



BIG PINE UNIFIED SCHOOL DISTRICT



EMERGENCY PREPAREDNESS PLAN

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

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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.

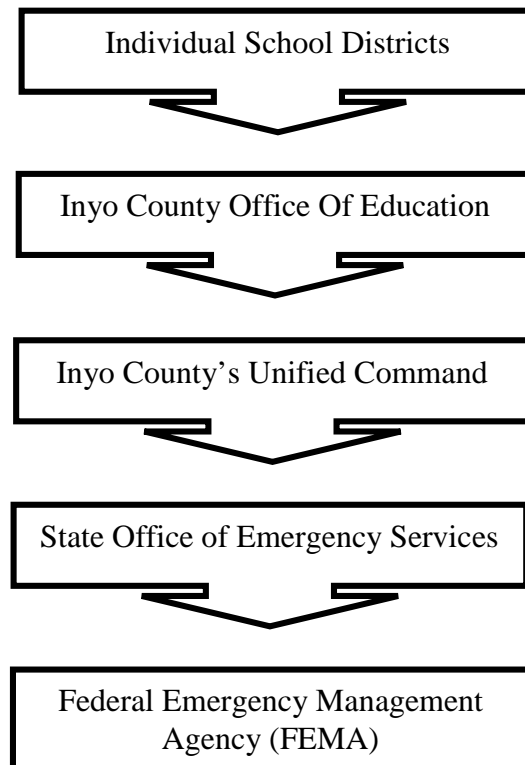
INYO COUNTY OFFICE OF EDUCATION: Handle emergency with their own resources and assist local school districts. **OR,** Contact Inyo County's Unified Command for information and resources.

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:

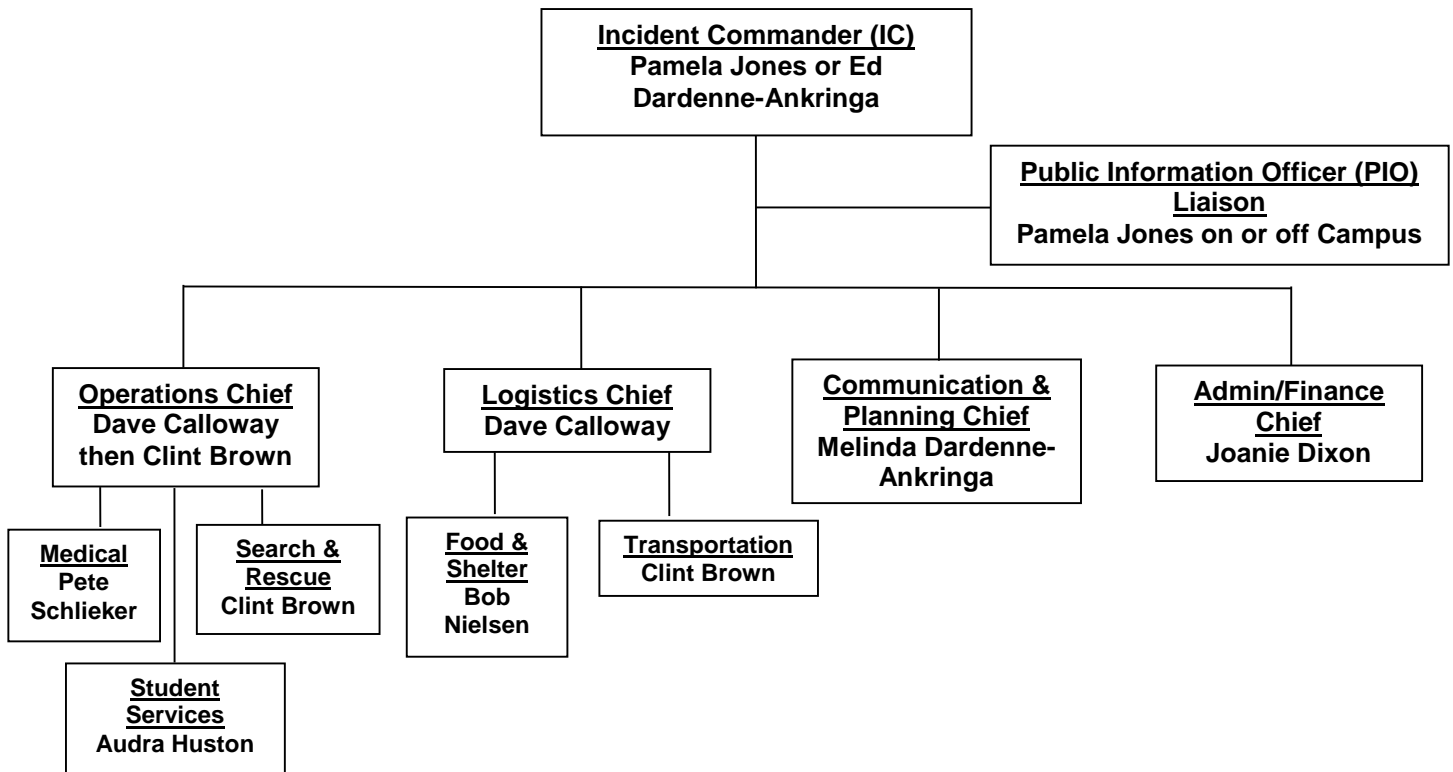
- ✓ A common organizational structure; and
- ✓ Key management principles in a standardized way.

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
Federal Emergency Management Agency (FEMA)	800/638-6620
Fish and Game – California.....	760/872-1171
Forest Service – Department of Agriculture.....	760/873-2400
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
LADWP.....	760/872-1104 or 760/387-2411 (after 4pm)
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, Bishop760/873-5123

SCHOOL DISTRICT TELEPHONE NUMBERS FOR INYO COUNTY

Big Pine Unified School District.....760/938-2005
 Bishop Unified School District760/872-3680
 Death Valley Unified School District760/852-4303
 Lone Pine Unified School District760/876-5579
 Owens Valley Unified School District760/878-2405
 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.

<u>Person/Title</u>	<u>Phone #</u>
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, ext. 2452

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: 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

Audra Huston, 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

Gabrielle Guerrero, Teacher

Grade 5

Christy Jennings, Teacher

Grade 6

Alison Amberg, Teacher

Care, Elementary

Melinda Dardenne-Ankringa, Teacher

Grades 7 – 12

Autumn Eanes/Amy Leist, Teacher

Jan Hart, Teacher

Mary Hershendorfer, Teacher

Indigo Johnson, Teacher

Loralee Mairs, Teacher

Pete Schlieker, Teacher

Tim Steele, Teacher

Specialist/Instructional Assistants

Maria Chavez, Food Service (when on campus)

Marie Fitt, Instructional Assistant II/Library

Lauren Gadea, Special Education

Carol Mason, Instructional Assistant

Sunny Meza, School Guidance Counselor K-12

Bob Nielsen, Lead Food Service (when on campus)

John Salazar, Food Service (when on campus)

Anne Stanley, Speech

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

Bob Nielsen, 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-Ankring, 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

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

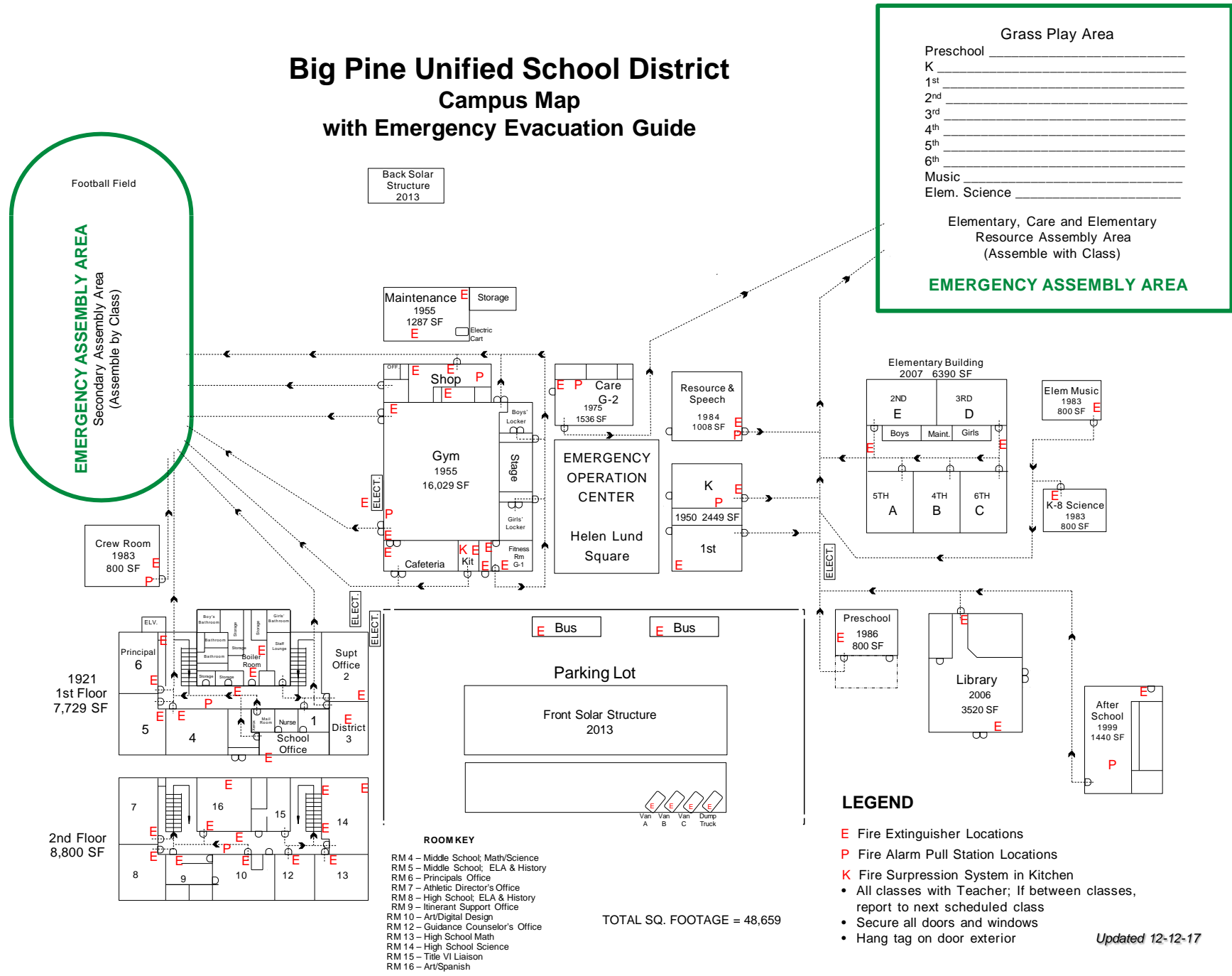
Back-pack

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 AWARENESS GUIDANCE

September 2016
Cal OES Law Enforcement Division

www.caloes.ca.gov

Latest Update includes Access and Functional Needs (AFN) Consideration

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES

ABOUT THIS UPDATE

On December 2, 2015, terrorists attacked the Inland Regional Center in San Bernardino, California. Because the center serves individuals with intellectual and developmental disabilities, initial reports indicated the attack was an assault on the disabled. Though it was later learned not to be the case; the thought of an attack on individuals with disabilities raised serious concerns. Paramount among those concerns was the general recognition that there was a lack of guidance and training regarding the access and functional needs (AFN) considerations associated with an active shooter attack. To address this important issue, the California Governor's Office of Emergency Services' (Cal OES) Office of Access and Functional Needs (OAFN) spearheaded the development of an active shooter awareness guidance. The guidance, which is the first-of-its-kind, was created by bringing together a work group consisting of representatives from law enforcement, the California State Council on Developmental Disabilities, emergency managers, the California Specialized Training Institute and other disability stakeholders. The guidance informs the following three audiences regarding how to promote the safety and security of individuals with disabilities and persons with an AFN during an active shooter attack:

1. Workforce management

Workforce management has a primary responsibility for the safety and security of their staff. As individuals with disabilities and AFN are employed throughout the workforce, management needs to understand how best to integrate their needs into emergency planning, such as evacuation procedures and crisis communication during an active shooter attack.

2. Individuals with disabilities and access and functional needs (AFN)

The current mantra taught for personal protection during an active shooter attack is "Run, Hide, Fight". While reasonable and appropriate, each of those steps has AFN-related implications. Persons with disabilities and AFN should ensure their individual needs are integrated into their organization's emergency evacuation plan, develop a "buddy system" for assistance evacuating or concealing themselves to avoid an attacker and think creatively about how to use personal assistive devices (e.g., canes, crutches, wheelchairs) as weapons if needed during an active shooter attack.

3. Law enforcement/first responders

Law enforcement and first responders called upon to respond to an active shooter incident may encounter individuals with disabilities or persons with AFN among the survivors. These persons may not be able to hear, physically comply with or cognitively understand direct commands. Law enforcement and first responders need to be informed regarding what to expect and how to communicate effectively with individuals with disabilities and AFN during and after an active shooter event.

This updated version of the Active Shooter Guidance includes AFN considerations that will yield a safer, more resilient whole community.

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PROFILE OF 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. Other times, individuals at the site of an attack take action to mitigate the threat (though this is advised only as a last resort).

THE ACTIVE SHOOTER ENVIRONMENT

The active shooter environment is complex and dynamic. Individuals threatened by an active shooter(s) have to function with little to no warning in a manner that promotes safety and security for themselves and possibly others. This can be extraordinarily challenging without prior training and preparation. Active shooter environments have the potential to push individuals to their physical, emotional and mental limits and can create intense feelings such as fear, panic, disbelief, grief and anger.

The human response to danger evokes a wide array of reactions commonly understood as “Fright, Flight or Fight”. A person may be frightened to such a degree that they are frozen and unable to move, others immediately take flight in order to get away from danger or hide, and others may instinctually fight back by confronting the active shooter. It is possible for any one individual to experience all of these reactions over the course of an incident and there is no right or wrong instinct.

Sensory considerations are also relevant as individuals may be dealing with blaring fire or security alarms, flashing lights, water from sprinkler systems, the sounds of gunfire and screaming associated with an active shooter environment.

Understanding the realities of the active shooter environment before an event is important because it enables individuals to prepare themselves in advance to react decisively and thoughtfully. Doing so not only increases their chances for survival; it increases the likelihood that persons who are able to do so will be empowered to assist those around them either through a “buddy system” or less formally as needed.

TAKING ACTION IN AN ACTIVE SHOOTER SITUATION

When an Active Shooter is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

1. Run (evacuate)

The absolute best, most ideal response to an active shooter situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape, (if possible use "buddy system");
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

Workplace management

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- **Evacuation planning.** Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.
- **The buddy system.** Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or

access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.

- **Situational awareness.** Management need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- **Cross-training.** Management should implement cross-training as part of the organization’s emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization’s emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a “buddy system” with coworkers. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;
- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

Law enforcement/first responders. When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual's disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counter-intuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

1. Hide

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not trap the individual or restrict individual's options for movement; and
- The area should provide protection if shots are fired in individual's direction.

To minimize the chances of an individual's hiding place being found:

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

Workplace management. Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create “safe rooms”, train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/“buddies” ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

Law enforcement/first responders. When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;
- Depending on their disability or AFN, some individuals may require physical

assistance to exit their place of hiding or being unconcealed;

- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

2. Fight (taking action against the active shooter)

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a "Not Today" attitude (deciding that today is not the day they are going to die).

Workplace management. When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

Individuals with a disability or an access and functional need (AFN). Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

Law enforcement/first responders. Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

When Law Enforcement Arrives

Law enforcement's role is to stop the active shooter as soon as possible, which means

officers will proceed directly to the area in which the last shots were heard without stopping to help injured persons.

Officers will usually arrive in teams of four and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns and handguns. Officers will shout commands, provide non-verbal instruction and may push individuals to the ground for their safety.

Individuals in an active shooter situation can assist law enforcement during their response by doing the following:

- Putting down any items in their hands (e.g., cell phone, bags, jackets);
- If possible, immediately raising their hands and spreading fingers;
- Keeping hands visible at all times;
- Avoiding quick movements toward officers, such as holding on to them for safety;
- Avoiding pointing, screaming and/or yelling; and
- Avoiding asking officers for help or directions.

To avoid causing additional fear, stress or emotional strain; it is critical for individuals with a disability or AFN and their support or buddy system partner(s) to be aware of how law enforcement will respond to an active shooter incident. Ensuring everyone understands this is a collaborative process between workplace management, individuals with a disability or an access and functional need and law enforcement.

Workplace management. In training, it is important for management to explain to staff how law enforcement will respond to an active shooter incident. As a part of the explanation, management should indicate that during a response:

- There may be loud noises such as bangs, yelling and sirens;
- There may be officers in military-style gear;
- There may be smoke that obstructs vision or irritates the eyes and throat; and
- Individuals may be pushed to the ground by law enforcement for their safety.

Individuals with a disability or an access and functional need (AFN). Individuals with a disability or an AFN need to understand the importance of:

- Remaining calm;

- Staying put until cleared by law enforcement;
- Utilizing self-soothing techniques (if needed);
- Following officers' instructions; and
- Using a "Buddy System" if helpful.

Law enforcement/first responders. The more information responders have prior to entering an active shooter situation, the better. Situational awareness can be difficult to gather, but details matter – especially as they relate to who is inside the building. Knowing ahead of time whether there are individuals with a disability or an AFN on site and what type of disability or AFN they have can help officers ensure a safe and effective response.

Communication with Law Enforcement

Workplace management. Individuals with a disability or an access and functional need and law enforcement need to communicate before, during and after an active shooter attack. As part of being proactive with their emergency preparedness plan, property management or facilities managers should communicate their emergency plans with first responders and law enforcement regularly. Law enforcement should reach out to learn about the disability and AFN-related needs within the communities they serve. Management should institute a "roll call" system into their emergency preparedness plan as a means to accounting for all staff once they have reached a safe location or assembly point.

Individuals with a disability or an access and functional need (AFN). Individuals need to know that, once they have reached a safe location, they will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and interviewed. As such, no one should leave until law enforcement authorities have instructed them to do so.

Law enforcement and workplace management should also work together to help ensure everyone understands that, when possible, persons in an active shooter incident should communicate the following information to 911 operators:

Location of the active shooter(s);

- 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; and

- Identify any AFN needs and locations.

Communicating Effectively during an Active Shooter Situation

When communicating with individuals with a disability or AFN during active shooter situations, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs. Active shooter situations are rapid, complex events and becoming familiar with tips for effective communication can help ensure a safer and more effective response.

The following section outlines tips for communicating effectively with individuals with a disability or AFN. The tips are adapted and modified from the Texas Center for Disability Studies.

Blind/Low Vision

- Announce your presence, speak out, state the nature of the emergency, and then enter the area.
- Avoid shouting and speak directly to the individual.
- Offer assistance but allow the individual to explain what help is needed and avoid grabbing or attempting to guide them without first asking permission.
- When assisting, offer the individual your arm. As you walk, advise them of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).
- If leading more than one individual, ask them to help guide the person behind them.
- Once you have reached a safe location, provide a brief orientation of where the individual is located and ask if any further assistance is needed.

Cognitive Disabilities

Signs to look for that may indicate elevated stress levels:

- Fleeting eye contact;
- Repetitive or self-stimulating behaviors (rocking, hand-flapping; repeating words/sounds/phrases, wiggling fingers in front of the eyes, twirling/ spinning, and/or jumping);
- Self-injurious behaviors (slapping, head banging, biting, hair pulling);
- Fear/panic;

- Non-responsiveness;
- Aggression;
- Running away; and
- Covering ears or screeching.

To enhance communication during times of elevated stress:

- Make eye contact;
- Be patient;
- Speak slowly, use plain and concrete language;
- Give one-step direction – wait two seconds and repeat;
- Be mindful of your body language (non-verbal cues);
- Do not touch; and
- Model the expected response (hands up, fingers apart, etc.).

Deaf or Hard of Hearing

- If possible, flick the lights when entering an area or room to get the individual's attention.
- Establish eye contact with the individual, not with the interpreter or "buddy", if one is present.
- Use facial expressions and have gestures as visual cues.
- Keep your face visible at all times and keep instructions in the present tense using basic vocabulary.
- Once individual is in a safe location, offer pencil and paper for written communication if no interpreter or "buddy" is present.

Mental/Behavioral Health

- Speak slowly and in a calm tone.
- Keep communication straightforward, clear and brief.
- If the person exhibits confusion, avoid giving multiple commands. Instead, ask or state one command at a time.

- Try to avoid interrupting a person who may be disoriented; just let them know that you have to move quickly.
- Have a forward leaning body position to show interest and concern.

Service Animals

- Evacuate the owner and the animal together. Avoid separating them whenever possible.
- If an animal is wearing a harness or vest, it is on duty. If you are asked to take the animal while assisting the individual, hold the leash and not the harness (if applicable).
- Service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the scene.
- The animal may not be specially trained as a service animal. People with psychiatric and emotional disabilities may have a companion animal. Be understanding and treat the animal as a service animal.

Physical Disabilities

- Ask the individual how you can help before beginning any assistance.
- Ask the individual if he/she is able to stand or walk with or without the use of a mobility device.
- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.

Pregnant Women

- If the pregnant woman is otherwise healthy, she can be included in evacuation plans.
- Be as calming as possible as expectant mothers may become anxious during emergencies.
- Provide reassurance of assistance and meeting identified needs.
- Provide fluids once she has arrived to a safe location.

FUTURE ACTIVE SHOOTER AWARENESS TRAINING



AGENDA

- San Bernardino Active Shooter (Radio Traffic)
- Run, Hide, Fight Video
- Profile of an active shooter
- How to respond when an active shooter is in your vicinity
 1. **Run** (Evacuate)
 2. **Hide** (Within your office or building)
 3. **Fight** (Take action against the active shooter)
- How to respond when Law Enforcement Arrives
- Rescue Task Force
- Helpful Hints

For Official Use Only 3

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