

## CALIFORNIA COMMUNITY COLLEGES

## CHANCELLOR'S OFFICE

1102 Q STREET, SUITE 4400  
SACRAMENTO, CA 95811-6549  
(916) 322-4005  
<http://www.cccco.edu>



## Memorandum

March 13, 2017

FP 17-08  
Via E-Mail Only

**To:** Chief Business Officers  
Facilities Directors

**From:** Carlos Montoya, Director  
Facilities Planning and Utilization  
College Finance and Facilities Planning Division

**Subject:** AB 767 (Santiago) – Emergency Preparedness Plan

The Chancellor's Office has a responsibility to assist each of the 72 districts in the California community college system in developing an emergency preparedness plan by providing standardized guidelines according to AB 767 (Ch. 83, Stats. 2015). These guidelines are to assist community college districts and campuses for the purposes of being disaster resistant and prepared for an emergency. The purpose of developing an emergency preparedness plan is to ensure the safety of the students and staff. This standard and guidelines do not encompass all possible scenarios that may happen at a campus. Districts should tailor the emergency preparedness plan for that specific region.

AB 767 requires the Chancellor's Office to review and update, as necessary, the emergency standards and guidelines on or before January 1 and every five years thereafter. AB 767 **does not** require the governing board of a college district to:

1. Obtain state approval for its emergency preparedness plan of action.
2. Submit its emergency preparedness plan to the state.
3. Complete its emergency preparedness plan by a specific date.

As part of the requirement, the emergency preparedness standards and guidelines should assist community college districts and campuses in the event of the following:

1. Natural disaster
2. Hazardous condition
3. Terrorist activity
4. Active shooter incident

The district's emergency preparedness plan shall be written in accordance with the California Standardized Emergency Management System (SEMS) and the National Incident Management System

(NIMS) guidelines. The Chancellor's Office encourages the use of Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*. While developing the emergency preparedness plan, take into consideration to include guidance for the following:

- Campus alert and warning system
- On-campus housing
- People with access and functional needs

### **Standardized Emergency Management System (SEMS)**

Local governments must use SEMS to be eligible for funding of their response-related personnel costs under state disaster assistance programs. Districts developing an emergency preparedness plan in compliance with SEMS will be able to manage responses to multi-agency and multi-jurisdiction emergencies. The incorporation of SEMS in the plans means it should be a part of all the school plans, training, and exercises as well.

### **National Incident Management System (NIMS)**

As a condition for Federal preparedness assistance (through grants, contracts, and other activities), districts should adopt NIMS as part of their emergency preparedness plans. By incorporating NIMS into the emergency preparedness plan, districts will have a system to manage incidents involving all threats and hazards. Districts will be able to reduce the loss of life, property and harm to the environment.

### **District Emergency Preparedness Plan**

The district's emergency preparedness plan that incorporates SEMS and NIMS will have a sturdier foundation and be consistent with other emergency response agencies in California. The district's emergency preparedness plan will have the following details as part of their overall guidelines for staff, students and the community as required by the State of California.

#### **1. Establishing a Campus Emergency Management Team**

This first key step in developing an emergency preparedness plan is to work with community partners. Key partners may include, but are not limited to, the following:

- a. First responders (e.g., law enforcement officers, fire officials, EMS personnel)
- b. Emergency managers
- c. Public health officials
- d. Mental health officials
- e. Other local governmental officials
- f. Community organizations

By forming a collaborative planning team, districts will be able to develop a plan that will be able to encompass all aspects of an emergency preparedness plan.

#### **2. Employee Training**

An emergency preparedness plan will not be effective if district employees are not trained properly. Trained employees are ready and able to take action when needed. This is especially required in situations where quick decisions can save the lives of staff and students. Training will be key so employees know their roles and responsibilities to carry out in order to ensure the safety of staff and students on campus. Training shall happen on a regular or as needed basis dependent upon the employee.

The employee training should align with the district's emergency preparedness plan in order for them to provide life safety actions, cardiopulmonary resuscitation (CPR), use an automated external defibrillator (AED), or fire extinguishers, handle hazardous chemicals, provide incident management, etc. The following groups will need training, but is not limited to:

- a. All Employees
- b. Emergency Response Team
- c. Business Continuity Team
- d. Crisis Communications Team

### **3. Emergency Management Team - Specialized Employee Training**

The Emergency Management Team and other key members will obtain specialized training and will be afforded ongoing professional development opportunities in regards to their roles. The specialized training will be in the form of workshops and/or summits in the area of emergency preparedness models for developing and updating emergency plans for community colleges, conducting staff training, role development, and effective practices related to other types of emergencies that happen frequently on campuses. The training will be provided by the Chancellor's Office's Institutional Effectiveness Division through the Institutional Effectiveness Partnership Initiative (IEPI) beginning in Fall 2017. On an ongoing basis, the Chancellor's Office and IEPI partners are gathering preexisting training resources and content from the health services and mental health services communities and from others related to awareness, prevention and active shooter preparedness. All resulting training materials and resources, video content, and sample documents will be housed on the Professional Learning Network (<https://prolearningnetwork.cccco.edu/>).

### **4. Emergency Preparedness Components**

The emergency preparedness plan should encompass steps and procedures to ensure districts are able to handle the event before it begins to after the event has passed. Every step is vital in being able to save lives and deal with the fallout. The following five key components should be addressed in the plan:

#### **a. Preparedness**

Being prepared is a key part of the process of planning. Districts should be able to identify personnel, training and equipment needed for a wide range of potential incidents. As part of this process, steps to be taken should be listed that involve a combination of planning, resources, training, exercising, and organizing to build, sustain, and improve operational capabilities.

#### **b. Prevention**

Prevention is a vital step in emergency preparedness. Prevention is a part of the plan that includes steps to protect lives and property. The emergency preparedness plan should include those steps to avoid an incident or to intervene to stop an incident from occurring on campuses.

#### **c. Response**

As part of the emergency preparedness plan, the processes and procedures to respond to an emergency once it has already happened or is certain to happen in an unpreventable way shall be listed. The response plan should also include a way to establish a safe and secure environment, save lives and property, and facilitate the transition to recovery.

#### **d. Recovery**

The emergency preparedness plan should include steps to take as immediately as possible to save and sustain lives, protect property and the environment, and meet basic human needs. This plan shall include actions needed to support short-term recovery.

#### **e. Mitigation Policies and Procedures**

Districts should provide mitigation policies and procedures in order to have a critical foundation in an effort to reduce the loss of life and property from natural and/or human-

caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. District mitigation policies should seek to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect.

## **5. Agency Coordination**

Districts will coordinate with other agencies to pool and allocate resources and emergency response activities. Agency coordination is an integral part of SEMS and NIMS requirements. Coordination between agencies is important for being able to establish priorities for response; developing strategies for handling multi-agency response problems; sharing information; and facilitating communications. Inter-agency coordination can include, but are not limited to, the following:

- a. Local
- b. State
- c. Federal government authorities
- d. Non-governmental entities

## **6. Active Shooter Response Plan**

Active shooter cases are unpredictable and can happen at any time and place. It is a scenario that would bring tragedy to our campuses if it were to happen. Districts preparing for an active shooter scenario would be the best way to keep faculty, staff, and students safe. The guidelines should include the following procedures:

### **a. Incident Command**

As seen earlier as a requirement for SEMS and NIMS, an incident command structure is also required for an Active Shooter Response Plan. This approach is required when responding to emergencies that involve multiple agencies.

### **b. Preparedness**

As part of the plan, districts will have measures that can be taken to reduce the risk of violent behavior. It will also include steps to mitigate the impacts of violent behavior.

### **c. Communication**

Districts will coordinate with local law enforcement agencies, fire response teams, medical response teams, and emergency communications (e.g. dispatchers and 911 call centers) and have them integrated into the Active Shooter Response Plan to have a faster reaction time to ensure the safety of staff and students. The communication plan should also include steps on how to inform staff, students and the community by giving them guidance on how to respond to such an event.

### **d. Incident Plan (i.e. actions to take during an incident)**

Districts will have a plan to mitigate each type of scenario that may arise on campus. The types of incidents that may happen, but are not limited to, are as follows:

- i. Active violence (firearm, sharp object, etc.)
- ii. Explosives
- iii. Fire as a weapon
- iv. Civil disturbance

### **e. Training and Exercises**

Training and exercises will be held on a regular basis following a developed plan that allows for all scenarios which will help staff react to emergency situations in an effective manner.

The emergency preparedness plan developed by districts will be an integral part of campus security and safety. It will encompass a plan for mitigation, response, and recovery to ensure the safety of staff, students, and the community. The Chancellor's Office has an Emergency Preparedness web page (<http://extranet.cccco.edu/Divisions/FinanceFacilities/EmergencyPreparedness.aspx>) that will have information and links to assist the districts on the planning of the district's emergency preparedness manual. The emergency preparedness standards and guidelines may be revised periodically as needed or as required per AB 767.

If you have any questions or need assistance, please contact Hoang Nguyen at (916) 327-5363 or [hnguyen@cccco.edu](mailto:hnguyen@cccco.edu).

*Attachment*

# EMERGENCY PREPAREDNESS UPDATE



**Academic Senate**

**September 11<sup>th</sup>, 2017**



# NATIONAL PREPAREDNESS MONTH

## OC Program Goals



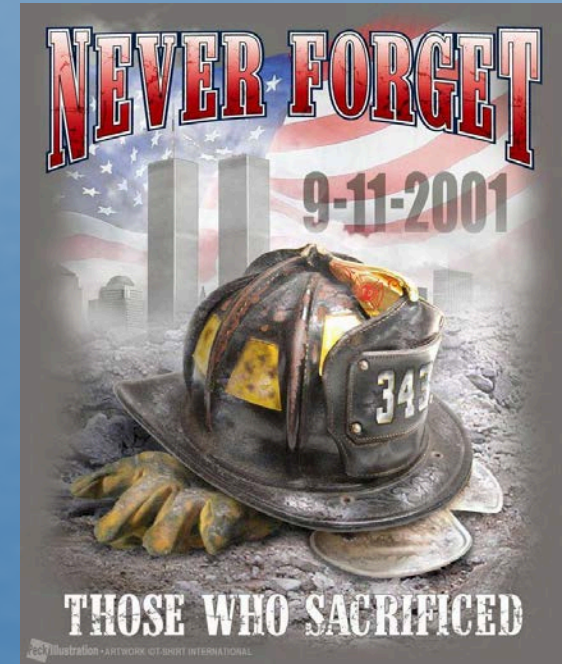
NATIONAL

PREPAREDNESS  
MONTH

2017

Disasters Don't Plan Ahead.  
**YOU CAN.**

- Dr. Azari
- Dr. Limbaugh
- Dr. Bush -CUDS
- Deanna McFadden
- Connie Owens OC Foundation
- Lt. Romero Campus Police
- Darlene Inda
- Bob Sube
- Oxnard Fire Department & VCHCC



# WHY?

- AB 767 – March 2015
- Establish Campus Emergency Mgmt. Team
- Employee Training
- Specialized Employee Training
- Agency Interaction
- Active Shooter Response/Training

Disasters Don't Plan Ahead.  
**YOU CAN.**





# WHERE ARE WE?

- **Classroom Emergency Training**
- **Community Emergency Response Team (CERT)**
- **Emergency Plans**
- **Incident Management Team Training**
- **Emergency Supplies**
- **Continuing Education**



# CLASSROOM EMERGENCY TRAINING

- Evacuation
- Safe Refuge
- Fire Procedures
- Responsibilities
- Earthquake
- Building Features
- Search and Rescue
- 250 Trained

## Duties and Responsibilities

- *Prior to the Emergency*
- Know the following:
- Fire Extinguisher Location



# COMMUNITY EMERGENCY RESPONSE TRAINING - CERT

- Oxnar
- 60 me
- Fire S
- Search
- Triage
- Car Re
- Disast
- Basic
- Radio



# EMERGENCY PLANS

- Distribution
- Condor Hall
- Student Services

## Emergency Preparedness Guide

*Oxnard College Fire Academy/Technology*

*104 Durley Ave*

*Camarillo California*



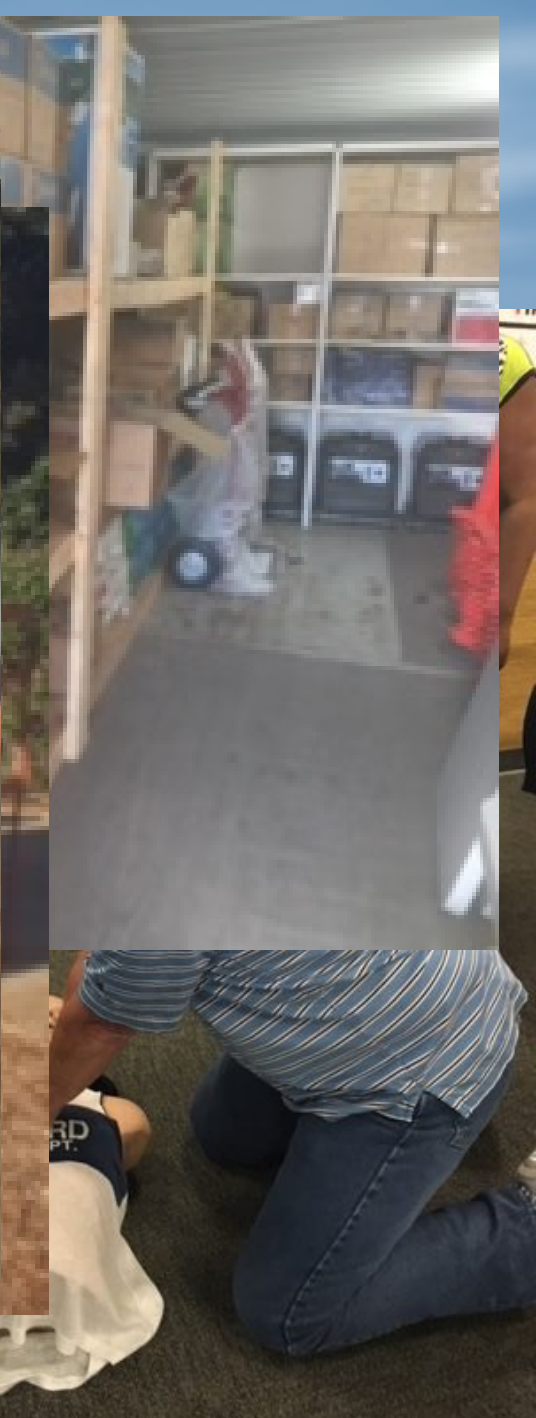
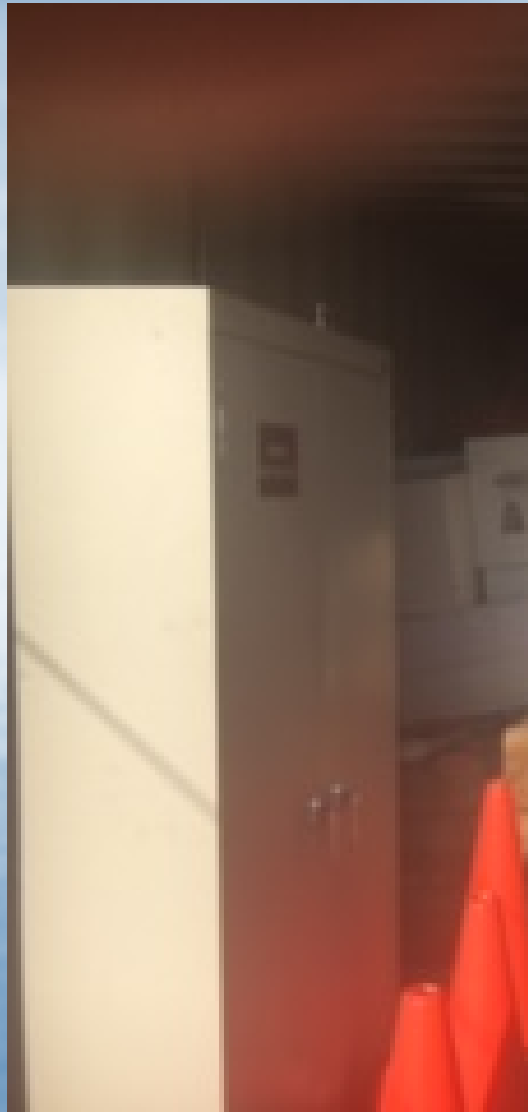
*This guide comprises the emergency plan for the Oxnard College Fire Academy/Technology facility. All staff members shall have a thorough knowledge of these procedures. Annual training will be provided in order to maintain familiarity with these procedures.*

EMERGENCY ACTION CHART	BUILDING DESCRIPTION
DROP, COVER & HOLD	PROCEED TO SAFE REFUGE AREA
SHELTER IN PLACE	LOCKDOWN
EVAC. PROC.	STAFF/STUDENT ACCOUNTABILITY
ACTIVE SHOOTER	
EARTHQUAKE	SEVERE WEATHER
BOMB THREAT	
INJURED PERSON	AIRBORNE EXPOSURE
FIRE/EXPLOSION	

# OXNARD FIRE DEPARTMENT

## URBAN SEARCH AND RESCUE







don't drain batteries and we can use them when we need them for emergencies. We

s. Maybe someone needs  
nd a few students to check  
he classroom in an orderly  
arking lot across from the  
ceived an alert from  
e able to leave in our cars,  
ll not send them home. I

**E:**

**1) What communication for an earthquake? (Please provide your answer)**

First and foremost, my students (and myself) calm. Then we will all be a little scared. What I know about communication is quite familiar with Maslow's communication to meet needs. I will be an authority with my students in a place away from windows during shaking. No one will be responsible with the head injury need until the shaking stops. I will use communication to ask students for training that may be able to teach in LS-14 so we may

**2) What should you do if you receive an alert?**

I need to quickly assess the situation. Is anyone having trouble? Can you help me make better decisions? I will explain this is normal. I will check the ceiling or any other hazards.

I will tell students to stay off their phones (or don't use them too much) so we



# Monthly Emergency Scenario "Earthquake" August 2017

## Gift Certificate

Awarded to

# Amy Edwards

On September 11, 2017

This gift certificate entitles you to a free Oxnard College Polo Shirt; please see Connie Owens in the Oxnard College Foundation Office located in Admin Bldg., Room 223 to pick out your shirt!

Expires 11-1-17



[www.oxnardcollege.edu/college-information/foundation](http://www.oxnardcollege.edu/college-information/foundation)

**outside?**

hazards and make sure they are essentially harmless. Since in my class goes there, I will make sure the street that may be blocked off by people who are trapped, so we will check for people who are trapped, broken water lines, gas leaks, and other hazards. If these hazards and notify them outside we will let people know; one of the best ways to help their feelings. Again, I will us

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