

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) (<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.

Attachment