this, our church needs to understand that we have provided a framework from which a plan can be built. They need to feel free to customize this plan further. The most crucial element of any plan, however is testing it. Drills should be run for each section of this plan to see what actually works and what needs to be changed or eliminated.

2. What barriers did your team encounter in developing a site plan? What was your group able to do is anything to address these barriers?

Group 1: Our greatest barrier was lack of input from our site. On a large organizational campus, it takes a lot of cooperation of many people who specialize in smaller areas to get any specific information.

Group 2: As a group, we encountered several barriers in developing a site plan. One problem was when our site representatives did not attend one of our group meetings. We simply made another appointment with them on the site so we could see the facilities. There would also be a greater chance of them attending the meeting if we went to them.

We also felt they were defensive about their congregation, especially at our first meeting as we were trying to get information about their site. As we asked questions, they seemed to feel the need to defend the size of their church and their services offered. The more we informed them about the project, they relaxed somewhat, but overall we believe they were intimidated by our discussing their site.

Another barrier was that the site participants did not have a planned budget for emergency preparedness, which makes it difficult to implement standard procedures in the Emergency Planning Guide. For example, the facility currently has no PA system so they must use other means until budgeting becomes a factor of the planning process. We encouraged them to create a budget committee.

Overall, a lack of genuine interest from the site's staff made this process less than ideal. It seems that the church's regional office and many of the other church's staffs were very interested in the development of these plans but that was not the case with our site. There was not much we could do to address this issue. Our site's staff did not seem to understand the importance of protecting their congregation from potential hazards. Their enthusiasm would have made our jobs easier and more exciting but it was not necessary for us to develop a site plan.

Group 3: In the spirit of this exercise, working with a real site, we have realized the constraints of distance, time, and other obligations, such as family, leisure activities, school, etc., and how these factors influence the operations and management of a facility of this magnitude. These barriers proved difficult for us to work through. Communications were difficult; site visitations also proved to be difficult. Our process was delayed due to the fact that our one representative could not act without the church's senior council's consent. The Senior Council only meets bi-monthly which prevents a speedy process.

Group 4: The main barriers that we encountered in developing our site plan were communication, lack of enthusiasm from the pastor, site location (the fact that the site is not in Baton Rouge, we weren't able to visit the site, and a floor plan was unavailable), time availability, information and human resources (minimal church staff and members who didn't live in the vicinity of the site). We found that email was the best way to keep in contact with group members.

Group 5: Our main barrier was the fact that we dealt with two different church groups. On the first night we had a representative, Mrs. Lisa Marchand, from churches in

Donaldsonville and Lutcher. The rep from these churches was not really sure of why she was there and was not all that interested. These two areas also have a very small congregation and the site representative did not see that there was a real need for a plan.

On the second night our first representative did not show so we were given another church representative, Rev. Slaughter. Fortunately, Rev. Slaughter was actually the minister for the two churches. These churches were located in Clinton and Wilson. Though Rev. Slaughter showed a bit more interest she was still somewhat uncertain of why she was there. I think a big barrier for us was the fact that our churches were not well informed before coming to the meetings.

To overcome some of these barriers we attempted to contact both representatives via e-mail. In these e-mails we discussed the direction with which we felt the churches should go with the guide. We did not receive any response back from either rep. As a group we compiled a list of questions, for the reps, in hopes to help them begin thinking about specific issues and topics they should focus on. However we were unable to get these questions to the representatives. For each group we also suggested that an individual from the church be responsible for creating the plan. Rev. Slaughter felt like she had an individual that could do the task but we did not get any additional info on this individual. We also got a sense of reluctance from each group.

Group 6: We perceived no real barriers in developing our site plan. In the beginning we were intimidated by the process and scope of the assignment. The feelings of intimidation disappeared as we moved further into the DSM course work, communicated with our site, and talked with our instructor.

3. What recommendations would you make to enhance the development of the emergency response plan for your site?

Group 1: Our strongest recommendation is to develop a team of volunteers before to as to better delegate duties during an emergency.

Group 2: We would have liked to talk to more of the paid, permanent staff to hear their concerns and to get them more involved in the planning process. As far as mitigation and physical planning, we created a list of recommendations for our site to better plan for an emergency:

- To invest in an adequate PA system in order to contact all rooms in the building instantly or, have a bell system. They need to teach the entire faculty how to respond to each warning.
- Radios with batteries in all rooms and note emergency stations on the radio.
- Keep flashlights with batteries in each room
- Place a copy of the Emergency Planning Guide in the secretary's and youth director's offices and in the church.
- Exercise all drills with the faculty once a year ("drill day").
- Add smoke detectors in all rooms and storage closets, check batteries annually
- Set up televisions to receive local news/networks.
- Keep poisonous cleaners and other liquids in a locked janitorial closet.
- Separate flammable items, such as chemicals, from rooms with modems and computers.

- Since no sprinklers are available, invest in more fire extinguishers.
- Relocate backup light in the main hallway to an outlet that has a continuous power supply
- Develop a list of the children who regularly attend classes, who on site is responsible for them, and contact names and phone numbers in case of an emergency.

Group 3: An enthusiasm for an emergency plan would be beneficial in getting around some of these barriers. Perhaps an expanded explanation of the potential disasters that lie within our own communities and how these problems can affect the well being of family and friends may heighten the awareness and desire to plan for any possible scenario. Another solution would involve appointing a crisis team prior to beginning the planning process. This team should include a member from each of the following departments within the church, senior administration, teaching staff, operations, and maintenance. Each of these individuals will be able to provide in depth knowledge of every facet of the site therefore providing a valuable plan of action for any possible scenario.

Group 4: Our primary recommendation was that they establish an emergency response planning committee for the church. Our second recommendation was the use of a storage room, to hold supplies that would be needed in the event of several possible emergencies. Our third recommendation was the addition of a fire escape plan as well as the posting of building evaluation signs.

Group 5: We did not really get to make any recommendations to the first sight but were able to have some for the second. One recommendation was for the plan to be developed by a specific person within the church community. The Rev. Slaughter should assign an individual to do this task for the church. Another was to ensure that the congregation gets involved. We believe that one individual cannot do the plan alone. All individuals that would be involved in implementing the plan should have some role in its development and upkeep. Other specific recommendations were installation of fire alarms and fire extinguishers for the kitchen areas.

Group 6: In order to enhance the development of the site plan, our site representatives need to conduct drills and be mindful that anything could happen anytime. Hazards seen and unforeseen, can strike. Our site should also get involved with the local emergency management community such as the Fire Department, Police, or emergency medical providers.

If this were a perfect world, the crisis management team would be trained in using the Incident Command System. On a more practical level, a chain of command and communication list need to be created by our site. Protocols need to be developed to notify parents in the event of a crisis, evacuation, etc. At least two people should be trained in basic cardiopulmonary resuscitation (CPR) and first aid.

We believe our site needs to be especially prepared for inclement weather and hazardous materials incidents. We live in a region frequently affected by hurricanes, we are at the edge of "tornado alley" and the site is located in close proximity to the petrochemical corridor and the Interstate.

4. In what way do you believe that your "site" benefited from the development of the emergency response plan?

Group 1: Broadmoor Methodist benefited from reviewing the evacuation details and having a contingency plan for an incident involving an uninvited student and or visitor.

Group 2: The site can use the Emergency Response Plan to decrease the likelihood of negligence when an incident occurs. If used properly, lawsuits may not be summoned due to appropriate measures taken; thus the facility would not be shut down or ruined by reputation. In addition, the participants can use the plan as a reason for people to attend their church functions and Sunday school.

This plan will also raise awareness about the hazards they face. Knowing how to react in case of an emergency is beneficial to the entire congregation. Not only will they know how to react but also the staff can act now to prevent many disasters.

Group 3: The site could benefit from emergency planning for the simple reason that it will allow them to respond to nearly any scenario regardless of who responds to the incident in a safe and efficient manner. This site has several other factors that make the idea of a plan more appealing. For instance, the on site day care facility has a wide range of concerns and considerations depending upon the incident. Weather hazards might require a decision to shelter in place or evacuate. An emergency plan would clearly establish the criteria that would be used to determine which course of action is appropriate. The design of an emergency plan also establishes a chain of command and accountability as well as peace of mind.

Group 4: We feel that the site will benefit from a plan in many ways. The site is a small one, so in the event of an emergency people will know who is to take care of what problems, so that there is less confusion. Our plan helps cover basic things such as first aid, and shutting off of gas, water, and electricity.

Group 5: As a group, we strongly believe that both church sites could benefit from a plan. One main reason is that any public gathering place needs a plan of some type. Though some of the major hazardous may not be present, even the simplest incident could become worse if those involved do not know how to handle it. An emergency response plan will help to ensure the loss of additional life and property is kept to a minimum if done correctly. We do believe that we raised the awareness of potential hazardous at Rev. Slaughter's churches and that some type of plan would be very beneficial to them.

Group 6: Since this plan is a living document and because our site had no prior plan, one of the biggest benefits for our site will be psychological. There is great peace of mind in knowing that should an incident occur, it can be handled. With this plan, our site is helping to mitigate and prepare for hazards. Hopefully, they will never have to respond and recover from an incident.

5. In what way has the development of the site emergency response plan enhance your learning experience in this class?

Group 1: The planning of this document has shown us that it is not an easy process and that it takes plenty of thinking to get it done. The preparation of this document taught us

that there are many incidences that most of us do not think will ever happen to us. We also learned that there are a lot of decisions to be made and these decisions need to be made quickly and efficiently. With this document it is easy to make the decisions because it gives a step by step approach to different situations. The development of this document has also taught us that every site should have a document of this type. Having this type of document on every site will put a stop to a lot of confusion such as who to contact in case of an emergency, how to evacuate the site, and many more important life saving strategies. All in all, the planning of the document was a class all of its own.

Group 2: We have learned a great deal from this project. We learned from each other, pointing out issues within the site that needed to be addressed that we might not have come up with on our own. We also learned that we cannot assume that the agency/group/church we are working with to create a plan will be as involved and receptive to our help as we would like. They have many obstacles to overcome including limited personnel and funding. We also learned to adapt the plan into a simple, realistic form to address the site's hazards rather than creating worse case scenarios when dealing with not-for-profit organizations that have few capabilities. We learned never to have high expectations of an expedient planning process or commitment of clients.

Group 3: Attempting to develop an emergency response plan has awakened us to the rewards of teamwork and the disappointment of overcoming real-life barriers. The hands on experience has prepared us for the pitfalls and expectations of planning and working in a dynamic environment in a way that no textbook could ever portray.

Group 4: We would never have come up with some of the situations that we did if it weren't for the "hands-on" experience. It makes the class seem more reality based. We realized how much preparation was involved in creating and implementing an Emergency Response Plan. It showed us that this is something that is used in the working world and that we will be ahead of the game since we know how to do this.

Group 5: As a group we believe that the development of the plan has greatly enhanced our learning experience. Actually, getting directly involved with a site, allowed us to think outside the box and begin to see potential hazardous that we might not identified. For example, since many of our group members are from South Louisiana we are used to Hurricanes and basically bad weather. Talking about the weather was easy but when we started looking at other hazards we had to stop and think. This was also the first time most of us had done a plan of this nature. Using the information from class and then putting it to use in a real world situation gave us all a much better understanding of the process. Though our sites were not as enthusiastic as we would have liked, we were still able to go through the planning process and learn. This group project has made learning the material easier and overall the group has found the class even more interesting.

Group 6: Seeing and participating in the planning process really enhanced our learning experience. There is no better than "real world" to enhance on the job training. I think we all agree that this has been one of the few classes in which what we learned is immediately applicable to the real world. The next time we go through a planning process like this, we will be more confident, less intimidated, and have a better idea of

how this is done. And certainly, we now have a better understanding of the concepts of mitigation, preparation, response, recovery, and sustainability.

Site Agency Assessment of the Service-Learning Project

1. It is important to this assessment effort to express your expectations and desired outcomes. Could you briefly explain what you hoped to accomplish in developing "site emergency response plans" for selected churches in your District.

My hope was to be able to come up with a document that would open us up to all the possibilities for potential disaster response for churches in the Baton Rouge area. I wanted to be able to give this document to all the 67 churches in the district so that they would be able to take and use what would be applicable for them. For example, if they were not using the facility during the week, they would not need to prepare for something that might happen if they had a pre-school.

I knew that not all of the information might apply to each of the churches, but I think that it was important to give all of them the total picture so that they might be better able to understand other church needs within the district. Also, I wanted the plan developed with the student groups, to basically be a starting point that would continue discussion concerning potential problems that churches may face.

2. In your opinion, were your expectations met? Please explain.

Yes, in the area of what each individual church needed to look at. I think that we need to develop further a plan that shows how the churches can work together in disaster response. For example, if a flood occurs in the Central area of East Baton Rouge Parish, how and what can other churches in the district do to help people in this area? How can we set up a communication network that will be effective? That may be a good project for another class.

Institutional response to the groups assigned to our sites could have been anticipated by our staff at the District and Conference levels. It is not uncommon for a request by the Methodist Conference or from a District to be ignored or at best a partial response. In most cases, we had a partial response from the sites I selected. Given the pressures on both staff and volunteers, I am not surprised at the lack of follow through by our sites. I have to admit that I am very disappointed. I guess that we believe that they would be as sold on the idea of help in developing the plan as I was.

For most organizations, the need for institutional response and support can come from their board of directors (Boards of Trustees), from a dedicated volunteer, or a motivated staff member from a site. In the future, I will insist that we have one source of support from each site in the development of a plan. I also believe that an intern from LSU could be helpful in working with our sites to develop an emergency response plan.

3. In what way do you believe that the District or your "site" benefited from the development of the emergency response plan(s)?

I think that what we got for University United Methodist Church and the other churches was extremely useful in outlining and helping us to think about potential problems that we may never have thought about until perhaps they occurred. In that respect, this has been most valuable.

I also think that we needed a good starting point that we could all come from so that we can enter into further discussion with some firm basic knowledge. For example, I would like to use one of the plans prepared by the class teams as a guide for our small sites. A second plan could be used for larger sites with more complex activities. The site plans as prepared by the class teams may only need limited editing to be useful to our Methodist Conference.

4. The theory suggests that planning is a process and not just a document. Do you agree? How has this planning experience influenced your observations?

Yes, I agree. There is no doubt that one of the great values of this project is that it gets us thinking and talking about how to respond to potential disasters, but at the same time it gives us a good solid base from which to begin. That is extremely helpful because where to start sometimes seems overwhelming. We needed to take a step and this has been a beginning.

5. From the perspective of the District or one of the site churches, what barriers were encountered in developing the site plan(s)?

The main barrier that I saw was apathy on the part of some of the six churches involved in the work. Maybe that speaks volumes as to why we have not had a successful plan and cooperation before. Despite our efforts to coordinate with the sites and plan their involvement in the project, we had very limited support from our sites. I suspect that this can be a common problem with organizations that work with student groups.

6. What recommendations would you make to enhance this "service learning" (site emergency response plan) experience?

Nothing. I think that the setting and the excitement of the students was extraordinary. They took the project seriously and worked to give us something very useful. At the site, District and Conference levels, we can make a stronger commitment to make the relationship with the student groups more effective.

7. Additional Comments

Observations and Recommendations

1. Students in the Fundamentals of Emergency Management class unanimously determined that preparation of the site emergency plan was an extremely positive learning experience. This sentiment was reflected in both the group assessment of the service-learning project and in the final class evaluation by individual students. The lack of consistent input by site representatives in the development of the site plans was frustrating to the students; however, they appreciated the time constraints on both clergy

and lay volunteers from the participating churches. The student teams did not believe that the lack of site attention was personal or intentional.

In one case, the site representative was the only paid staff member from the small congregation. He admitted in an early class session that he would be stretched to participate in the planning process.

The failure of site representatives to fully participate in the development of the plans reflected a lack of excitement on behalf of the representatives from the sites. Students acknowledged early in the project that their commitment and energy level did not match their site counterparts. For the students, this was a powerful learning observation that could occur in many situations in the future. The students understood that as a paid or non-paid project coordinator, they needed the support and input from many people – including their student team members and the site representatives. They concluded that emergency planning was a process that resulted in a site plan. The quality of the plan was contingent on their management of the planning process. The issues were not technical since student team members had access to extensive supporting documentation on the development of an emergency plan.

2. The Baton Rouge United Methodist Church Conference initially contacted LSU to obtain assistance in developing emergency response plans. Despite their commitment and interest, their member institutions had not bought into the project. In the future, additional meetings with the off campus organizations will be initiated to ensure that the scope of the project will be understood. Those involved in the off site learning experience should explore their role in the learning process.

The service learning experience influenced the development of the LSU Disaster Science and Management (DSM) “internship” class. Arrangements were made for the Graduate Coordinator for the Department of Environmental Studies to establish and implement the undergraduate Internship class (DSM 3900). The Internship coordinator prepared institutional agreements with each internship site and met with representatives from the site to ensure institutional commitment. Five internship sites were arranged for the Summer 2002 term. Ensuring institutional commitment and agreement on roles and responsibilities was a critical element in ensuring that the internship experience was a positive one. In the future, the Service Learning arrangements with off site organizations will be facilitated as the Internships. More time will be allocated by the faculty to ensure that all involved in the service learning projects are committed to this powerful learning experience.

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**Attachment A.
Agreement Forms**

Form 1
Community – University Service Learning Agreement
LSU PLUS (Program of Learning Through Service)

University Course: Fundamentals of Emergency Management (DSM) 2010

1. I will communicate clearly, professionally, and consistently the academic and administrative needs of my students.
2. I will make sure the LSU-Service-Learning students understand their duties to the partnership, and will encourage dialogue and reflection that will enable us to pinpoint concerns or problems that may arise.
3. I will provide, or will have an LSU-Service-Learning coordinator provide, training about service-learning for direct service supervisors, upon request.
4. I will work with volunteer site coordinators to schedule and facilitate an in-class orientation for LSU-Service-Learning students, so that the needs of the community site can be clearly articulated to LSU-Service-Learning students.
5. I will place students with site coordinators to begin service as soon as possible.
6. I will provide feedback and assistance on concerns and problems identified by community site administrators and direct service supervisors.

John C. Pine, Professor-Research, Department of Environmental Studies

Date

Community Organization (Site) _____

1. I will actively participate in this partnership, or will designate another party to work with the LSU faculty member in order to create a mutually beneficial partnership.
2. I will locate appropriate service supervisors to work with LSU-Service-Learning students as part of this partnership. Supervisors should be willing participants in the Service-Learning partnership and should be targeted for LSU-Service-Learning coordinators and faculty by community site administration.
3. I will, if necessary, allow for in-service training time to be designated for service-learning orientation for supervisors by LSU-Service-Learning coordinators.
4. I will provide an orientation (preferably during the second week of LSU classes each semester) for the LSU-Service-Learning students, or will be responsible for designating another appropriate person to do this in my stead.
5. I will follow suggested protocol for student placement unless it is not feasible for our curriculum. If another protocol will be followed, I will explain the process to the LSU-Service-Learning faculty member and will work with LSU-Service-Learning faculty member to place students in a manner that suits their academic needs.
6. I will ensure that I or someone else will provide supervision, feedback, and evaluation for the LSU-Service-Learning students who work at our service site.

Site Representative Signature

Date

We will both remember to work toward a reciprocal relationship. LSU-Service-Learning students are working toward particular academic goals and are not simply volunteers. Likewise, the needs of the community partner will not be compromised for the sake of LSU student needs. The relationship should meet the needs of each partner equally.

Form 2
Service Learning Partnership Agreement
Louisiana State University

Please print clearly for permanent service-learning records as directed by course instructor.

Course/ Faculty Partner Information

Course name: Fundamentals of Emergency Management (DSM 2010) Instructor: John C. Pine
 Abbreviation: DSM Number 2010 Section _____ Sem **F** **Sp** Sum Yr 2002

Student Partner Information

Name _____ ID (SS #) _____
 College/Major _____ Gender (circle) M F Year 1 2 3 4 grad 6 7
 Local address _____ Permanent address _____
 Local phone _____ City/State/Zip _____
 Email _____ Permanent phone (____) _____

Community Partner Information

Organization Name _____ Site (school/dept/floor) _____
 Volunteer Coordinator _____ Immediate Supervisor _____
 Mailing Address _____ Site Address _____
 City/State/Zip _____ Email _____
 Phone (____) _____ Fax _____

Student Partner

Community Partner Agreement

Initial and/or review points of agreement, sign, and date below.

<ol style="list-style-type: none"> 1. I will maintain consistent communication with my service site. 2. I understand the organization's mission. 3. I have communicated my skills, talents a interests, and course requirements to the organization through an interview, resume, or narrative. 4. If a problem arises, I will discuss it with my supervisor. 5. I will schedule an appointment with my supervisor to discuss the evaluation of my service. 6. I have discussed the learning goals in my course plan with my immediate supervisor. (LIST number of hours _____ project description, requirements, and/or goals you will achieve) : 	<ol style="list-style-type: none"> 1. I will maintain consistent communication with the student. 2. I have provided information about the mission of our organization. 3. I am aware of the student's skills, interests, and course requirements and will seek to utilize those appropriate to meet the need of our organization. 4. If a problem arises, I will discuss it with the student. 5. I have informed the student of our holiday schedule and closures for this semester. 6. I understand the student's course learning goals and requirements and am prepared to provide opportunities for achieving them as the student serves to meet the goals of our organization.
--	--

 Student Signature

 Date

 Site Representative Signature

 Date

Appendix B Sample Group Site Emergency Plan

Emergency Response Guide

Organization Blackwater United Methodist

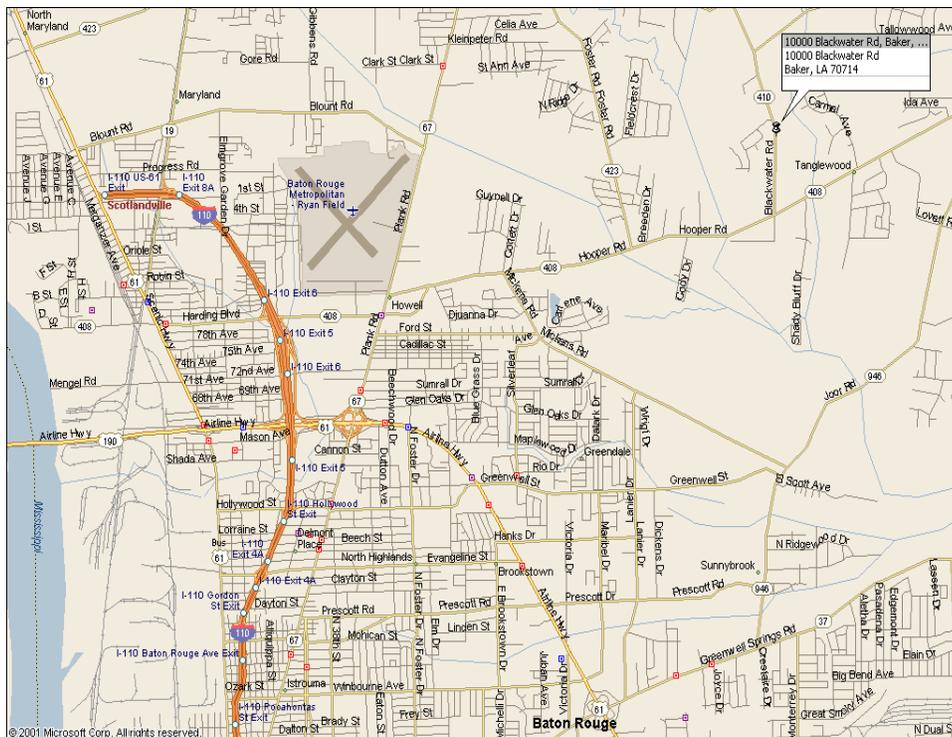
Address: 10000 Blackwater Rd, Baker, LA

Date May 10, 2002

Prepared by:

A. Response to Any Emergency

B. Site Location



C. Staff Responsibilities

Teachers:

Verify information
Call 911 if necessary.

Seal off high-risk area
Convene crisis team & implement
Crisis response procedures.
Notify senior personnel.

Evacuate students & staff, if necessary.

Implement post-crisis procedures. Keep detailed notes of crisis event.

Verify information
Lock classroom doors, unless evacuation
orders are issued.

Warn students, if so advised.
Account for all students.
Stay with students during an evacuation.
Take class roster to evacuation site.

Crisis Team:

Keep detailed notes of crisis event.
Assume roles and responsibilities.
Complete crisis response documentation forms.

D. Weather

Lightning *Protective Action:*

School Grounds:

- Get out of open areas and into an enclosed building as quickly as possible upon the approach of a storm.
- Do not seek shelter under isolated trees or close to metal fences, playground equipment or shelters in exposed location.

Buildings:

- Stay indoors. Do not venture outside unless absolutely necessary.
- Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed.
- Keep telephone use to a minimum.
- Do not handle flammable liquids in open containers.
- TVs computer equipment, all electrical equipment and appliances should be unplugged if possible.

Tornado Watch has been issued in an area near the facility.

- Monitor Emergency Alert Stations (See Emergency Phone Numbers section.) or NOAA Weather Stations (National Weather Service, Weather Channel).
- Take all persons inside buildings.
- Close windows and blinds.
- Review tornado drill procedures and location of safe areas. Tornado safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop and tuck” procedures with students.

Tornado Warning has been issued in an area near the facility or tornado has been spotted near the facility.

- Shut off gas.
 - Move students and staff to safe areas.
 - Remind teachers to take class roster to evacuation site.
 - Ensure that students are in “tuck” positions.
 - Account for all students.
 - Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.
-

E. Fire

In the event of a fire, smoke from a fire or a gas odor has been detected:

- ☐ Prepare fire evacuation route plan.
 - ☐ Identify Safe Areas for a fire incident.
 - Assess the situation. Pull fire alarm.
 - Evacuate students and staff to a safe distance outside of building.
 - Follow normal fire drill rout. Follow alternate route if normal route is too dangerous.
 - Teachers take class roster to evacuation site. Take (call) roll after being evacuated. •
- Advise senior staff of missing students.
- Turn power and gas off to the building(s).
 - Senior staff notifies police (call 911). Senior staff must report incident to Fire Marshal.
 - After consulting with senior staff, move students to _____ (relocation center) if weather is inclement or building has been damaged.
 - Crisis Team attends to those injured by fire / explosion until EMS arrives. Perform necessary immediate first-aid on victim(s).
 - Provide fire department with map of facility and location of fire. Provide master keys for buildings.
 - No one may reenter buildings until entire building has been declared safe by fire or police personnel.
 - Senior staff should notify students and staff o termination of emergency. Resume normal operations.
 - Complete Crisis Documentation Form

Warning: Do not use water on electrical fires. Do not attempt to fight fires involving explosives. Do not attempt to fight fires involving toxic chemicals or strong oxidizers.

F. Assaults / Fights

- ☐ Ensure the safety of students and staff.
- ☐ Call 911, if necessary.
- ☐ Notify first aid certified persons at facility of medical emergency (names of first aid certified persons should be listed on Crisis Team Member section).
- ☐ Seal off area where assault took place.
- ☐ Defuse situation if possible by identifying key players and concerns, isolating key players in neutral area, conferring with key players.
- ☐ Senior personnel notifies police if weapon was used, if victim has physical injury causing substantial pain or impairment of physical condition, or if assault involved sexual contact.
- ☐ Senior personnel notifies other senior officials and parents of students involved in assault.
- ☐ Senior personnel documents all activities and asks victim(s) witnesses for their account of the incident.
- ☐ Assess counseling needs of victims or witnesses. Implement post-crisis procedures.
- ☐ Complete crisis document form.

G. Phone Bomb Threat

Upon receiving a message that a bomb has been planted in the facility:

- ☐ Get all the facts. Ask the following questions: "Who made the treat?" , "What is it made of?" , "When will it go off?" , "Why did you place it in the facility?" "Where is it – be specific?"
- ☐ Use the bomb threat checklist.
- ☐ Listen closely to caller's voice and speech patterns and to noises in the background.
- ☐ After hanging up phone, immediately dial "57" to trace the call (RECORD THE PHONE NUMBER ON THE DIGITAL DISPLAY. HANG UP THE PHONE).
- ☐ Notify principal or designee. Do not share information about call with others.
- ☐ Senior personnel INITIATES crisis Code and orders evacuation of all persons inside the facilities.
- ☐ Senior personnel notifies police (call 911) and other senior personnel. Report the incident to Fire Marshal.
- ☐ DO NOT USE RADIOS OR CELLULAR PHONES, SINCE RADIO BEAMS CAN CAUSE DETONATION.
- ☐ Complete Bomb Threat Form.

Evacuation Procedures:

- ☐ Senior personnel warns students and staff (DO NOT MENTION BOMB THREAT).
 - ☐ Use standard fire drill procedures.
- ☐ Direct students to take their belongings to the evacuation site.
- ☐ Students and staff must be evacuated to safe distance outside of school buildings.
- ☐ After consulting with senior personnel, staff may move students to relocation center if weather is inclement or building has been damaged. Try not to move students to area openly visible from the street. The Bomb Threat could be a diversion to get students out in the open.
- ☐ Teachers take roll after being evacuated. Advise principal of missing students.
- ☐ No one may reenter buildings until entire build has been declared safe by fire or police personnel.
- ☐ Senior staff notifies students and staff of termination of emergency. (All Clear Code)
- ☐ Resume normal operations.
- ☐ Crisis Team Management completes Crisis Response Documentation Form.

H. Intruder / Hostage

Intruder (An unauthorized person who enters the facility property)

- ☐ Notify senior personnel
- ☐ Ask another staff person to accompany senior staff before approaching intruder.
- ☐ Politely greet intruder, identify yourself and ask the intruder the purpose of his or her visit.
- ☐ Inform the intruder that all visitors must register at the main office.
- ☐ If intruder's purpose is not legitimate, ask him or her to leave. Accompany intruder to exit of the facility.

If intruder refuses to leave:

- ☐ Warn intruder of consequences for staying on the property. Inform him or her that you will call police.
 - ☐ Notify security or police and senior personnel if intruder still refuses to leave. Give police full description of intruder.
 - ☐ Walk away from intruder if her or she indicates a potential for violence. Be aware of the intruder's actions at this time (where he or she is located in facility, whether he or she is carrying a weapon or package, etc.).
 - ☐ When police arrive, they are in charge.
 - ☐ Senior personnel notifies other senior personnel and may issue lock-down procedures.
- Issue an "all clear" when incident is under control.
- ☐ Complete Crisis Documentation Form.

Hostage

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Call 911 immediately. Give dispatcher details of situation; ask for assistance from community hostage negotiation team.
- ☐ Contact Police
- ☐ Notify senior personnel.
- ☐ Seal off area near hostage scene.
- ☐ Give control to police and negotiation team. Be prepared to provide details: number of hostage takers - Description of hostage taker – Type of weapon hostage taker has – Demands
- ☐ Crisis Team Management keeps detailed notes of events.
- ☐ Crisis Team Management completes Crisis Response Documentation Form.

If taken hostage:

- ☐ Follow instructions of hostage taker
- ☐ Try not to panic. Calm students if they are present.
- ☐ Treat the hostage taker as normally as possible.
- ☐ Be respectful to hostage taker.
- ☐ Ask permission to speak and do not argue or make suggestions.

I. Kidnapping

Any non-custodial adult who takes a child from the campus without the permission of the court order parent / guardian may be guilty of a felony.

Procedures to Follow when Releasing Students to Parents / Guardians During the Day.

All adults entering a the campus must sign in at a central area.

Visitor passes must be worn by all visiting adults on campus.

The name of the parent / guardian visitor must be indicated on the Emergency Card

Parent / guardian should present photo identification

Parent guardian must sign out the student through the office. Sign out logs must be carefully maintained.

Checking out students during the last 30 minutes of the day should be discouraged.

If a child is kidnapped from the facility:

Crisis Team Management calls police.

Crisis Team Management contacts the parent / guardian.

Crisis Team Management obtains witness statements.

Crisis Team Management assists the police in their investigation.

J. Serious Injury or Death

If incident occurs at the site, the Crisis Team Management will:

- ☐ Assess the situation
- ☐ Call 911
- ☐ Notify first aid certified personnel at facility of medical emergency.
- ☐ If possible, isolate affected students / staff.
- ☐ Notify Senior Personnel. Senior staff notifies other facility personnel including parents / spouse etc.
- ☐ Activate school crisis team. Designate staff person to accompany injured / ill person to hospital.
- ☐ Gather Information: Student /staff schedule and emergency contact person.
- ☐ Student close friends, siblings, and schools they attend
- ☐ Name of witnesses if any.
- ☐ Adjust scheduled activities. Keep facility personnel updated on events and circumstances.
- ☐ Refer media to: (Phone number)

If incident occurs outside of facility the Crisis Team Management will:

- ☐ Activate school crisis team.
- ☐ Notify staff before normal operating hours. Determine method of notifying students and parents.
- ☐ Refer media to: (phone number)

Post-crisis intervention

- ☐ Meet with facility counseling staff and _____ to determine level of intervention for staff and students.
- ☐ Anticipate absences on the day of a funeral and consider alternative scheduling.
- ☐ Designate rooms as private counseling areas.
- ☐ Escort affected student's siblings and close friends and other "highly stressed" students to counselors.
- ☐ Assess stress level of staff. Recommend counseling to overly stressed staff.
- ☐ Procure personal items of the deceased from lockers, desks, etc.
- ☐ Identify and communicate with other affected schools.
- ☐ Be visible on campus.
- ☐ Follow-up with students and staff who received counseling
- ☐ Designate staff persons to attend funeral
- ☐ Follow-up the student day with a short faculty meeting to review the facts of the incident and the role of the staff in further coping with the loss or injury. Allow the faculty with opportunity to share experiences and suggestions.
- ☐ Announce the loss to the entire facility providing facts that will reduce rumor. Provide a moment of silence.
- ☐ Complete Crisis Documentation Form

K. Crisis Team

Position	Name	Work #	Home #	Mobile/Pager#	Room #
Senior Staff					
Director					
Secretary					
Custodian					
Teachers					

Certified First Aid Personnel at Facility (CPR and or First Aid):

Name	Room #	CPR	First Aid
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Crisis Committee

Position	Name	Work #	Home #	Mobile / Pager #
Facility Director				
Media Spokesperson				
Attorney				
Transportation Leader				
Business Manager				

L. Warning and Notification

Assess life and safety issues. Contact 911 if necessary.

Inform senior facility personnel: (Phone)

Warn staff and students. Activate emergency communication (bell etc).

Use codes in warning, if necessary. Codes should be used in situations in which immediate notification is necessary, but the safety of students and staff may be compromised if everyone at the facility knows of the emergency. For example, a hostile intruder may panic if the principal announces intruder's presence over the public address system. The codes will inform personnel of the type of emergency and appropriate actions.

Code Words

Type of Emergency

Actions

Possible Codes:

Lockdown

Evacuation

M. Sheltering / Lock-Down Procedures

Sheltering provides refuge for students, staff and public within facility building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on emergency.

- Identify safe area in each facility.
- Senior official initiates the alert.
- Senior officials off campus senior personnel.
- Teachers assemble class to cover windows and air leaks around doors and vents.
- Close all exterior doors and windows
- Turn off any ventilation leading outdoors.
- Use public address system for communicating instructions to staff and students.
- Senior staff warns students and staff to assemble in safe areas.
- Teachers take class roster to safe area.
- Cover food not in containers or put in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in the safe area.
- All persons must remain in the safe areas until notified by senior staff.
- Crisis Team completes Crisis Documentation Form.

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the facility.

- Senior official will issue lock-down procedures by announcing warning code over the PA system, sending a message to each classroom or sounding bells.
- PA announcement may be coded or basic alert.
- Direct all students, staff and visitors to classrooms.
- Lock doors
- Cover windows of rooms.
- Move all persons away from windows and doors.
- Allow no one outside of rooms until all-clear signal is given by senior staff.
- Teachers should take class roll book to holding area in room.

N. Facility Evacuation (Relocation)

Call 911 if necessary

Senior personnel contact Crisis Team to report to the office.

Senior personnel issues evacuation procedures and notifies ____.

Senior personnel determines whether students and staff should be evacuated outside of building or to relocation center. Transportation is contacted if necessary.

Senior staff notifies relocation center.

Direct students and staff to follow fire drill procedures and route. Follow alternate route if normal route is not possible.

Maps should be posted in all classrooms indicating primary and secondary egress routes and holding areas / assembly points.

Close all windows. Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating systems.

Place evacuation sign in window. Lock doors.

Staff should ensure that all students are out of the classroom and adjoining bathrooms.

Instruct first student in line to hold open exit door(s) until all persons in class have evacuated. Continue this process until the building is clear.

Teachers:

Direct students to follow normal fire drill procedures unless principal alters route.

Take class roster to relocation center.

Close classroom doors and turn out lights.

When outside building, account for all students. Inform senior staff immediately if students are missing.

If students are evacuated to relocation center, stay with class. Take roll again when you arrive at relocation center.

Relocation Centers (Shelters)

List primary and secondary student relocation centers for each facility.

The primary site is located close to the facility. The secondary site is located farther away from school.

Establish a management post at the off-site evacuation location.

Notify transportation staff for alternate schedule.

Police will be in charge of evacuation procedures.

Release students after parents sign release form.

Complete Crisis Response Documentation Form.

Primary Shelter / Relocation Center

Secondary Shelter / Relocation Center

Phone: _____

Phone: _____

O. Media

- All staff must refer media to _____
- Facility assumes responsibility for issuing public statements during an emergency.
- Senior personnel serves as spokesperson unless he or she designates a spokesperson. If unavailable, an alternate assumes responsibilities.
- Spokesperson: _____
- Alternate: _____
- During an emergency, adhere to the following procedures:
 - Senior staff relays all factual information.
 - Establish a media information center.
 - Prepare factual written statements for the press in cooperation with police or other emergency personnel.
 - Be certain every media member receives the same information.
 - Update media regularly. Do not say “No comment.”
 - Set limits for time and location for interviews.
 - When handling interviews:
 - Ask in advance what specific questions will be asked.
 - Don’t say “no comment.” If an answer is not known, offer to get information and get back with them.
 - Don’t speak “off” the record.
 - Before agreeing to have staff members interviewed, obtain their consent.
 - Students under age of 18 may be not interviewed without parental permission.
 - Don’t argue with media.
 - Maintain log of all telephone inquires.
 - Use a prepared response to questions / inquiries.
 - Crisis Team management completes Crisis Response Documentation Form.

Media Statements

- Issue brief statement consisting of only the facts.
- Respect the privacy of victims and family of victims. Do not release names to media.
- Refrain from exaggerating or sensationalizing crisis.
- Emphasize positive action being taken. Turn negative questions into simple positive statements.

P. Emergency Phone Numbers

Help-line for Louisiana Emergency Numbers (Referrals) (225) 342-6600

Crisis Intervention

Rape Crisis Hotline	(800) 656-4673
Suicide Prevention	(225) 924-3900
In Care Crisis Counseling Services	(225) 226-2273

Victim Assistance

Child Abuse / Neglect Reporting Line	(225) 925-4571
Runaway Hotline for students)	(800) 621-4000
National Center for Missing Children (for parents)	(800) 843-5678
Crime Victims Bureau	(888) 342-6110
Domestic Violence Hotline	(800) 799-7233

Hazardous Materials / Poison

Hazardous Materials Leak or Spill	(877) 925-6595
Poison Control Center	(800) 256-9822

Disaster Assistance

American Red Cross	(225) 291-4533
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Emergency Management Agencies

Office of Emergency Preparedness	(800) 256-7036
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Use the Following Space to List other important Parish Numbers.

Fire

Police

EMS

911

911

911

Hospital

Local Utilities(Electric)

Gas

Water

Radio Stations:

Baton Rouge

102.5 WLSS (FM)

1150 WJBO (AM)

Marine Channel 16

Other Radio Channel

Appendix C

Group Assessment of Service Learning Project Emergency Planning

Complete your report as a group and submit by Email Friday March 29th.

1. Review the Emergency Planning Guide. Edit, add or delete sections that your group considers appropriate for your site. Submit this document in digital form with your report.
2. Briefly describe what you added or deleted in this guide and explain why.
3. The theory suggests that planning is a process and not just a document. Do you agree? Why? How has your planning experience in working with your site influenced your observations?
4. What barriers did your team encounter in developing a site plan? What was your group able to do is anything to address these barriers?
5. What recommendations would you make to enhance the development of the emergency response plan for your site?
6. In what way do you believe that your "site" could benefited from the development of the emergency response plan?
7. In what way has the development of the site emergency response plan enhance your learning experience in this class?