



# **BIG PINE UNIFIED SCHOOL DISTRICT**



## **EMERGENCY PREPAREDNESS PLAN**

In Conjunction with the  
Standardized Emergency Management System - (SEMS)  
&  
National Incident Management System – (NIMS)

Revised: March 20, 2018  
Board Approved: November 6, 2017  
District Advisory Council Approved: November 30, 2017

# TABLE OF CONTENTS

<b>SECTION 1</b>	<b>INTRODUCTION</b>	<b>3</b>
<b>SECTION 2</b>	<b>EMERGENCY TELEPHONE NUMBERS</b>	<b>6</b>
<b>SECTION 3</b>	<b>INCIDENT COMMANDER</b>	<b>8</b>
<b>SECTION 4</b>	<b>PUBLIC INFORMATION OFFICER</b>	<b>9</b>
	<b>LIAISON OFFICER</b>	<b>10</b>
<b>SECTION 5</b>	<b>OPERATIONS CHIEF</b>	<b>11</b>
	<b>SEARCH &amp; RESCUE</b>	<b>11</b>
	<b>SEARCH &amp; RESCUE CHECK LIST</b>	<b>12</b>
	<b>MEDICAL</b>	<b>13</b>
	<b>STUDENT/EMPLOYEE RELEASE FORM</b>	<b>14</b>
	<b>STUDENT SERVICES</b>	<b>15</b>
	<b>STUDENT SUPERVISION/SAFETY</b>	<b>15</b>
<b>SECTION 6</b>	<b>LOGISTICS</b>	<b>17</b>
	<b>FOOD &amp; SHELTER</b>	<b>17</b>
	<b>TRANSPORTATION &amp; RESOURCES</b>	<b>18</b>
<b>SECTION 7</b>	<b>PLANNING &amp; COMMUNICATIONS</b>	<b>19</b>
	<b>SAFETY</b>	<b>20</b>
<b>SECTION 8</b>	<b>ADMINISTRATION &amp; FINANCE</b>	<b>21</b>
<b>SECTION 9</b>	<b>EARTHQUAKE &amp; FIRE</b>	<b>22</b>
<b>SECTION 10</b>	<b>EN-ROUTE EMERGENCIES &amp; SEVERE WINDSTORMS</b>	<b>25</b>
<b>SECTION 11</b>	<b>POWER FAILURE &amp; AIR POLLUTION</b>	<b>27</b>
<b>SECTION 12</b>	<b>FALLEN AIRCRAFT &amp; DISTURBANCES – DISORDERS</b>	<b>29</b>
<b>SECTION 13</b>	<b>BOMB THREAT &amp; RAINS – FLOODS</b>	<b>31</b>
<b>SECTION 14</b>	<b>CHEMICAL ACCIDENT - TOXIC SPILLS AND FACILITIES – EMERGENCY USE</b>	<b>33</b>
<b>SECTION 15</b>	<b>EMERGENCY SUPPLY LISTS</b>	<b>34</b>
<b>SECTION 16</b>	<b>EVACUATION MAP</b>	<b>35</b>
<b>SECTION 17</b>	<b>CODE BLUE – LOCK DOWN</b>	<b>36</b>
<b>SECTION 18</b>	<b>CAL-EMA – ACTIVE SHOOTER – EXHIBIT A</b>	<b>37</b>

## SECTION 1: INTRODUCTION

This guidebook is designed to assist the Big Pine Unified School District administrators, staff and students to develop an emergency preparedness program for all district facilities.

An emergency preparedness program involves more than preparing a response plan. It is an ongoing activity that includes identifying the hazards in our facilities; conducting emergency drills; and providing students with care and shelter until they can be reunited with their parent. An effective program also includes training and exercises, as well as classroom discussion and activities to help students understand the importance of taking safe actions.

The need for an individual site emergency preparedness program and response plan is based on the following assumptions:

- ✓ A major emergency can occur without warning and occur during school and work hours.
- ✓ This event could cause widespread damage resulting from ground shaking or other hazards triggered by an emergency (e.g., fires, earthquake, and release of toxic materials).
- ✓ Transportation routes, telephone communication, and other utility services would be disrupted.
- ✓ Medical, fire, and rescue personnel could be severely overtaxed and would not be able to respond to every school facility within an affected area for several hours.

Therefore, schools/facilities should prepare to be self-sufficient and capable of relying on their own resources to protect and care for the school/facility population until help is available. This guidebook provides the foundation for this capability. **Each staff member will be given a copy of the Emergency Preparedness Plan, and a copy can be obtained at the District Office.**

### **STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) & NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)**

California's Standardized Emergency Management System (SEMS) was created in response to the 1991 Oakland Hills Fire. SEMS provides a multiple level emergency response organization and is intended to structure and facilitate the flow of emergency information and resources within and between the organizational levels. On March 1, 2004, Presidential Directive HSPD-5 established the National Incident Management System (NIMS) as the national standard for managing emergencies. Beginning in the 2004-2005 academic year, school and community college districts were tasked with following SEMS/NIMS. In addition to SEMS/NIMS, school districts must adhere to California Education Code 32280, which requires primary and secondary schools to maintain a Comprehensive School Safety Plan. A copy of BPUSD's Comprehensive School Safety Plan is in the District Office.

The following chain of command is in effect for school districts in Inyo County and complies with the SEMS/NIMS concept of multi-agency coordination.

**DISTRICT LEVEL:** Handle emergency with their own resources or contact the Inyo County

Office of Education for additional aid.

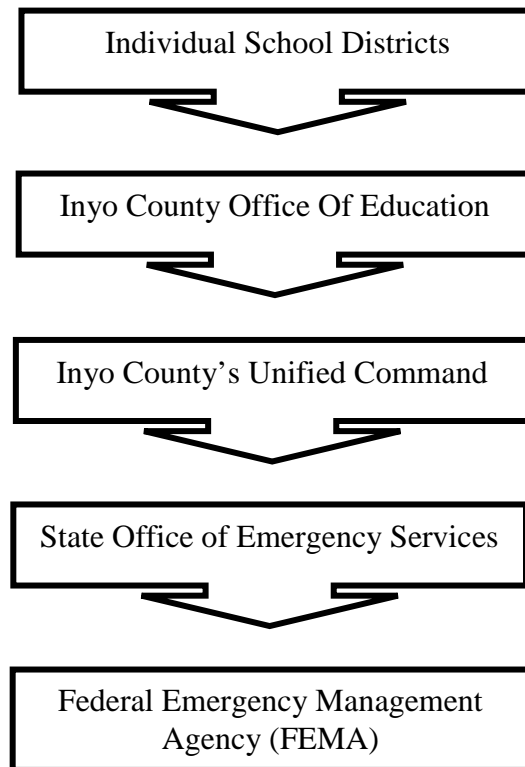
**INYO COUNTY OFFICE OF EDUCATION:** Handle emergency with their own resources and assist local school districts. **OR,** Contact Inyo County's Unified Command for information and resources.

**INYO COUNTY'S UNIFIED COMMAND:** As a designated Operational Area, coordinate all emergency activities and serve as a link to state resources. Inyo County uses the Incident Command System (ICS).

**STATE OFFICE OF EMERGENCY SERVICES:** The Governor, through the OES and its Operational Areas and Mutual Aid Regions, will coordinate statewide operations to include the provision of mutual aid and other support to local agencies and the redirection of essential supplies and other resources as required. May contact Federal Emergency Management Agency (FEMA).

**FEDERAL EMERGENCY MANAGEMENT AGENCY (FEMA):** Serves as the main federal government contact during disasters. May provide resources to state governments.

### EMERGENCY RESPONSE FLOW CHART



The SEMS/NIMS - INCIDENT COMMAND SYSTEM (ICS) is the model tool for command, control, and coordination of a response and provides a means to coordinate the efforts of individual agencies as they work toward the common goal of stabilizing the incident and

protecting life, property, and the environment. ICS uses principles that have proven to increase efficiency and effectiveness in a business setting, and applies these principles to emergency response. Much of the success of ICS results directly from applying:

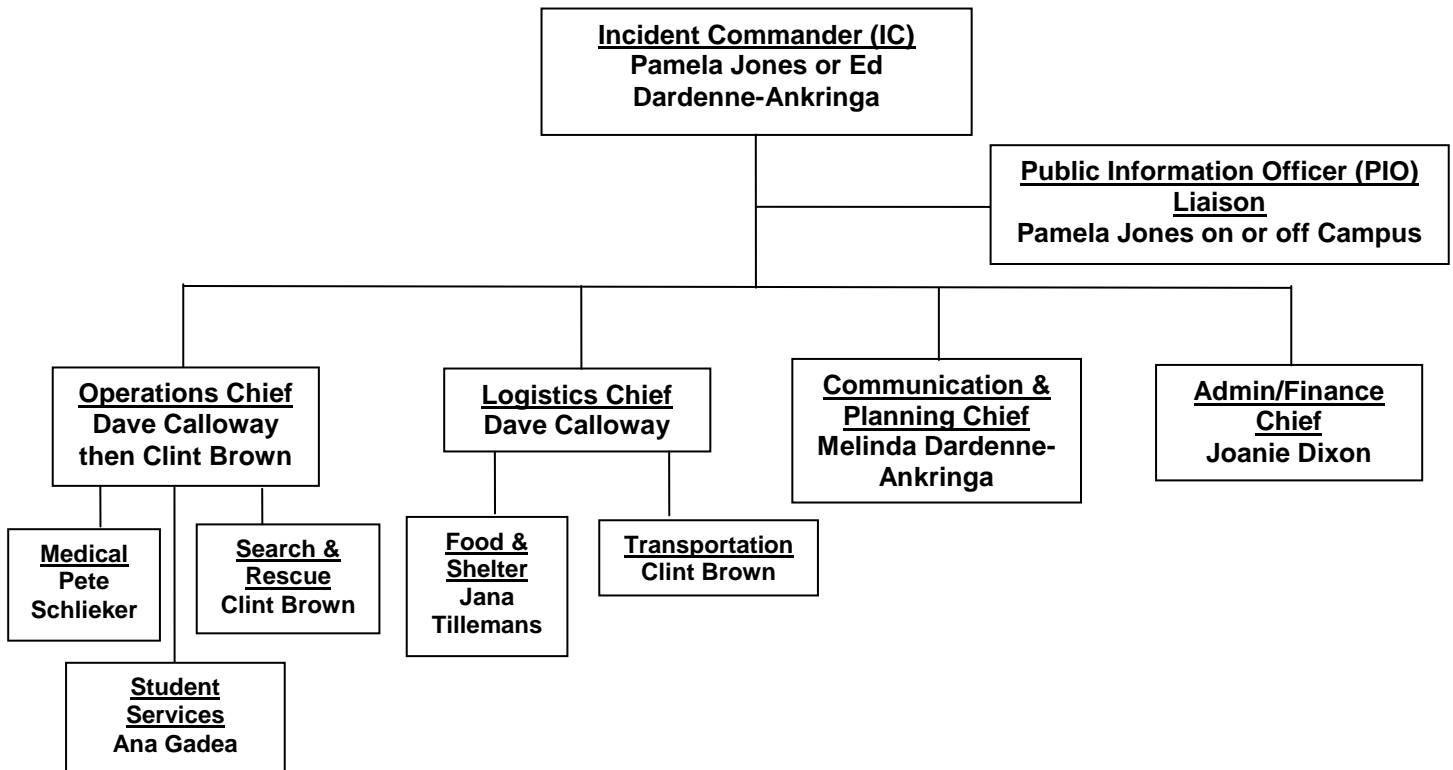
- ✓ A common organizational structure; and
- ✓ Key management principles in a standardized way.

At BPUSD, the ICS will be built around the five major components:

- ✓ Incident Command
- ✓ Planning
- ✓ Operations
- ✓ Logistics
- ✓ Finance/Administration

The ICS is based on function and not title. Accordingly, a staff members “day to day” position may not correlate with his/her “emergency” position. No position shall have more than seven (7) people reporting to him/her, and ideally, only three to five (3-5) people reporting to him/her. The system is designed to expand and contract as necessary – i.e., if Logistics does not require its own team, it can be combined with Operations.

### BIG PINE UNIFIED SCHOOL DISTRICT INCIDENT COMMAND SYSTEM



## **SECTION 2: EMERGENCY TELEPHONE NUMBERS**

Fire, Ambulance, Highway Patrol, Sheriff or Police .....	911
American Red Cross .....	800/540-2000
Amerigas (north county).....	760/873-6371
Bureau of Land Management.....	760/872-4881
Cal-Trans (Bishop).....	760/872-0601
California Department of Toxic Substance Control, Waste Alert Hotline.....	800/698-6942
Department of Agriculture – Forest Service.....	760/873-2400
Department of Fish and Game .....	760/872-1171
Department of Water and Power.....	760/872-1104 or 760/387-2411 (after 4pm)
Federal Emergency Management Agency (FEMA) .....	800/638-6620
Inyo County Disaster Services .....	760/873-8481
Inyo County Environmental Health – Bishop .....	760/873-7866
Inyo County Environmental Health – Independence.....	760/878-0238
Inyo County Health Department – Bishop .....	760/873-7868
Inyo County Health Department – Independence.....	760/878-0237
Lone Pine Gas (south county).....	760/876-5921
Northern Inyo Hospital .....	760/873-5811
Poison Control .....	800/777-6476
Radio Station: KIBS FM 100.7 .....	760/872-5427
KIBS FM 100.7-Northern Inyo; KSRW FM 92.5-Inyo County; KIBS FM 97.7-Southern Inyo; KBOV AM 1230-Inyo County	
Road Conditions .....	800/427-7623
Self-Insured Schools of California (SISC).....	800/636-4604
Southern California Edison .....	800/442-4950 or 760/873-6308 (after 5pm)
Southern Inyo Hospital.....	760/876-5501
State Office of Emergency Services: Calif. State Capitol Building Sacramento .....	916/445-5788

### **INYO COUNTY OFFICE OF EDUCATION TELEPHONE NUMBERS**

Independence Office .....	760/878-2426
Bishop Office .....	760/873-3262
Business Services .....	760/878-2428

Jill Kinmont Boothe Community School, Bishop ..... 760/873-3262 ext. 2126  
 Child Care Connection, Bishop .....760/873-5123

**SCHOOL DISTRICT TELEPHONE NUMBERS FOR INYO COUNTY**

Big Pine Unified School District .....760/938-2005  
 Bishop Unified School District .....760/872-3680  
 Death Valley Unified School District .....760/852-4303  
 Lone Pine Unified School District .....760/876-5579  
 Owens Valley Unified School District .....760/878-2405  
 Round Valley Joint Elementary School District.....760/387-2525

**BIG PINE UNIFIED SCHOOL DISTRICT EMERGENCY NOTIFICATIONS**

The following person(s) should be notified in case of serious emergency (i.e. fire, large disaster, break-in, etc.) These individuals should be notified by the District Superintendent or Incident Commander.

<b><u>Person/Title</u></b>	<b><u>Phone #</u></b>
Dave Calloway, Lead Maintenance/Custodial/Transportation.	760/938-1105 or 760/920-3079 cell
Clint Brown, Maintenance/Custodial/Transportation.....	760/920-0346 cell

## SECTION 3: INCIDENT COMMANDER

Pamela Jones, Superintendent  
Office Phone: 760/938-2005

Site: Big Pine Unified School District  
Cell: 760/258-5657

***If the Superintendent is not on campus, then the Incident Commander will be:***

Ed Dardenne-Ankringa, Principal  
Office Phone: 760/938-2222 ext. 2423

Site: Big Pine Unified School District  
Cell Number: 661/904-2309

### ACTIVITIES DURING EMERGENCY:

1. Assess total school situation and report conditions to county incident commander.
2. Establish the immediate priorities.
3. Establish an incident command center and activate support teams.
4. Ensure that adequate safety measures are in place.
5. Approve requests for additional resources or for the release of resources.
6. Keep key administrators informed of incident status.
7. Approve the use of students, volunteers and auxiliary personnel.
8. Authorize the release of information to the news media.
9. Direct release of staff and students according to superintendent's directives.
10. See that all buildings and grounds are secure.
11. Assign Log Scribe to keep written record of the incident including actions taken and actions reported, time, person reporting, etc.
12. See that parents/guardians are notified as soon as possible of any serious injury to students, and be able to notify parents/guardians of what emergency centers students have been transported to.
13. Implement damage assessment
  - A. Photo or video the damage
  - B. Document damage and repair cost
  - C. Submit damage assessment reimbursement through FEMA



## **SECTION 4: PUBLIC INFORMATION OFFICER**

Pamela Jones, Superintendent

Site: Big Pine Unified School District

**The control and relay of information to the media will be done only through the Public Information Officer. All press releases must be cleared by the Incident Commander or designee.**

### **GUIDELINES FOR MEDIA CONTACT**

#### **General Policies**

- ✓ Direct all calls from the media to the Public Information Office.
- ✓ Refer all members of the press to the Public Information Office.

Questions regarding issues or requests for information, whatever they might be, should never be handled directly by office personnel, but should be referred to the Public Information Office. This will prevent disruption of work and allow organized issue management.

The Public Information Officer, on learning the nature of the inquiry/interest, will either respond with appropriate information or arrange for an appropriate spokesperson, either within or outside our office, to respond.

- ✓ Inform the Public Information Officer about potential or existing problems, which might elicit public or media questions or concerns.
- ✓ Report to the Public Information Officer all conversations or other contacts with media personnel, directly after contact is made, so that we can keep an accurate record of media activity.

### **EMERGENCIES, CRISES, OR LEGAL MATTERS**

When an emergency occurs in a program or in any location, both the supervisor and the Superintendent should be informed immediately. The Superintendent (or, in his/her absence, the Principal) will work with appropriate people in coordinating the release of information to the news media and the public. In such cases, the Superintendent or the Principal are the only staff authorized to release information to members of the news media. This will facilitate accurate, consistent, and authoritative reporting of details to the news media.

No aspect of cases before the courts should be discussed by any of the personnel.

#### **NEWSPAPER**

Inyo Register  
407 W. Line Street  
Bishop, CA 93514  
760/873-3535

#### **RADIO STATIONS**

KIBS/KBOV FM

Highway 395  
Bishop, CA 93514  
760/873-5427 KIBS or 760/873-6324 KBOV

Sierra Wave (KSRW)  
1280 N. Main  
Bishop, CA 93514  
760/873-5329

### **TELEVISION STATION**

Sudden Link Communications  
201 E. Line Street  
Bishop, CA 93514  
760/873-4123

### **LIAISON OFFICER**

**Given the limited staff at Big Pine Unified School District, the Public Information Officer may also serve as the Liaison Officer. The Liaison Officer is the contact for personnel assigned to the incident from assisting or cooperating agencies. Responsibilities include:**

1. Be a contact point for agency representatives.
2. Maintain a list of assisting and cooperating agencies and agency representatives.
3. Keep agencies, which are supporting the incident, aware of incident status.
4. Monitor incident operations to identify current or potential inter-organizational problems.
5. Participate in planning meetings.

## SECTION 5: OPERATIONS CHIEF

Dave Calloway, Lead Maintenance/Transportation

Site: Big Pine Unified School District

**When directed by the Incident Commander, the Operations Chief will:**

1. Assist in development of the operations portion of the site disaster plan.
2. Supervise the execution of the site disaster plan for operations.
3. Maintain close contact with subordinate positions.
4. Request resources to support operations.
5. Maintain close communication with the Incident Commander.
6. Provide operations input to the Incident Commander in preparing the site disaster plan.
7. Oversee the Coordinators for Search & Rescue, Medical and Student Services.

### **SEARCH & RESCUE**

Clint Brown, Maintenance/Transportation

Site: Big Pine Unified School District

**When directed by the Operations Chief, the Coordinator of Search Rescue will assemble a Search & Rescue Team, and secure two-way radios for team members from the District Office.**

#### **JOB FUNCTIONS:**

1. Proceed in orderly and pre-established pattern, checking each classroom, storage room, auditorium/gym, etc., visually, vocally, and physically.
2. Shut off natural gas main, electrical, and water only when necessary.
3. Confirm existence and location of fires; notify Search & Rescue Coordinator and/or respective agency (Fire Chief).
4. Check for downed wires and gas leaks.
5. Rescue students/employees using appropriate rescue equipment.
6. Once assessment procedures have been completed, report back to Search & Rescue Coordinator for further assignment.
7. District vehicles will be made available to the team upon request. See Dave Calloway or Clint Brown for vehicle keys. An emergency set of vehicle keys are in the District Office (Secretary's top drawer). Extra room keys are kept in the School Office (key in cabinet to right of box) and District Office (key in Secretary's top drawer) key lock boxes.

# SEARCH & RESCUE CHECKLIST

**NOTE: Place a check mark when complete and note the time of day for each item**

Team Leader Initials \_\_\_\_\_

## **SEARCH & RESCUE:**

- \_\_\_\_\_ Coordinate all operations with local emergency agencies
- \_\_\_\_\_ Equip and dispatch search and rescue teams
- \_\_\_\_\_ Report injured and/or trapped victims to command center
- \_\_\_\_\_ Move injured victims to triage area
- \_\_\_\_\_ **DAMAGE ASSESSMENT**
- \_\_\_\_\_ Determine safety of students and staff
- \_\_\_\_\_ Determine if evacuation is appropriate; Consider possible after shocks
- \_\_\_\_\_ Determine damage to facility
- \_\_\_\_\_ Check for structural failure

## **UTILITIES:**

- \_\_\_\_\_ **Natural Gas Damage**
  - \_\_\_\_\_ Main Gas Valve is { } OPEN { } CLOSED
  - \_\_\_\_\_ Heaters
  - \_\_\_\_\_ Gas Appliances
  - \_\_\_\_\_ Gas Water Heaters
  - \_\_\_\_\_ Kitchen
  - \_\_\_\_\_ Maintenance
  - \_\_\_\_\_ Other areas: List \_\_\_\_\_
- \_\_\_\_\_ **Electrical System Damage**
  - \_\_\_\_\_ Main Breaker is { } ON { } OFF
  - \_\_\_\_\_ Light Fixtures
  - \_\_\_\_\_ Utility poles with line damage
  - \_\_\_\_\_ Conduit lines
- \_\_\_\_\_ **Water Damage**
  - \_\_\_\_\_ Main Water Valve is { } ON { } OFF
  - \_\_\_\_\_ Main Supply
  - \_\_\_\_\_ Main Water Heaters in ceiling
  - \_\_\_\_\_ Classrooms
  - \_\_\_\_\_ Kitchen Area
  - \_\_\_\_\_ Drinking Fountains
  - \_\_\_\_\_ Restrooms
  - \_\_\_\_\_ Grounds
  - \_\_\_\_\_ Fire Hydrants
  - \_\_\_\_\_ Maintenance Areas
  - \_\_\_\_\_ Other: List \_\_\_\_\_

**NOTE: PERIODIC UPDATES SHOULD BE MADE AT LEAST EVERY TWO (2) HOURS OR AS THE SITUATION CHANGES.**

## **MEDICAL**

Pete Schlieker, Teacher

Site: Big Pine Unified School District

**When directed by the Operations Chief, the Coordinator of Medical will assemble a Medical Support Team. Medical supplies are stored in the School Office.**

### **JOB FUNCTIONS:**

1. Set up first aid station and safety zone.
2. Organize all first aid workers and obtain first aid trauma kits.
3. Triage and administer first aid to injured victims.
  - A. Airway
  - B. Breathing
  - C. Circulation
4. May have to administer first aid to a victim trapped inside classrooms.
5. Keep records of time, destinations and names of all students/employees removed from the facility for emergency medical treatment. Notify the student services coordinator of the following information if a student is transported off campus by ambulance:
  - A. Student's Name
  - B. Location being transported (hospital, local doctor, etc.)
  - C. Name of ambulance transporting student
  - D. Time student was transported
6. If all first aid personnel are not required, report status with Medical Coordinator for further assignments.

**Student/Employee Release Form  
FOR EMERGENCY MEDICAL SERVICES**

Student or Employee Name	Time Released	Ambulance Number	Destination/Hospital

## **STUDENT SERVICES**

Ana Gadea, School Secretary

Site: Big Pine Unified School District

**When directed by the Operations Chief, the Coordinator of Student Services will establish a Student Services Team.**

### **JOB FUNCTIONS:**

1. Provide all students with nametags. Account for all students who were in school. If a student is not accounted for, check with the medical area and inform the Student Services Coordinator who reports it to the Operations Chief, who in turn reports it to the Incident Commander.
2. Communicate with Medical Coordinator on names of students at the first aid area. If a student is released to the first aid center, write the student's name on the student in permanent ink.
3. Take a walking survey of all students to determine if any students need to report to the first aid station. Administer minor first aid if necessary.
4. Keep records of students released to parents or other authorized person on the student's emergency care card. Establish a student release station.
5. Calm and reassure all students.
  - A. Discuss the procedures for student release to parents or authorized person.
  - B. Convey the likelihood that parents may be delayed for several hours because of road conditions, traffic, etc. Remind students that parents have been told that you will take care of them until they arrive.
  - C. Advise students to anticipate aftershocks and review earthquake safe actions. Remind students that they are in perhaps the safest place possible under emergency conditions.

## **STUDENT SUPERVISION/SAFETY**

(Staff assigned to supervise students during emergency)

### **Grades TK – 1**

Jen Dailey, Teacher

Michele Dossey, Teacher

### **Grade 2**

Heather Burror, Teacher

### **Grade 3**

Sheena Steward-Goto, Teacher

**Grade 4**

Loralee Mairs, Teacher

**Grade 5**

Christy Jennings, Teacher

**Grade 6**

Alison Amberg, Teacher

**Care, Elementary**

Melinda Dardenne-Ankringa, Teacher

**Grades 7 - 8**

Jan Hart, Teacher

Tim Steele, Teacher

**Grades 9 – 12**

Linda Akyuz, Teacher

Pete Schlieker, Teacher

Indigo Johnson, Teacher

**Specialist/Instructional Assistants**

Maria Chavez, Food Service (when on campus)

Audra Huston, Instructional Assistant

Carol Mason, Instructional Assistant

Sunny Meza, School Guidance Counselor K-12

John Salazar, Food Service (when on campus)

Anne Stanley, Speech

Jana Tillemans, Lead Food Service (when on campus)

Lauren Zierer, Special Education



## SECTION 6: LOGISTICS

Dave Calloway, Lead Maintenance/Transportation

Site: Big Pine Unified School District

**When directed by the Incident Commander, the Logistic Chief will:**

1. Assist in development of the logistics portion of the site disaster plan.
2. Supervise the execution of the site disaster plan for logistics.
3. Maintain close contact with subordinate positions.
4. Request resources to support logistics.
5. Maintain close communication with the Incident Commander.
7. Provide logistics input to the Incident Commander in preparing the site disaster plan.
8. Oversee the Coordinators for Food & Shelter and Transportation & Resources.

### **FOOD & SHELTER**

Jana Tillemans, Lead Food Service

Site: Big Pine Unified School District

**When directed by the Logistics Chief, the Coordinator of Food & Shelter will assemble a Food & Shelter Team.**

#### **JOB FUNCTIONS:**

1. Examine kitchen supplies, storage room, and garbage cans.
2. Assemble food and water supplies, kitchen equipment.
3. Inspect supplies, i.e., blankets, cots, restrooms, etc.
4. Provide shelter, food and water, when needed.

**Emergency water** will be the water in the boy's locker room hot water heater (750 gallons). The maintenance staff will turn the locker room hot water heaters off immediately after notification of an emergency.

**Emergency food** can be found in the school cafeteria. The food on hand for school lunches would also be used.

## TRANSPORTATION & RESOURCES

Clint Brown, Custodian

Site: Big Pine Unified School District

**When directed by the Logistics Chief, the Coordinator of Transportation & Resources will assemble a Transportation & Resources Team.**

### **JOB FUNCTIONS:**

1. Examine campus and storage room for supplies pertaining to sanitation and transportation.
2. Assemble and distribute supplies.
3. Coordinate and log transportation resources, needs, and current status.
4. Identify additional staff resources.

### **BIG PINE UNIFIED SCHOOL DISTRICT VEHICLE LIST**

<u>Year, Make and Model</u>	<u>Vehicle No.</u>	<u>License Plate No.</u>	<u>Location</u>	<u>Fire Extinguisher</u>
2018 Ford Transit Van	C	1454541	Parking Lot	Yes
2014 Honda Odyssey Van	B	1383596	Parking Lot	Yes
2011 Honda Odyssey Van	A	1328246	Parking Lot	Yes
1985 Ford Dump Truck	---	1133029	Parking Lot	Yes
2004 Bluebird Bus	2	1172692	Parking Lot	Yes
2007 Bluebird Bus	3	1303194	Parking Lot	Yes
2014 Electric Truck	---	1441320	Maintenance Shed	No

See Dave Calloway for bus and dump truck keys. See District Office for van keys and an emergency set of bus and dump truck keys. They are in the District Office Key Box at the end of the Executive Secretary's desk.

## **SECTION 7: PLANNING & COMMUNICATIONS**

Melinda Dardenne-Ankringa, Teacher

Site: Big Pine Unified School District

**The Planning Chief collects, evaluates and disseminates information for use at the incident. His/Her team will be responsible for:**

1. Collect and process situation information about the incident.
2. Supervise preparation of the site disaster plan.
3. Provide input to the Incident Commander in preparing the site disaster plan.
4. Assign personnel to fill positions in the site disaster plan.
5. Determine need for any specialized resources in support of the incident.
6. If requested, assemble and disassemble teams not assigned to operations.
7. Report any significant changes in incident status.

### **COMMUNICATIONS**

**Given the limited staff at Big Pine Unified School District, the Planning Chief will designate or act as the Communications Coordinator. S/He will assemble the two-way radio base station or mobile unit.**

#### **JOB FUNCTIONS:**

1. Retrieve two-way radios from building administrator's office.
2. Monitor and record all-important messages and route to the incident commander.

→ Emergency Broadcast Stations

KIBS FM 100.7 (Northern Inyo County)  
KIBS FM 97.7 (Southern Inyo County)  
KBOV AM 1230 (Inyo County)  
KSRW FM 92.5 (Inyo County)

3. Secure computer labs by locking class room doors.

### **COMMUNICATION EQUIPMENT INVENTORY**

Location(s) of two-way, hand held radios and base unit:

**Hand held radios** are in the District Offices. They are charged and ready for distribution. Once

distributed, staff members are to keep these radios in their possession at all times.

At this time, Dave Calloway carries a cell phone, and that is the preferred **first** line for communication (760/920-3079).

All classrooms have telephones for communications, as long as there is power.

If there is no power, there is landline in the front office (760-938-1110).

## **SAFETY**

As needed, the Planning Chief may utilize the expertise of the SISC Safety Officer Tim Beard at Kern County Office.

**The Safety Officer's function is to develop and recommend measures for assuring personnel safety, and to assess and/or anticipate hazardous and unsafe situations.**

### **JOB FUNCTIONS:**

1. Participate in planning meetings.
2. Identifying hazardous situations associated with the incident.
3. Review site disaster plan for safety implications.
4. Exercise emergency authority to stop and prevent unsafe acts.
5. Investigate accidents that have occurred within the incident area.
6. Assign assistants as needed.

## **SECTION 8: ADMINISTRATION & FINANCE**

Joanie Dixon, Fiscal Services Tech

Site: Big Pine Unified School District

**The Administration & Financial Chief is responsible for managing all financial aspects of an incident.**

1. Manage all financial aspects of an incident.
2. Provide financial and cost analysis information as requested.
3. Ensure that all personnel time records are accurately completed and provided to fiscal services.
4. Ensure that all obligation documents initiated at the incident are properly prepared and completed.
5. Brief Incident Commander on all incident-related financial issues needing attention or follow-up.

## **SECTION 9: EARTHQUAKE & FIRE**

### **EARTHQUAKE**

In the event of an earthquake, the following information is designed to prepare for disaster as well as to give instructions for what to do during and after a disaster.

#### **1. Building Evacuation**

- A. Every facility operated by the BIG PINE UNIFIED School District will have a route of evacuation with site maps posted in each building showing these routes.
- B. Each building will be assigned to an assembly area located away from buildings, wires, poles, and any hazards, which are potentially dangerous.

#### **2. When an Earthquake Strikes When You Are Inside School Buildings or Offices**

- A. Move away from windows, overhead hanging objects, light fixtures and bookshelves.
- B. If appropriate furniture (large desks, tables, etc.) exists in the room, assume the DROP POSITION under the furniture.
- C. Remain in this position until the vibrations have subsided, and then remain there 5 minutes.
- D. Determine injuries. If there is profuse bleeding, or suspended breathing, perform immediate first aid.
- E. Evacuate building to assigned assembly area.
- F. Do not re-enter building.

#### **3. When an Earthquake Strikes When You Are Outside School Buildings or Offices**

- A. If possible, move away from buildings, poles, wires, and trees to any available open space.
- B. Assume the DROP POSITION for the duration of the earth vibrations, and then 5 minutes more.
- C. Do not strike matches or light any fires.
- D. Do not touch any wires.
- E. Do not enter any buildings.
- F. Proceed to assembly area.

#### **4. When an Earthquake Strikes When You Are on the School Bus**

- A. If possible, pull to the side of the road, away from buildings, large trees and power poles.
  - B. Turn off ignition, set brake.
  - C. Have the students assume the DROP POSITION.
  - D. If possible, contact Superintendent or Principal for further instructions.
5. **When the Earthquake is Over**
- A. Be prepared for aftershocks.
  - B. Stay together as a group and remain calm.
  - C. Evaluate site for injured and damage.
  - D. Listen for official information on the radio.
6. **Review of Earthquake Drop Position**
- A. Get under equipment where available (desks, tables, etc.)
  - B. Assume DROP POSITION (hands clasped behind head with elbows between knees).
  - C. Bury face in arms protecting the head. Close eyes.

## **EARTHQUAKE EVACUATION DRILL**

### **Done Annually on California's "Great Shakeout Day" in October**

- [Y] Is all staff familiar with the "drop and cover" procedures?
- [Y] Have all staff demonstrated their ability to take immediate and correct actions?
- [Y] Do all staff know how to protect themselves if no shelter is available?
- [Y] Are all staff prepared to remain in quake-safe positions for up to 5 minutes?
- [Y] Are staff evacuated from offices to a safe outdoor area following a simulated quake?
- [Y] Does your post-earthquake building evacuation procedure consider the very real possibility that strong aftershocks may occur within minutes after the main event?
- [Y] Have maintenance staff and other assigned earthquake response team members practiced their roles during your earthquake drills?
- [Y] Have staff been instructed on how they can help each other?

[Y] Are earthquake drills viewed as an opportunity to discuss earthquake preparedness in the home?

[Y] Have staff members been encouraged to prepare their families to cope effectively during and after an earthquake?

## **FIRE**

In the event a fire is detected within a school building, the following will be accomplished.

### **1. When There is a Fire Within the School or Office Buildings**

- A. Activate fire alarm and call 911 if possible.
- B. Evacuate room, tag it with a green tag and lock door, and bring first aid kit. Evacuate building and proceed to predetermined assembly area.
- C. Role will be taken at the assembly area (must have written student list).
- D. Stay clear of all firefighting equipment and obey all orders from fire fighting personnel.
- E. Do not reenter any buildings until fire department officials declare the area safe.

### **2. When There is a Fire Near the School or Office Building**

- A. Call 911.
- B. If nearby fire poses an immediate threat to building occupants, evacuate building and proceed to assembly area.
- C. Do not reenter any buildings until fire department officials declare the area safe.

### **3. Fire Drill Log**

Fire Drills are conducted monthly at Big Pine Unified School District. A Fire Drill Log is available for review in the School Office during regular business hours.



# SECTION 10: EN-ROUTE EMERGENCIES & SEVERE WINDSTORMS

## EN ROUTE EMERGENCIES

Emergency During Transportation (Busing) of Students

### 1. **Bus Driver Responsibilities**

- A. "Take cover" warning signal
  - 1) Pull out of traffic and park the bus in a safe place
  - 2) Find shelter for the group or command students to take cover utilizing the seats of the bus
- B. During an earthquake, stop the bus and command the students to assume DROP POSITION in the aisles or under the seats for protection.
- C. Under extreme emergency conditions, contact Superintendent for instructions. Bus Operations may direct:
  - 1) Return to home or school
  - 2) Report to the nearest school site
  - 3) Complete the scheduled route
- D. Arrange with the administrator of the school for the supervision and care of students.
- E. Notify Superintendent where students are located and the person responsible for their supervision.

### 2. **Transportation Responsibilities**

- A. Dispatch buses to perform emergency assistance operations.
- B. Account for disposition of all students who are transported by buses to locations other than their school of attendance or home.
- C. Keep District Office informed of the location of students and the emergency services being provided.

## SEVERE WINDSTORMS

The U.S. Weather Bureau can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, **ACTION GO HOME** may be implemented prior to an emergency. However, if high winds develop during business hours with little or no warning, the following Emergency Actions should be followed:

1. Implement **ACTIONS: TAKE COVER.**
2. Staff should be assembled inside buildings away from windows.
3. Close windows and blinds.
4. **AVOID AUDITORIUMS, GYMNASIUMS, AND OTHER STRUCTURES WITH LARGE ROOF SPANS.**
5. Evacuate buildings bearing full force of wind.
6. Keep tuned to Emergency Broadcast System and local radio stations for latest advisory information:
  - KIBS FM 100.7 – Northern Inyo County
  - KIBS FM 97.7 – Southern Inyo County
  - KSRW FM 92.5 – Inyo County
7. Maintain accountability of staff.
8. Notify utility companies of any break, or suspected break in lines or wires.
9. Remain in assigned area until wind has dropped in force.
10. Notify the District Superintendent at:  
**760/938-2005**, District Office  
or  
**760/258-5657**, Cell Number

## SECTION 11: POWER FAILURE & AIR POLLUTION

### POWER FAILURE

#### **Power Blackout**

In the event of a power blackout, the following Emergency Actions should be followed:

1. Activate backup power system if in place.
2. Shut off all electrical switches individually, not the main switch.
3. Tune to emergency broadcast on battery powered radio:
  - KIBS FM 100.7 – Northern Inyo County
  - KIBS FM 97.7 – Southern Inyo County
  - KSRW FM 92.5 – Inyo County
4. Determine if the workday schedule will be affected by the blackout. If the facility will be closed or regular hours changed, contact the District Superintendent, at 760/938-2005.
5. The closing of district facilities should be with the approval of the Superintendent or designee and considered only when there is no other acceptable alternative.
6. When the power is restored, check the effect of the power outages on office machinery, refrigerators, clocks, etc.
7. Call 911 if a medical emergency arises.

### AIR POLLUTION

#### **Administrative Action**

1. When air pollution has reached a level necessitating the restriction from outdoor activities during the school day, health advisory notices will be transmitted to the District Superintendent by the Great Basin Unified Air Pollution Control District (GBUAPCD).
2. The GBUAPCD will issue health advisories for the Owens Lake area whenever the ambient PM-10 concentration exceeds selected trigger levels. GBUAPCD staff will observe the hourly wind speed, wind direction and the PM-10 concentrations from instruments in Olancho, Keeler, and Lone Pine. These hourly readings will be taken whenever meteorological forecasts predict high winds for the Owens Lake area.
3. **Stage I Health Advisory** - A Stage I health advisory will be issued when the hourly average PM-10 level exceeds 150 micrograms per cubic meter. The health advisory will recommend that children, the elderly and people with heart and lung problems refrain from outdoor activities.
4. **Stage II Health Advisory** - A Stage II health advisory will be issued when the hourly

average PM-10 exceeds 600 micrograms per cubic meter. The health advisory will recommend that everyone in the area refrain from outdoor activities.

5. Health advisory notices will be faxed to schools in the affected town(s) in the Owens Lake area and KIBS. Health advisories will not be issued to areas upwind from the Owens Lake dust plume, if their PM-10 levels are low. The health advisories will remain in effect for the remainder of the day and, if appropriate, will be reissued as the conditions change. A toll-free phone line will be established to answer questions from the public and to give current health advisory status.

## **SECTION 12: FALLEN AIRCRAFT & DISTURBANCES - DISORDERS**

### **FALLEN AIRCRAFT**

Warning of a falling aircraft is usually by sight, sound, or fire. In the event of a fallen aircraft, the following actions will be taken:

1. Superintendent or designee will determine if emergency action should be implemented. When necessary, other staff will take immediate action to ensure the safety of students if the Incident Commander is unable to direct emergency action.
2. Students and staff must be kept at a safe distance from the fallen aircraft. This means that the safest place will most likely be in the building.
3. The Incident Commander should try to determine whether the aircraft is military, commercial, or private plane.
4. **NOTIFICATIONS**
  - Sheriff's Office or Fire Department - 911
  - District Superintendent – 760/938-2005
  - Federal Aviation Administration – 866/TELL FAA (866/835-5322)
5. The Incident Commander will act as the spokesperson for dealing with the media and will direct further action as required.

### **DISTURBANCES - DISORDERS**

1. In the event of employee disturbances, the following Emergency Actions should be followed:
  - A. Notify the Superintendent or designee.
  - B. If the disturbance occurs during assigned work hours, consider the following procedure in the presence of an adult witness:
    - 1) Order the employee to stop the disruptive behavior/participation and return to the assigned duties.
    - 2) If, after a reasonable time (2-3 minutes), the employee refuses to comply with the request, direct the individual to the Superintendent or designee.
    - 3) If, after a reasonable time (2-3 minutes), the employee has not complied with the order, state they are guilty of insubordination and subject to arrest in accordance with Section 626.8, California Penal Code and Section 16701, California Education Code. If disruptive activity continues at the work site, begin arrest procedures by calling 911.
2. In the event of a disturbance by the general public, the following Emergency Action shall be followed:
  - A. Inform the Superintendent or designee of the disturbance.
  - B. If conduct of an adult who is not an employee of the District but whose conduct on

- school premises or nearby the property interferes with the orderly process of the school, warn them in the presence of an adult witness they are subject to arrest.
- C. If, after a reasonable time (2-3 minutes), the adult has not complied with the request, begin arrest procedures by calling 911.
3. Use of Law Enforcement Agency
    - A. If the disorder is beyond the capacity of the administration to control, call the appropriate enforcement agency (911).
    - B. Provide school resources to law enforcement if requested.
    - C. Staff should recognize that law enforcement will be in charge and have full authority when it responds to the call for assistance.
  4. Closing of Big Pine Unified School District Facilities
    - A. Should be considered only if all other alternatives have failed.
    - B. Secure permission from Superintendent, and if closing is approved:
      - 1) Notify law enforcement stations.
      - 2) Make sure only necessary exits are open.
      - 3) Instruct staff to supervise pupils not released.
      - 4) During school hours, release students only to parents or authorized adults.
      - 5) Remain on premises until safety of all pupils is assured.

## **SECTION 13: BOMB THREAT & RAINS - FLOODS**

### **PHONE BOMB THREAT**

In the event that a bomb threat is received by telephone, the following actions will be taken:

1. All calls concerning bomb threats received by any employee shall be referred to Superintendent/Designee emergency personnel immediately.
2. ALL SEARCHES WILL BE CONDUCTED BY THE APPROPRIATE AGENCY.
3. REPORT, BUT DO NOT TOUCH, any suspicious objects. (Commonplace items not normally associated with an area under search should be regarded with suspicion.) Move all personnel to a safe area and wait for the arrival of law enforcement officials.
4. Evacuate the building or area using established routes not jeopardized by the threat. Do not set off fire alarm.
5. Secure building or area to prevent re-entry.
6. If police are not already present, call for their assistance. Specify exact meeting place.
7. Whenever possible, water, gas, and fuel lines leading to the danger zone should be shut off-refer to Maintenance.
8. Meet police department and provide background, location and entry information.
9. Students and staff should not re-enter the building until emergency officials declare the area safe.
10. Have relocation site.

*If you are the person receiving the phone Bomb Threat, remember to the KEEP CALM, listen carefully, and try to recall the exact message received, voice pattern, gender, background noise, etc. It is also important to note the TIME, then ask questions listed in the order below if possible:*

- *What time will the bomb go off?*
- *Where is it?*
- *What kind of bomb is it?*
- *Who are you?*

**NOTIFY ADMINISTRATION AS SOON AS POSSIBLE OF THE ABOVE INFORMATION**

### **WRITTEN BOMB THREAT**

When a written or Internet bomb threat is received or a “plan” is found:

- Immediately determine if there is specific information regarding the timing, location

and/or the type of bomb. If it's a written bomb threat, try to handle the paper carefully in order to preserve any possible evidence for law enforcement (hold by edge of page if possible to reduce damage to potential suspect fingerprints, etc.).

- Contact the Administrative Office immediately (DO NOT use school radios) and calmly prepare for a potential evacuation.
- If evacuation is required, proceed with your students to the designated staging area, via the route previously outlined for your location.

Take roll once safely away and remain with your students until further instruction.

### **RAINS - FLOODS**

In the event of a major flood, the following actions will be taken:

1. **Standby** (inclement weather)
  - A. Listen for official information from the local radio station.
  - B. Notify the Superintendent or designee of the emergency.
2. **Emergency Evacuation** (limited or no warning)
  - A. Time permitting, all students and staff will evacuate the facility and move to higher ground-the second story of the main building.
  - B. The radio will be monitored for information/instructions.
  - C. Upon the evacuation, the school site emergency coordinator will shut off all utilities and secure all buildings if possible.
  - D. Call 911 if emergency personnel are needed.
3. **Closed Facilities**
  - A. If a facility is closed on a regular workday due to flooding, local radio station will broadcast information identifying which sites are closed.
  - B. Use auto-dial phone system to alert parents, students and staff.



## **SECTION 14: Chemical Accident - Toxic Spills and Facilities - Emergency Use**

### **CHEMICAL ACCIDENT - TOXIC SPILL**

Warning of a chemical accident or toxic spill is usually received from the Fire or Sheriff's Department when such an accident occurs sufficiently near the site to be a threat to the safety of staff and students at the site. In the event of a chemical accident or toxic spill, the procedures to be followed are:

1. School site will immediately call 911 and notify the Superintendent's Office.
2. The Superintendent or designee will determine the need to evacuate the buildings and, if necessary, the area.
3. If evacuation is necessary, move crosswind, never up or down wind, to avoid fumes.
4. Maintain control of students at a safe distance.
5. Students and staff will not return to the site until Emergency Official declares the area safe.

### **FACILITIES - EMERGENCY USE**

#### **Authorization**

1. Agency requesting the use of a district facility must obtain authorization from the Superintendent or designee.
2. Secure proper identification from the agency representatives before permitting the use of any part of a district facility.
3. Purpose for which the site is to be used (medical, shelter, welfare) should be identified.

#### **District Responsibilities**

1. Assign district staff as necessary to prevent any abuse or damage to site property or equipment.
2. Designate areas of the facility to be used.
3. District staff will be required to perform additional duties if required and authorized.
4. If site supplies are used by the agency, obtain a receipt from the agency administrator in charge confirming the kind and quantity of supplies used.

## SECTION 15: EMERGENCY SUPPLY LISTS

### SUPPLIES AND EQUIPMENT FOR SCHOOL SITES

Axe (Dave)	Pot to boil water for emergency first aid (kitchen)
Bullhorn - battery-operated with extra batteries (District Office)	Radio, AM-FM, battery-operated with extra batteries (District Office)
Can opener, manual (kitchen)	Rope, nylon (Dave)
Crowbar, large (Dave)	Saws, hand (Dave)
Cups (District Office)	Screwdrivers (Dave)
Dust filtering masks (Dave)	Shovels (Dave)
Fire extinguishers (Dave)	Toilet paper (Dave)
Hacksaw with extra blades (Dave)	Water (District Office)
Hammers (Dave)	Wire (Dave)
Identification tags (District Office/classrooms)	Wire cutters, bolt cutters (Dave)
Lantern, battery operated (District Office)	Wrenches (Dave)
Pick (Dave)	

### SUPPLIES FOR CLASSROOM EMERGENCY KITS

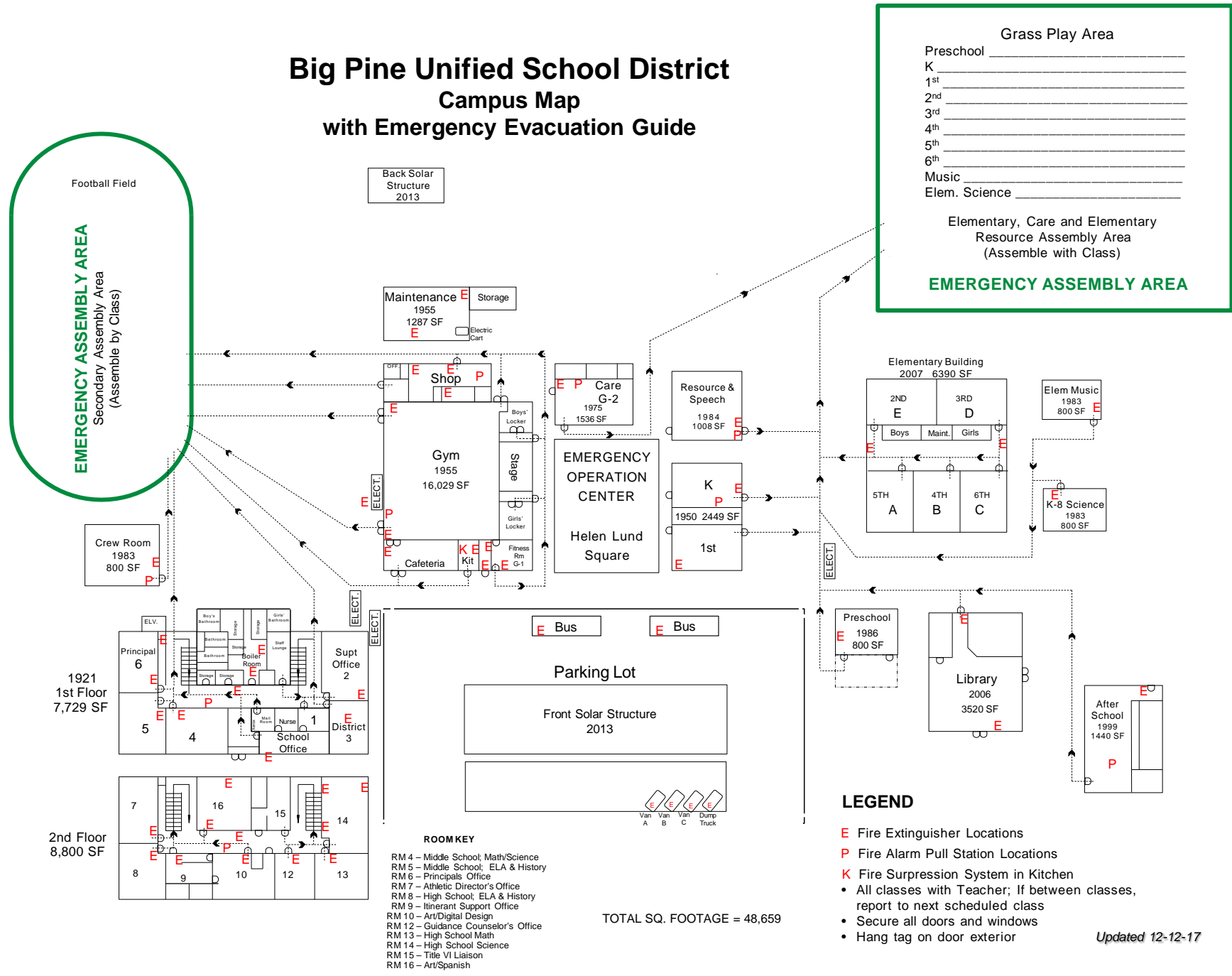
#### Back-pack

Bandages  
Class roster with parent contact information updated each semester and as needed  
Crowbar  
Flashlight with batteries  
Plastic gloves  
Small paper pad and pen  
Space blanket – 1  
Whistle – 1  
Work gloves  
Yellow lumber crayon

#### Bucket – 5 gallon

Sanitation toilet bags – 12  
Tarp, 5 x 7 – 1  
Toilet chemical pouches – 2  
Toilet paper roll – 1  
Toilet seat, snap-on – 1  
Vests – Orange for administrators & supervisors  
Vests – Blue for teachers and secretarial staff  
Vinyl gloves – 2 pair  
Wet towelettes - 50

# Big Pine Unified School District Campus Map with Emergency Evacuation Guide



## SECTION 17: CODE BLUE – LOCK DOWN

Situations involving a campus intruder or other threat to student and staff safety, the School Secretary does an “all call” “**Code Blue**”.

### **Response:**

- Keep students in classroom; if possible, direct any other students in the immediate area into your classroom
- Immediately lock both front and back classroom doors
- Turn out lights
- Close all windows and blinds or curtains
- Go to the designated location in classroom where you are least likely to be seen
- Remain quiet
- Ensure that your email account is accessible and that your cell phone is turned on, but set to “silent”
- Remain alert for instructions from the Administrative Office (Ana Gadea) via phone, email or cell phone
- Take attendance and report any missing students to the Administrative Office (Ana Cummings)
- Remain calm and if reasonable, continue with instruction

### **Possible Code Blue Situations:**

- Potentially dangerous person[s] on campus possessing a gun, knife or weapon
- Gunfire or other dangerous situation on or in close proximity to campus
- Suicide or attempted suicide on campus
- Any unauthorized, threatening intrusion on campus
- Any acts of indecent exposure, attempted molestation and/or sexual assault
- “Drive-by-Shooting” or any information leading to a potential “drive-by” on or near our campus.

**Once your room is secure, DO NOT OPEN YOUR DOOR for anyone. Verifiable law enforcement or school administration personnel will have keys to enter the room when it is safe to do so.**



# **ACTIVE SHOOTER GUIDEBOOK**

## **HOW TO RESPOND**

## **WHAT IS AN ACTIVE SHOOTER?**

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

## **BEST PRACTICES FOR COPING WITH AN ACTIVE SHOOTER SITUATION**

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in a classroom or faculty office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

**CALL 911 WHEN IT IS SAFE TO DO SO!**

## HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that your students will follow your lead during an active shooter situation.

**1. Evacuate** - If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

**2. Hide out** - If evacuation is not possible, find a place to hide where the active shooter is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

**3. Take action** against the active shooter - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

## HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety
- 

### How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises
- 

### Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.



## **TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION**

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.

### **Components of an Emergency Action Plan (EAP)**

Create the EAP with input from several stakeholders including your human resources department, your training department (if one exists), facility operators, your property manager, and local law enforcement and/or emergency responders. An effective EAP includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including:
  - Individuals at remote locations within premises
  - Local law enforcement
  - Local area hospitals

### **Components of Training Exercises**

The most effective way to train your staff to respond to an active shooter situation is to conduct mock active shooter training exercises. Local law enforcement is an excellent resource in designing training exercises.

- Recognizing the sound of gunshots
- Reacting quickly when gunshots are heard and/or when a shooting is witnessed:
  - Evacuating the area
  - Hiding out
  - Acting against the shooter as a last resort
- Calling 911
- Reacting when law enforcement arrives
- Adopting the survival mind set during times of crisis

## **Additional Ways to Prepare For and Prevent an Active Shooter Situation**

### **Preparedness**

- Ensure that your facility has at least two evacuation routes
- Post evacuation routes in conspicuous locations throughout your facility
- Include local law enforcement and first responders during training exercises
- Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location

### **Prevention**

- Foster a respectful workplace
- Be aware of indications of workplace violence and take remedial actions accordingly

For more information on creating an EAP contact the U.S. Department of Labor, Occupational Health and Safety Administration, [www.osha.gov](http://www.osha.gov).

### **REACTIONS OF TEACHERS DURING AN ACTIVE SHOOTER SITUATION**

Students will follow the lead of teachers during an emergency situation. During an emergency, teachers should be familiar with their EAP, and be prepared to:

- Take immediate action
- Remain calm
- Lock and barricade doors
- Evacuate staff and students via a preplanned evacuation route to a safe area

### **Assisting Individuals with Special Needs and/or Disabilities**

- Ensure that EAPs, evacuation instructions and any other relevant information address individuals with special needs and/or disabilities
- Your facility should be handicap-accessible, in compliance with ADA requirements.

## **Facility Manager Responsibilities**

- Institute access controls (i.e., keys, security system pass codes)
- Distribute critical items to appropriate managers / employees, including:
  - Floor plans
  - Keys
  - Facility personnel lists and telephone numbers
- Coordinate with the facility's security department to ensure the physical security of the location
- Assemble crisis kits containing:
  - Radios
  - Floor plans
  - Staff roster, and staff emergency contact numbers
  - First aid kits
  - Flashlights
- Place removable floor plans near entrances and exits for emergency responders
- Activate the emergency notification system when an emergency situation occurs

## **MANAGING THE CONSEQUENCES OF AN ACTIVE SHOOTER SITUATION**

- After the active shooter has been incapacitated and is no longer a threat, human resources and/or management should engage in post-event assessments and activities, including:
- An accounting of all individuals at a designated assembly point to determine who, if anyone, is missing and potentially injured
- Determining a method for notifying families of individuals affected by the active shooter, including notification of any casualties
- Assessing the psychological state of individuals at the scene, and referring them to health care specialists accordingly
- Identifying and filling any critical personnel or operational gaps left in the organization as a result of the active shooter

FOR MORE INFORMATION VISIT

[www.calema.ca.gov](http://www.calema.ca.gov)

and

[www.dhs.gov](http://www.dhs.gov)

This guide is an adaptation of a DHS  
publication in 2008.

References for information in this document:

- Safety Guidelines for Armed Subjects, Active Shooter Situations, Indiana University Police Department, April 2007.
- Safety Tips & Guidelines Regarding Potential “Active Shooter” Incidents Occurring on Campus, University of California Police.
- Shots Fired, When Lightning Strikes (DVD), Center for Personal Protection and Safety, 2007.
- Workplace Violence Desk Reference, Security Management Group International, [www.SMGICorp.com](http://www.SMGICorp.com)
- How to Plan for Workplace Emergencies and Evacuations, U.S. Department of Labor, Occupational Health and Safety Administration, OSHA 3088, 2001.