

The Community Preparedness Webinar Series Presents...

Available Resources to Prepare Schools

Recorded September 13, 2011

Hi everyone we will get started in about five minutes. Thanks so much for joining.

Good afternoon everyone. Thank you for joining today's community prepared a seminar. This is entitled available resources to prepare schools. You hear from Angie doesn't work or who is the assistant superintendent of Joplin schools. She will share with you Joplin experience in preparing for and recovering from a disaster and how schools can learn from them. You will hear from William module asking. Secretary of the office of safe and drug-free schools. Schools can do at little or no cost to from -- for preparedness. I will be coming back to go over DHS funding grants process. And share with you a little bit and provide transparency. Mark MPM of the Southern California earthquake Center and the earthquake country alliance is joining us today to talk about this a year's a shakeout event. Overall earthquake safety. And lastly Paulette Aniskoff of the individual preparedness division will speak on behalf of our division and the ready campaign that what it means to be a national preparedness month and be in coalition member and how to sign up. She will walk through the steps. Just a little bit of housekeeping. Please keep your speaker volume turned up as you listen to the presentation. Just to be clear you won't have to dial into a number. You should be able to hear my voice now. There'll be a Q&A session later. During which you'll use keyboard to type in questions to the presenters. Have patience with us as we sort through the questions and present them to our presenters. To the left of the attendee list you will see a file share odd. You can download those files by clicking on the file name and clicking save to my computer. Your presenter will let you know which documents are pertinent to their presentation. And lastly, this webinar is being offered in closed captioning and it will be recorded and posted on community paired this -- preparedness website. We will post a transcript of the presentation. These will be available at the following website: citizencorps.gov/new/webcast. So without further ado I am sure you are all excited to hear from Angie Bettendorf are. She is the assistant superintended of Joplin schools and I'm sure she has been very busy. So Angie, the floor is yours.

Thank you very much a good afternoon. It is interesting to have this perspective to talk about this. You never dreamed that this would be something you would have in your experience repertoire I guess and so today I will visit with you about three Main point. First things first. The second point will be vision community and celebration. And the third point will be an opportunity for a better future. But before I get started we do have a video that we have prepared that has a lot of the different storm footage that it has -- that we had from our surveillance cameras in two of the schools that were yet. We actually had 10 schools that were impacted by the tornado and Joplin. On May 22. I will narrate as you watch the video because the sound can come through. It was one of the most operation storms in our nations history and so we had a lot of devastation in Joplin. We can go through.

You will see that the introduction there and you will begin to see one of the halls of Joplin high school. You can see by 4:01 PM at that point. The surveillance camera survived amazingly so now you're looking at HR call. -- Dark call. The electricity went down. You can see the storm moving through. How it comes to the door is and start moving in. And again these are very -- it different videos from different camera so you can see a variety of things. Not coming through very clearly at the moment. Let's see.

Sometimes this dark and gray -- there is a parking lot. You can see the wind moving through a little bit. There is a link to this on the district website and so I will tell you where that is after we finish this piece. You may want to be prepared to write that down.

At this point again it is outside of the building. And we are seeing it coming in towards us. The wind out that way. It will get clearer and then I like to go sparks in the cafeteria at Joplin high school. The front doors of the East middle school. And how things come in there are. -- There are. This is the comments area. Cafeteria tables there. You will see a tidal wave coming in from the left into the comments area doors but really seriously looks like a complete tidal wave of debris. This would be the [Indiscernible] at East middle school and you can see things coming through the doors but also from the ceiling. This would be a hallway at East middle school and the big thing you see on the ground is a big heavy pencil. Machine. We know there are several large things going through hallways. Including it moving a pop machine in one hall a long way. It was incredible how it moved it from one place almost like a fee in the hallway into another hallway. This is another comments area fixture. Some of the surveillance film you can see will turn everything to the right going clockwise and then bury this and then it turns it right back to the left. Counterclockwise. You can see how the eye of the storm has hit the building. This is again our high school cafeteria. And so things are coming in. There are a few windows in this facility -- on the left hand side. Or farther so that is where the debris is coming from. There are 10 buildings damaged or destroyed. Here is aftermath. Here is [Indiscernible] elementary school. That would be part of the high school. We actually lost the high school, Irving elementary, sprinkling -- Franklin technology Center, and the East middle school where -- were all completely lost in addition to Emerson elementary. Those facilities we have created temporary sites now that are up and running. And we have worked through those kinds of processes to get that up and running. We also repaired the damage is that were pretty significant to two other facilities. And then we have two other buildings that were minorly damaged. It has been a bit of trying summer. Some say the summer that didn't happen. As we work through -- you can see this is where we begin the process of Akron our fee. We make some decisions early on to leave facilities rather than bringing in module of facilities. We were able to leave than 80,000 ft.&²; place at the mall. It was one of the big box stores there that we transitioned into a school. We have also rented two different 50,000 ft.&²; warehouse is. One is actually an active warehouse while the other one was -- it had a gravel for as we started off. And build those facilities out. The video continues. If the end of -- back on our feet and we have lots of help with that. I'll often said when people say how did you do it my answer is we had -- we held hands with the world and made it happen. That is what our kids deserve. That is the process that we went through. So going back to the first of my key point is first things first. Right after the tornado on May 22 Dr. House and I were out and about in the community trying to figure out what can we do from opening one of our buildings that was okay as a safe place for people to then starting that next morning early on with our principles and putting first things first which is accounting

for our family. We had about 9000 people that we needed to find and see if they were okay. And one of the lessons was that with the media was that they want to know how many kids are dead and all the horrific questions that you never want to answer. And so we were very cautious about the language that we used in that we were accounting for our family and that is our families information and not something we are going to share with the media because that is not our role. But we were able to account for all of our students and our staff and we did learn that we had seven students who passed in the storm and one secretary. But accounting for our family was our first priority. When we met at 7 AM on the 23rd we established three main priorities at that point. Accounting for family, assess the damage, and at reclaim important things. We just pretty much what anybody would do. As far as their family would go. It is one of those things that happens. After that prioritization continually changed and I think that part of what our success was working through priorities and so people [Indiscernible] people was first but after that we had a bigger I buildings at what we could and could not repair and we got after it. In fact we began with contractors and architects prior to seeing the is -- a final declaration of this being an emergency. That was important I think to our success. After that things fell into place and so we try not to do everything at once. From people to buildings to furnishings to [Indiscernible] and supplies into the -- of staffing and working through those things even today we have to do that prioritization because it is still coming out as quickly.

The second key point that I want to make is patient community and celebration. -- Vision, community, celebration. We came out early as this whole distance thing we need to start -- as school on time. There were a lot of people that question that decision. We made that decision because we believe our kids needed normalcy. They needed to be back in school and the alike life was going to be okay again and for kids that is what school is. That is their normalcy. In fact as we were per pairing for that we look ahead at summer school. We had to cancel the last 12 days of school but summer school comes right on the heels of school and so we made the decision to actually expand our summer school program to where we had additional time for summer school and to expanded to a full six weeks and provide eight transportation because people didn't have cars anymore. Their cars that blown away with the tornado. So that was an important decision of trying to make sure kids were safe. But there was a vision and community and purpose in behind that. And a lot of people were very thing before that. Another important thing to our success was the relationships that we had with our community and even within our school setting. So two different sides to that. We have a program that we called Bright futures which is engaging the faith-based partner is of social services part is that the business partners in our community in our schools. And that has been active for almost a year and a half prior to the tornado and every school had partners as the district we had partners and we had an advisory board and we knew what we were about. So the help of getting us back on our feet and having the communications in place to spread the word about what was happening was really important as we made those -- that progress. Those relationships with the community helped us to build on getting things to happen in the rebuild process and in getting ready with the temporary sites. Additionally, the relationships within the school and that every school had a leadership team where teachers [Indiscernible] with the principle as a team to make important educational decisions. After the tornado it was teachers with us -- that those principles working together to find our kids. Going door-to-door. Making phone calls. On their cell phones using Facebook to figure out and find parents and relationships with that to find out who is a.

And who can we account for. Those relationships it really paid off. Community of about 40,000 and we sometimes act like we are a community of five. That helps us a lot. The vision was really important. We knew what our target was starting school and we communicated that and we communicated a lot of things along the way about the progress. This is where we are. We had these leases. This is where school is going to be. This is how it is coming. A lot of things with the press. Celebrating milestones along the way. Helps to debar community informed and I think the results of that our that we maintained our student enrollment. Some of their biggest fears were when you lose a third of your city how many ever students will you also lose and what we have too many staff members and are we going to have to reduction in force in all of those things. And we maintained over 95% of our enrollment which we think is incredible and we're honored that people stuck it out in our community to stay with us. And they are pleased about that. The other thing sharing this common vision and having this community awareness of that. Is that the people who are working on the buildout of the people who are working on the module is and helping make things happen for getting those facilities ready were committed to whatever it takes. Seven days a week it didn't matter. It was for our kids. And for communicating that vision was important. The other part was the world. All of the publicity that continues to happen with this helped us with lots of donations and lots of different things. Has helped us get back on our feet. We did and adopt a classroom program where people could adopt a teacher and get some things together. So that they could have been pull up and help a teacher who have lost all the stuff that bought out of their own pocket. The third lesson is opportunity for a better future. One of the things that I am proud of is that we maintained at the highest priority the student's education. We knew we needed to have temporary sites and we knew we needed to get kids back in school but the message continue to be is that we don't want them to just be back in a school where there is debt -- desks and chairs. Our students deserve high-quality education because this is their only second great experience were only two new your. And they deserve that education to be the highest quality because they are our future. That was important. Would that we made the decision that we were going to be afraid of change. We made the decision that instead of buying back the old textbooks for the high school -- they were all blown away. We were going to buy laptops and not have textbooks anymore. There was major change on top of things that teachers had big learning curves. We are doing well with that. I am pleased with that. But it was scary.

The next thing is a new location for safety. We learn from the surveillance cameras that things went down hallways which was where we typically had our students take safety. Whenever it was time to duck and cover for a Terminator drill or go we have made changes in every building model -- on the locations of where we go for our tornado drills. And that is an important lesson that we have worked through and I would encourage you to rethink where you might have your kids or you take cover in your place. And watch that. Pull that up full screen on your screen at home and you will see some of the stuff that will make you think -- it rethink what we do. We have also had some real discussions about how we know when it is safe to come out of the state room and to come out of our duck and cover period because the sirens were sounded twice in Joplin. The first one was when they were still a lot of people hanging around at [Indiscernible] after graduation. They take cover. And then it looked like it was okay outside. The principles looked at the rater and it looked okay. They said yes you can go. And so we have had some real discussions about how do you know when it is safe to go. And safe to get out of the storm

shelters. That is another piece of things. The building relationships before hand with -- was an opportunity for a better future also because that we had parents our help thing as rebuild more fabulous schools to provide higher education. So with that we're still considering lots of safe rooms in all of our facilities not just the facilities that were hit. We have all kinds of things going on. There are so many lessons that we have learned. I think that is about my time. I will turn it over. If there is anything that anybody has questions about you can e-mail me. My e-mail address will be on their it is advance and door for -- [Indiscernible].

I appreciate the activity do share our story. We are proud of what we have done by holding hands with the world. We think our kids have been big winners in this.

Thank you so much anti-. As a reminder there will be a Q&A section at the end. You will be able to type in questions. We will have contact information posted. I wanted to hand over the floor to bill. It's all yours.

Thank you very much. Before I start it is great to follow and she. It is hard to follow her but I want to thank her and I want to thank Superintendent DJ Hoff and the team for the wonderful efforts. Paulette and Alison and I had the opportunity to visit Joplin last week and I think all three of us were amazed at the progress that they have made in a few short months since the disaster. So thank you. We appreciate all the hard work you put into this. One thing you said Angie that really hit me. That is about relationships. I think I want to ask about. It is about relationships. So thank you for bringing that up. It is a very important point. Thank you everybody. In putting this together high by with a limited time available as well as a situation that we are in -- the situation being in a lot of communities the federal state and local level is that with budget -- not really increasing and in some cases decreasing will -- decreasing what is the best thing to do. I thought there is something that we can do in schools and communities to improve preparedness. And so I have put together a couple of things. What I call five simple things that schools can do to improve their prepared us. I should have put at little or no cost. I know how important it is to have dollars to do things. And this is based upon several basic assumptions. First assumption is that every school has an emergent -- emergency management plan. About 98% due. That is one of the assumptions. And also every plant is based on four phases of emergency planning. Ever plan was developed number view by the school and its partners. And I should say that indeed the plans aren't uniform by different for every school based upon the needs of the school. And replenished regularly -- regulate tested and school and that every plant can be approved. That is an important point. The constant improvement of plans.

So what are the five things that we can do. One is I have review and revise emergency management plan. Focus on the little things. I think very much as we find whether it is in violence prevention or our Calendra prevention it is a little things that count. Too often we focus on the big issues -- the issues that cost a lot of money. We ignore the little things. What we discovered over 15 years of working on emergency management with schools is that often times it is the little things that really make a plan effective or not.

So what do we do. Take attendance early. One of the things we discovered with 9/11 was that the schools were disrupted -- the first week of school about 20 minutes after the school started. So most of the teachers had no idea who was in their classroom. We wanted -- one of the things we like to get schools to understand is one of the first things you should do is take attendance. Secondly it's have a procedure for knowing who is on your buses. Over the course of the last couple of years we have seen more school bus accident throughout the district in the country and it is critical that as these do occur that we know who are on the buses. Also drills. Too often as we go into schools what we see is that the schools run the same fire drills over again or go can't go out the same door and mine at the same way. And what we try to do is we need to alter the drought whether it is a fire drill or earthquake drill. Situations change. Children should be prepared to deal with the situations. Make sure it actually decides is safe and secure. Many times the evacuation site as people evacuate from schools are not secure. We have seen places after school shootings where because they weren't secure press had easy access to the kids and with that provision apparent and permission of schoolchildren they basically went on to interview the children. And lastly, and sure communication equipment operates. During the day and crisis and in every part of the school. I've seen situations where it wasn't until a situation occurred in a cafeteria or in a basement of a school when law enforcement or somebody whipped out their cell phone and try to make a call. What they discovered is because where they were in a building these cell phone didn't work. So we really encourage schools to test itself of that that is what we're using in every part of the school. And what happens during crises. We found in crises after crises especially large ones is often times that cell phones don't work because of overuse. [Indiscernible] is one that we don't think I've often it's a sure you have the cell phone number of parents. What we're finding is that an increasing number of parents don't have land lines and only cell phones and oh by the way they change the cell phone numbers periodically because of different plan that they are on so it is no longer one of the year look for the numbers. We have to begin to revise them more frequently.

Two is engage students and parents. And she talked about this and I think it is key. As far as students are concerned is that we think students have to be part of the solution. We really need to think creatively and use social media more. In getting students involved. There are some things on this slide here develop essay contest and slogan contest and emergency management lessons. Get Red Cross involved. The more kids have an understanding and willing to pitch in the better off they are going to feel that they are part of the solution. As far as parents are concerned it is that we don't see this often enough and we would like to promote the fact that this is school days and what teachers meet the parents if they begin to talk about safety. One of the things that we are clear about is that we feel very strongly that parents need to know what is going to happen when there is a crisis. Not only will happen but what the parents role is in what is happening. Very often we see schools go on lockdown and parents knock on the door and say we want to take our kids home. We don't put that into emergency management plan. We have to think of contingent reads -- contingencies. What if a student -- Perry wants to come. But if we're left with a number of students at the end of the day. What do we do. Parents become and vital -- a vital part. Never three is revitalized connection with partners. Angie talked about bright futures in Joplin and I believe that every community should have a bright futures. Essentially what that is is a whole wide range of groups and organizations private and parochial and churches and universities and mental health -- all of these people have to be part of what we are doing. One of the things that I have

on here because it has come to our attention is that as it you are reviewed agreement with partners it is essential that you review the agreement that we -- may have made with Red Cross or other shelter providers. What we're finding is often times these decisions about what schools should be used for shelters are not made at the local grassroots level. Sometimes made at a level. Sometimes at district level. Hardly ever made at the school level. If you don't have an understanding of whether your school is going to be used at a shelter it is going to be difficult to operate. I think that we need to think through and expand our partnerships. One of the ones I promote is a partnerships with the [Indiscernible] assistance offices. Often times we've run into crises where students are victims. This is a group that could really provide some help when wet -- students are victims. And last behavioral health providers. When we look at our history with emergency plan to what we discovered is a section about four phase plan that schools have the most difficulty with his recovery. So I want to promote partnering with behavioral health community.

Number four is what I call address the other little things. There is a host of other things which we often don't talk about and what we often list in our plans. Angie talked about the need for press and I really encourage schools to have a press plan. That means who is your press spokesperson and what information can be shared and when. Any of us who have had experience with this note that they can be aggressive and unless we have a plan for dealing with them we are going to get it wrong. Need to ensure that our communication strategy includes processes for dealing with I agree customers. When you're dealing with a school system whether it is a couple hundred or couple thousand there's always going to be 1% were fraction who disagree with decisions that you have made. Disagree with what you are doing and how doing it. And we need to have a strategy for basically saying okay, there are going to be people that disagree. I do we deal with it. It's not that we need to hang up on them are percent out the door. We need to deal with it.

The next part have a clear understanding of and the RPA. Some people may be saying FERPA what is that. What can or can't we share. And the rules for dealing with information during a crisis or during an emergency are quite different than the rules for normal situations. Do we encourage schools to understand what can and cannot be shared during a crisis. Lastly, I don't want to get into this -- I listed three opportunities for free resources. Our Department of Education website. TA website. As well as new website that we have which is called American clearinghouse on educational facilities. All three offer a wealth of information and a wealth of training opportunities and technical assistance for people in the field.

With that I am going to -- I will provide my contact information and turn it back or go

Thank you Bill. Just as you know I will be your next presenter. I will talk about the homeland security grant program. My name is Tina Moran and I work here at the individual and community preparedness division at -- at the map. We work a lot with grants and in particularly one grant which we will focus on. We are hoping to do with this section is to walk through the process for grand opera -- applications and get different programs that exist.

Generally be grant here at the office focus on three major broadcasting or is. First, any -- homeland security mission areas put into port categories as the [Indiscernible]. The first program directly addresses these mission areas that [Indiscernible] national compared to school. The second is targeted infrastructure protection programs in the last our other targeted nationwide programs. I'm sorry this is difficult to see because most of this you don't know need to know that in the interest of being comprehensive here. These are larger major DHS grant programs. I will work backwards because where this discussion length about the most is actually the first. Homeland security grant program. So working backwards the other targeted nationwide programs. So we're looking at tribal homeland security grant programs, nonprofit security grant program driver license security and so on and so forth. All of the infrastructure protection programs like I mentioned before. [Indiscernible] and regional catastrophic preparedness grant program. That is the program for looking at catastrophes and large-scale disasters. Now like I said where we sort of live in this discussion is homeland security grant program. It is considered to have a suite of programs that are needed. The first is a state homeland security grant program. There are allocated based on Mill month -- a minimum amount of it legislatively mandated. That is how it is determined. Each state gets a certain cut if that makes sense. Security initiative program. Most commonly referred to as [Indiscernible]. Rich methodology and the effectiveness and maybe talk about the UIC we talk about [Indiscernible] region. And it lends itself to collaboration across state and local lines. There's also the Metropolitan medical response system so MR as. This is also regional based program. FY 2011 is divided evenly amongst hundred and 24 jurisdictions. So there are 124 MMR as areas. As just so you know I will be running through this but if you look over here into the file share pot I added -- I added a document that is always put a couple to but -- to me in my career -- a grants one a one. I find that to break down let each of these programs are and who is eligible. In the interest of not being able to cover everything that is on slide is -- I had DHS grants per gram overview which has that a script attached to it or breaking down each of these. Getting back to homeland security grant program. I will move on to the [Indiscernible] core program. This is interest to our division because this core program is held within our office. And allocations are determined by the USA patriot act formula so all 50 states and DC and Puerto Rico receive a minimum of three quarters of a percent of total available grant funding. Before tiered risk at a quarter of a percent. Of the total available grant funding. The balance of these funds are distributed on a population share basis so each to -- shape state gets a share on overall population share. Operation Stone Garden is border security.

One of the things I think is not necessarily clear from a perspective outside of DHS is what a state administrative agency is. And we refer to them as SAH. What I'm going to do now is what to that process because there is not enough transparency on how many struggles down. And interval part of that process is the state administrative office. Each state has a government appointed contact and they handle manage all the grand preparedness -- grant division funds from DHS. Our legal relationship -- and by that I mean a contractual relationship is between FEMA and the FAA. So the estate process for distributing funds is very is based on the state and the relationship with the FAA. In four states there is a tertiary level of award. So generally the money will trickle from DHS and then down to the state. And then when we stay the state leaning FAA. They determine what projects will get funded. Of course some of our largest Dave have County and -- states have County townships and one that can apply based on eligibility for grants funding. So when we say that it is DHS funding, the relationship if you are

community based organization or school you need to have to work through FAA because they determine allocations of projects within their state or region. They are given a cut of money and that they manage that money be -- which projects get funded. The big question you have now is probably who is my FAA. So we'd provided a link here. I think we should keep this up for a second. So that people can write this down. But it is [www.FEMA.gov.\Government\grant\FAA\index\HTML](http://www.FEMA.gov/Government/grant/FAA/index/HTML) go when you enter into that relationship you want to have that in mind if they determine the project that are funded. And one of the best things I think that I can offer recommendation wise to you is to start working through Citizen Corps councils. They are aligned with the FAA and in generally have projects. [Indiscernible] which is a program which mandated project but most of our programs also have projects within that state homeland security program. Which was the first under the homeland security state and local preparedness program that we highlighted earlier. So they have a good relationship and desire to bear and you should leverage that network or go not just for the relationship with FAA but also partnerships in general that can be nonfinancial relationships as well.

When we talk about DHS funding that is guidance out there and it is definitely much more comprehensive than the documents I have in the file share pot. But to give you an idea planned activities and organizational activities, training, exercise, equipment, personnel, management, and administration, construction and renovation, are all allowable funding categories. Because the context and parameters of this discussion are more in terms of school security and school resources I what YouTube pay attention to planning and training. Again if I can publish those files again I go into a lot more detail in those files. That I have uploaded there. And it can break down the various things within each of those categories. But since time is limited planning and training is where school lived.

But that I put a slide on firstly planning and school safety. And later on I talk a little bit about training in school safety. So within the guidance it reads, urban areas are further encouraged to include disciplines [Indiscernible] and care of [Indiscernible] and those responsible for integrating accessibility and social needs of children and adults with disabilities. On page 34 of the guidance. And then further supported by page 62 specific emphasis of the place to prepared as a child congregate care systems providers and facilities and especially school districts and Child daycare.

So if you are representing a school or job care facility or if you were poor and his organization that represents are advocates for children in disasters, this is a very important line within the guidance or double set of lines in the guidance because this section speaks to your eligibility in planning. So we talk about planning we're talking about preparedness and disaster planning. It could be an educational campaign, promotional campaign about suspicious activity, certainly there are ideas within the ready.gov campaign. Also school preparedness planning could live within this guidance allowable through this. Developing preparedness plans for childcare facilities. So daycare and so on. And lastly training in the other section -- training is the section is where the school and themselves. You want to pay attention to alternating secured under a just GP homeland security grant program. Must be aborted development and maintenance of a dandified Timor capability to describe in type under [Indiscernible]. Which is national management system where such typing guidance exists as published by FEMA. When you think about school preparedness and training, this is the guidance that you want to look at. I know we're short on time but to give you an idea. These are costs that are unallowable. So weapons, public

safety positions, construction, unallowable equipment, these are important resources and so you know we do post these webinars later so this is a good provide for you to go back to the these are important resources and information you can go into this. In addition to file shares. I know that we are short on time so let me quickly turn it over to Mark at the end. As I said earlier markets from the Southern California earthquake Center -- country alliance. It will be talking to us about shakeout or go

Just want to start with a little bit. Shakeup is about earthquakes per go people but --. Poop. --. Many of you may be in parts of the country that earthquakes are more routine. Wanted to start with a little background on the be available resources. You can go to earthquake.U.S.GS.gov and learn all about earthquakes in your local state and local community. This map here is summarizes the risk for earthquakes. The slides keep bouncing back and forth here. I am trying to be on the map page.

Of course the West Coast has the highest risk for earthquakes both by -- because of the number of faults the earthquake that can happen and the population there. This can -- combines all of that. The central U.S. also has a higher risk because what we know what is happened there in 200 years ago this year didn't [Indiscernible] earthquakes. Many other parts of the country can have earthquakes even this country shown in the blue colors. And on the next page it shows something interesting. Be pretty far from an earthquake and still feel it. In fact in the central U.S. and East you could be much further from earthquakes. I am not moving back and forth here. I wondering if somebody else is controlling this. I'm trying to be on the slide that says are you at risk for earthquakes.

All right. So it has to do with the way that the waves travel and go into rock of the central U.S. and East. They can go further. That is why in this relatively modest earthquake 5.8 in Virginia last week it was felt all the way up and down the East Coast. The application of that is that you may have an earthquake at your school and it may be from a fairly large earthquake that you may not have damage if you are far enough away that you may want wonder what to do. Do we evacuate. A lot of questions that you want to include in your plan. Not just earthquakes are not the same. Not always destruction. But what will you do with your students and who may be scared if they are feeling an earthquake or go the full range of earthquake responses you may need to have. Quickly your basic emergency plan that you have only needs to be revised a little bit to deal with earthquakes. The main thing is doing what you can to protect your staff and students from things that might fall including the structures but also content the site. So there are simple things you can do to secure those contents in advance. During the earthquake I will talk more about this you want to draw cover and hold on. The issue with earthquakes you don't get the warning time. Everybody needs to practice what to do to respond. Afterwards very of things to consider in the aftermath and recovery response days. You want to set up your -- command. Evacuation make a complicated because doors may be jammed. Were blocked by fallen items. Search and rescue can be a complicated due to aftershocks that may happen while people are inside build -- searching for injured people. Triage is complicated. It is not just your students that might be injured but of course your staff. Maybe even nurses themselves who might be responsible for that triage. And it may take a long time in your community or family to arrive to be reunited with their children. So you may need to plan for staff to be on-site for many hours after the event. And recovery as with other disasters as we've seen today can take weeks or months to many years. They shakeout is an opportunity to practice one aspect of this. And it is spreading across country starting in caliper or near. -- California. Lester we had 7.9 million

people practice drop cover and hold on. What we do is invest -- and by people to register and participate in shakeout drills across the country and -- I don't know if this is being seen by everybody but it is bouncing back again. Shakeout.org/region has a list of each shakeout happening across the country and you can register if you are in a state with a shakeout drill or if you're not you can register for an adjacent state or one that would work in terms of your schedule. Drop cover hold on. If you are outside stay outside of your insides the inside. A lot of injuries happen when people try to move too far and at the buildings where things may be falling. You want to drop to the floor before the earthquake rocks you. Take cover under something if you can. If not get next to a wall and cover head with arms. Preferably into your wall. Understanding hold onto it firmly to be ready to move with it until the shaking stops. You are protecting yourself from things that might be falling and there are a lot of things in classrooms that could fall. The reason for this is it mostly it's not building collapse we are concerned about. It is all those items in classrooms. You want to get under something to be safe. We have no longer recommend getting in a doorway. It also doesn't protect you from falling items. Also if you've ever heard about something called the triangle of life. Double event. This website explains why. And finally a history of the shakeout has expanded from California and continues to grow this is the map of upcoming shakeout. On the West Coast on October 20, just a great month from now. California.org in Idaho Guam and British Columbia are holding to -- drills. We're talking with Southeast states for a shakeout drill next October. Utah is having a shakeout on April 17. And then there is a pay period for the mid-Atlantic. A lot of questions coming in about should we have a shakeout drill because of the earthquake. So if you're in one of those areas talk to your [Indiscernible] about local [Indiscernible] if you are interested in participating. You can participate by going to shakeout.org/regions and register to participate.

That is great Mark. Thank you so much. Outlast the center is [Indiscernible]. Director of individual and community preparedness here at the map. She will talk to you about becoming a national preparedness coalition member and the benefits.

Thank you. Do you want me to move my own slides?

Yes. That is the plan.

So it is loading at now I believe.

So one thing I want to make sure you all knew about. But that the month. We collect a group of partners every year to promote national preparedness month which is the September. We are currently in the midst of it. And in the has been growing by leaps and bounds. But we generally never have enough full participation. In part because we are not always talking to schools everyday. We tried to fire fighters and emergency management that we know how important it is to prepare schools so what we want to do is walk through what it is and show you why it can be a resource to you.

The purpose of national preparedness month is to make sure that the nine is connecting any individual organization on -- around the country with federal, state, and local readiness resources. It is sponsored by FEMA and our ready campaign. As well as the programs Citizen Corps which is likely in the state that you live in. It's a month-long campaign that organizes around the preparedness and then that a lot of

information. This year more than ever more people are looking for this information and has been well received. Businesses and communities in what we want to do we are working within networks within us -- so they know who to get information from and where to find it and what resources are available. And to let you know, you can definitely find your school up. It takes less than two minutes. This next slide sure she where to sign up. Once you decide that you have access to things like ideas for what you can do within your school, sample press releases, things like 8 x 11 fliers, some PowerPoint that you can walk through and readiness. I think one of the greatest things as you get connected with the folks in your own community who are also working on this. So I wanted to walk through that preparedness -- I will say -- is a huge endeavor or something very simple. And I think looking at who is on the line, we have schools who have been working with department of Ed for years on preparedness and some folks you have not worked on preparedness in the past. So I will walk through a few examples of easy things to do and something that are more complex. I would say the easiest thing to do is the leverage of things that are already existing. So for example if there is a meeting scheduled with employees -- some thing in the auditorium with the students even as simple as teachers getting together on a week to week basis, easy to add one little piece of preparedness to that. Hosting an event meeting a workshop. We have a lot of schools around the country who are promoting some kind of preparedness. They have the students involved and summer for faculty and some of them are sending messages simply to parents. I will give an example or go as you know and the East Coast earthquake and some of these hurricanes. We never know when the timing is going to be a disaster. If kids are in school to parents know what the emergency plan is that they can go -- collect their children. Or know what to do and not fled to school with phone calls. But we have an opportunity to let them know that the school does indeed have an emergency plan and what their role is in that. So that is important. I would say -- I will go back. Hold on. I'm going back to slide -- if someone has their mouse and as clicking, I will go back.

Presenters are able to move the slide to make sure you don't. Okay. I will keep going through. So hosting an event. Being part of a larger event or initiative -- someone did it again.

Being a part of something that our ready this is always certainly a really easy way to do it. And spreading the message even things like sending an e-mail or sending tweets out or whatever that means to your school, that is something we can do. So if the presenter who is on clicking to the slides we are going to -- if everyone can hold off for a moment I'm going to go back to the slide. This next slide schools and national preparedness month. One thing that is really easy to do is practice some kind of drill that could be a fire drill or earthquake or tornado drill, shakeout which we promote as a great two-minute way to get your school prepared. Engaging the students, and we have a lot of things I will read one idea from Kentucky. Encouraging schools to have preparedness information available to parents when they are in the school as well. Certainly this does not have to happen September that any time that it is convenient to the school. A few links we want to make sure we have available to you. Ready.gov/kids. Great quizzes and games and ways to invest the time of kids and teachers and parents. Ready classroom and discovery education. And ready rating.org which is the red crosses rating program that allows you to take a look and see if your school is indeed ready according to this scoring mechanism which is handy. So what do you want to walk through -- a great example of one school -- there are folks that will do things as simple as sending out e-mails. And linking preparedness is something that is happening. There are -- I have to

call out Knox County in Kentucky. They are -- the week of September 19-23 they are practicing all of their safety drills and conducting classroom activities. Monday the 20th -- Monday the 19th. They are doing their fire drill. On Tuesday they are doing a tornado drill. Wednesday they are doing the shakeout. And earthquake drill and drop cover and hold. On Thursday they will do a lockdown drill. Walking through with their lockdown procedures are. Friday a bomb evacuation and reverse evacuation drill. As well as engaging the students some during the day and making sure that the parents have an opportunity to know what the emergency plan is. So they will revise their emergency plans for each school and then the plans will list a detailed steps that staff and students need to take. So I wanted to walk through one example of a school that is doing a really fantastic job out there. So we will love to hear back on what you have been doing and frankly we want to make sure that schools get to share the ideas of what they are doing and I'm sure some of you are doing great things. If you would take the two-minute that it takes to sign up let us know what you are doing so we can use it as an example for other schools. But also see you can get more ideas and know when your community is working on this. We really encourage you to take a two minutes and [Indiscernible] on that slide. It is community.FEMA.gov. With that I think you for your time. We are grateful you took the time to this today.

Thanks so much a poll at. We are going to switch to the question and answer portion.

You will see that you will have approximately -- eight area where you can type in questions. Feel free to ask questions. Have patients before we read the first one because it takes a second for us to see questions.

Feel free to start typing.

Just so you know when you click to raise your hand it actually is better if you type in the question. As opposed to doing now. -- Doing that.

One of the first questions is will the PowerPoint be available to us?

Yes. They will. All of our webinars within the community preparedness series are recorded and they have closed captioning and will be shared on the Citizen Corps website and just to plug also, there will be additional -- you can look through our past history and our -- the archives of all of our seminars and you will see some of the announcements for future webinars in that same area.

The next question. Are the [Indiscernible] only available to public schools or to private schools as well.

As I was explaining in the grant section, the projects that are determined based on county locality or state is really determined by the FAA. State administrative agency. The eligibility is written within the guidance that -- that are read. As we interpreted yes. All screwed -- schools would be eligible but whether or not your project is selected is based on relationship with FAA.

Answering a question here. Where can I find the FREPA rules. Do any of our presenters have information?

You can speak.

You can go to Department of Education's website and look under family rights and compliance office. That is part of the regulations that would be there.

We have another question. Where can I find deals bullet points regarding the five simple ways to improve your EMP.

The webpage. You're going to you post those things, right?

Yes. The whole presentation will be posted also.

Right.

Another question we have is about the bright futures program in Joplin. To get more information on that the website is bright futures Joplin.org. And you will be able to find out a lot more information there about that program. I think Kim -- I'm sorry and she had to drop off. That would be your best source of information for that.

This would be best answered by Mark. If the hallways are not saved in a tornado specifically where are the safest places?

Specifically for tornadoes it is not a good question for me.

I think we were talking more about the -- debunking the myth about the triangle and I got confused. But as Allison said Joplin -- Angie from Joplin schools had to jump off. But what we can do is actually --

I think the purpose of our site.gov Re: APY.gov is to walk through any hazard to talk about what you need to do in order to plan for it. Because that is our best resource. I would say that it is great to doublecheck that information but in general basements and bathtubs are the places that folks are told to go when it comes to schools we can send out some additional information if that is what they want.

Paulette, I think it is fair to say that we really need to rethink some of this. This goes back to the whole idea emerges the management is evolving a reiterative process. We need to develop a plan and keep it on the shelf and say there's going to be our plan for the next five years. We need to study what happens in Joplin and make fine tunes what we are doing for tornadoes.

Every day. Absolutely.

I think we have time for one more question.

I see here how and where do -- Citizen Corps programs to establish relationships with FAA. You will find that most Corps programs are to do have relationships. Simply because of the natural relationship with the CC the burden -- grand we were speaking about earlier. Certainly those relationships can always be stronger and advocacy within the group. So what I would suggest doing is going to the links that I gave you and the grants presentation I think it was entitled where to find my FAA. Again these will be posted. Make sure that you are reaching out to the right person.

With that I think we are over time. So I want to thank everybody and especially our presenters for a really rich discussion. If you asked a question that was not answered we are going to stay on for a little bit longer and make sure that all of these questions are recorded and go to the correct presenters. Like I said all of our community preparedness webinar series presentations are posted on our website see you can always revisit our website to check them out. Also take a few minutes to download the documents off of the file share pod. Of than that thank you so much for joining us today. We will put up right now the quick evaluation. If you wouldn't mind taking two minutes to give us a quick evaluation on how the webinar was. I hope it was a -- helpful to all of you. Thank you again.