# GNOMON

## EMERGENCY OPERATIONS PLAN (EOP)

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## ABOUT THIS EMERGENCY OPERATIONS PLAN (EOP)

This manual comprehensively outlines the overall Gnomon emergency operations, preparedness efforts, strategies, forms, policies, protocols, and best practices.

## NINE KEY PRINCIPLES IN EMERGENCY MANAGEMENT

1. Effective emergency management begins with senior leadership on campus. Senior leaders must initiate and support emergency management efforts to ensure engagement from the entire campus community. This "champion" administrator will have decision-making power and the authority to devote resources to implementing the initiative and subsequently put into action the emergency management plan. Since budgetary realities may force campus administrators to make decisions within select fiscal parameters, it is important to have high-level support to provide both political and financial backing to the effort.

2. An IHE emergency management initiative requires partnerships and collaboration. Every department responsible for creating a safe environment and enhancing campus functions must be involved in planning efforts. IHEs should identify and engage internal and external partners and ensure that all planning tasks are performed within a collaborative and integrated approach. This means involving a variety of departments and functions across the campus and reaching out to community partners in the public, nonprofit, and private sectors. Partnerships with such community groups as law enforcement, fire safety, homeland security, emergency medical services, health and mental health organizations, media, and volunteer groups are integral to developing and implementing a comprehensive emergency management plan.

3. An IHE emergency management plan must adopt an "all-hazards" approach to account for the full range of hazards that threaten or may threaten the campus. All-hazards planning is a more efficient and effective way to prepare for emergencies. Rather than managing planning initiatives for a multitude of threat scenarios, all-hazard planning develops capacities and capabilities that are critical to prepare for a full spectrum of emergencies or disasters, including natural hazards and severe weather, biological hazards, and violence and terrorism. As defined by FEMA, all-hazard planning "encourages emergency managers to address all of the hazards that threaten their jurisdiction in a single emergency operations plan, instead of relying on stand-alone plans" (FEMA's State and Local Guide SLG 101: Guide for All-Hazards Emergency Operations Planning; September 1996). An all-hazards plan should be flexible and specific to the campus and its needs.

4. An IHE emergency management plan should use the basic four phases of emergency management to effectively prepare and respond to emergencies. Emergency plans at higher education institutions should use the four phases of emergency management as the framework for planning and implementation. Part of the founding principles of comprehensive emergency management when FEMA was created in 1979 is the four phases of emergency management: 1) Prevention-Mitigation 2) Preparedness 3) Response, and 4) Recovery. FEMA prescribes "to treat each action as one phase of a comprehensive process, with each phase building on the accomplishments of the preceding one. The overall goal is to minimize the impact caused by an emergency in the jurisdiction" (FEMA's State and Local Guide SLG 101: Guide for All-Hazards Emergency Operations Planning; September 1996).

5. The IHE emergency management plan must be based on a comprehensive design, while also providing for staff, students, faculty, and visitors with special needs. Every aspect of an emergency plan also should incorporate provisions for vulnerable populations, those of which can have a wide range of needs, including language barriers, disabilities, or other special conditions. Thus, any procedures, products, and protocols created to prevent, prepare, respond, and recover from an emergency also must accommodate people with various levels of cognitive ability, knowledge, physical capabilities, and life experience.

6. Campuses should engage in a comprehensive planning process that addresses the particular circumstances and environment of their institution. A high-quality emergency management plan does not simply duplicate another institution's specific model. Rather, the plan must be based on the unique aspects of the campus, such as the academic programs offered, size, geographic

location of the campus, number and type of buildings, such as athletic venues and research labs, availability of campus and community resources, and student Demographics.

7.  An IHE should conduct training based on the institution's prevention and preparedness efforts, prioritized threats, and issues highlighted from assessments. Routine, multi-hazard training should be conducted with faculty, staff, and other support personnel, focusing on the protocols and procedures in the emergency management plan. Training should be conducted in conjunction with community partners, as well as integrated with responders' expertise, to ensure consistent learning.

8.  Higher education institutions should conduct tabletop exercises prior to fully adopting and implementing the emergency management plan. These exercises should cover a range of scenarios that may occur on the campus, and should be conducted with a variety of partners and stakeholders from the campus and the community. It is important for emergency planners also to evaluate and document lessons learned from the exercise(s) in an after-action review and an after-action report, and to modify the main emergency plan, as needed.

9.  After adoption, disseminate information about the plan to students, staff, faculty, community partners, and families. Dissemination efforts should include the conveyance of certain plan components to specific audiences, such as relaying shelter-in-place procedures to faculty members, or relaying campus evacuation information to the transportation department. General plans and procedures can be posted around campus or displayed on a web site. Students, staff, faculty, and all of the varied campus support personnel should familiarize themselves with the plan and its components so they are prepared to respond in an emergency.

*Source: U.S. Department of Education's Action Guide for Emergency Management at Institutions of Higher Education (IHE)*

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## SECTION ONE

### INTRODUCTION

Preparation and clear strategies are the cornerstone of Gnomon's planning for emergencies. Their proper use and ability to implement in real-time are crucial in achieving Gnomon's goals of protecting students and staff, minimizing losses, and restoring operational status promptly when an emergency occurs. Proper preparation and execution require the effort, input, and cooperation of many people.

### EMERGENCY-LEVEL DEFINITIONS

**LEVEL 1:  SEVERITY = HIGH**
A major disaster or imminent threat involving the entire campus and/or surrounding community. Immediate notification is mandatory.  Normal school operations are reduced or suspended.  The effects of the emergency are wide-ranging and complex.  A timely resolution of disaster conditions requires school-wide cooperation and extensive coordination with external agencies and jurisdictions.

Examples: Shooter, major earthquake, multi-structure fire or major explosion, major hazardous materials release, pandemics, riots.

**LEVEL 2: SEVERITY = MODERATE/HIGH**
A major incident or potential threat that disrupts sizable portions of the campus community.  Timeliness of notification determined by authorized personnel or designated officials — immediate or as time permits. Level 2 emergencies may require assistance from external organizations. These events may escalate quickly and have serious consequences for mission-critical functions or may threaten life safety.

Examples: Structure fire, structural collapse, significant hazardous materials release, extensive power or utility outage, civil disruptions, shooter, bomb threat, severe flooding, multi-fatality incident, or an external emergency that may affect school personnel or operations.

**LEVEL 3: SEVERITY = LOW/LOCALIZED**
A minor, localized department or building incident that is quickly resolved with existing school resources or limited outside help.

Examples: Odor complaint, localized chemical spill, small fire, localized power failure, plumbing failure or water leak, normal fire, and police calls.

### PURPOSE

All Gnomon academic and administrative departments share the responsibility for preparing for emergencies and disasters.

The purpose of the Gnomon EOP (Emergency Operations Plan) is to identify and respond to incidents by outlining the responsibilities and duties of Gnomon and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and with a strong understanding of protocols. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides assurance that Gnomon has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with the existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond

according to these established procedures and guidelines. Gnomon regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the Gnomon EOP increases Gnomon's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a more substantiated margin of protection against a range of liabilities.

**The purpose of this Emergency Operations Plan is to:**

1. Protect the environment, the safety and lives of students, faculty, and staff.
2. Safeguard resources related to Gnomon's mission.
3. Coordinate the unit-level emergency response with campus-wide procedures.
4. Implement specific Emergency Management Team directives.
5. Protect school property.
6. Coordinate departmental-level emergency response with campus-wide procedures.
7. Implement specific Emergency Management Team directives.
8. Assign responsibility to organizations and individuals for carrying out specific actions at projected times and places in an emergency that exceeds the capability or routine responsibility of any one agency.
9. Set forth lines of authority and organizational relationships and show how all actions will be coordinated.
10. Describe how people and property will be protected in emergencies and disasters.
11. Identify personnel, equipment, facilities, supplies, and other resources available--within the jurisdiction or by agreement with other jurisdictions--for use during response and recovery operations.
12. Identify steps to address and mitigate concerns during response and recovery activities.

**All Emergency Plans should include:**

- Executable and pragmatic strategies to protect students, staff and faculty.
- Work rules and policies that mitigate potential hazards and protect equipment.
- Inventory and storage of hazardous waste.
- Appropriate emergency information and training for department personnel.
- Secure storage locations for department first aid and emergency supplies.
- Effective emergency reporting and notification protocols for offices and all educational spaces.
- Evacuation routes to safe and predetermined assembly areas.
- Pre-defined recall procedures for essential personnel.
- A campus emergency information hotline and alert notification system.
- Strategies for resuming normal operations.
- Advance planning for documenting an emergency's impact and cost.
- Access for emergency personnel to all departmental areas.

**A team of individuals within each department will be designated to assist in carrying out and enforcing Gnomon's Campus Emergency Plan. Responsibilities may include, but not limited to the following:**

- Obtain suitable emergency supplies and equipment to support the plan.
- Appoint suitable floor monitors to assist emergency evacuations.
- Arrange appropriate safety training and information programs for staff and faculty.
- Assist staff, students, or faculty during an actual emergency.

The Emergency Operations Plan (EOP) is to be framed around statutory compliance with the Department of Education, the Accrediting Commission of Career Schools and Colleges (ACCSC), the California Bureau for Private Postsecondary Education (BPPE), California Emergency Services Act, the Standardized Emergency Management (SEMS), National Response Framework (NRF) and National Incident Management System (NIMS) guidelines. In addition,

The EOP for Gnomon is established in accordance with the California Constitution, State law (Emergency Services Act). The EOP is consistent and compatible with the State of California Emergency Plan and Local Emergency Planning Guidance (LEPG), Standardized Emergency Management System (SEMS), the standards and guidelines defined under the National Incident Management System (issued March 1, 2004), and the NFPA-1600 Standard for Disaster/Emergency Management and Business Continuity.

Gnomon will engage in emergency response operations and will commit resources to save lives, minimize injury to persons, minimize damage to school property, and protect the environment.

Gnomon will utilize the principles of the Standardized Emergency Management System (SEMS), which includes the Incident Command System (ICS), and the National Incident Management System (NIMS) in emergency response operations wherever applicable using the following components:

1.  The Incident Command System (ICS).
2.  Unified Command System – utilized whenever two or more jurisdictional authorities arrive at the scene.
3.  National Initiatives – comprised of the National Incident Management System (NIMS), National Response Plan (NRP), and National Response Framework (NRF) under the Homeland Security Act (HSA) of 2002, Pub. L. No. 107-296, 116 Stat. 2135 (Nov. 25, 2002).
4.  Multi-Agency Coordination System (MACS).
5.  Public Information Systems (PIS / PIO) – including the federal Joint Information Center (JIC) and Joint Information System (JIS) process as defined under NIMS.

Gnomon is prepared to participate in the Los Angeles County Operational Area concept as defined under Standardized Emergency Management System (SEMS).

The Gnomon campus and selected resources may be made available to local agencies and citizens to cope with disasters affecting this area, only if they are not needed to serve the primary emergency response interests of the school. Mutual aid assistance will be requested when disaster relief requirements exceed Gnomon's ability to meet them.

Gnomon's Campus Emergency Preparedness and Operations Response Plan blueprints and guides the response of appropriate Gnomon personnel and resources during an actual emergency or public health crisis. This template standardizes common planning elements that are now required for educational emergency planning.

**The primary audience for this response plan is intended for (but not limited to):**

- Owners
- President & Vice President
- C-Suite
- Executive Directors
- Directors
- Assistant Directors
- Managers
- Coordinators

This plan may also serve as a reference for managers from other jurisdictions, operational areas, state and federal government, along with volunteer agencies and other interested members of the public.

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## NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents,
regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Gnomon participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Gnomon recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers. Gnomon works with local government agencies to remain NIMS compliant.

**NIMS compliance for school districts includes completing the following:**

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training. ICS-100 is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Complete NIMS awareness course IS-700 NIMS: An Introduction. IS-700 is a Web-based course available free from the Emergency Management Institute. All persons assuming roles described in the basic plan or annexes will take the IS-700 course.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans.
- The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

## IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM (ICS)

In a major emergency or disaster, Gnomon may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at Gnomon will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Gnomon is committed to the safe evacuation and transport of students and staff who require special accommodations. This population includes, but is not limited to, students, staff, and faculty with:

- Limited English proficiency.
- Blindness or visual disabilities.
- Cognitive or emotional disabilities.
- Deafness or hearing loss.
- Mobility/physical disabilities (permanent and temporary), and/or
- Medically fragile health (including asthma and severe allergies).

## LIMITATIONS

It is the policy of Gnomon that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Gnomon can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time any of the incidents or crises captured in this manual occur.

## ROLES & RESPONSIBILITIES OF THE EMERGENCY OPERATIONS TEAM

All campus departments share the responsibility for preparing for emergencies and disasters by educating their teams, participating in drills and training and refreshing their comprehension of the Gnomon EOP.

**The EOT will be organized as follows:**

- Incident Commander
- Team Leader(s)
- Emergency Coordinator(s)
- Response & Recovery Supervisors

**The Incident Commander responsibilities include:**

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the School Director and other officials informed of the situation.

## EOT RESPONSIBILITIES

- Team Leader(s) - Carry out the EOP for the entirety of their Department(s).
- Emergency Coordinator(s) - Support Team Leaders per their respective Department.
- Response & Recovery Supervisors - Support Incident Commander and oversee Recovery Initiatives.

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## ACCOUNTABILITY & PLAN MAINTENANCE

This emergency management plan is only as good as it is current. The creation and regular review and ongoing testing and familiarity of all guidelines and strategies is critical to the health and safety of those for whom you are responsible.

It is each department's responsibility to regularly review and verify plan documentation, provide feedback and updates to the Gnomon Operations Department. Reviews and updates should ideally be conducted semi-annually.

Items which may require review, updating, modification or further discussion with each iteration and version of Gnomon's EOP are as follows:

- Work rules and policies that mitigate potential hazards and protect equipment.
- Appropriate emergency information and training for personnel.
- Creation of clear communication protocols.
- Effective emergency reporting and notification protocols for offices and all educational spaces.
- Evacuation routes to building assembly areas.
- Pre-defined recall procedures for essential personnel.
- A department emergency information hotline.
- A telephone tree.
- Secure storage locations for department first aid and emergency supplies.
- Access for emergency personnel to all department areas.
- Strategies for resuming normal operations immediately following a disaster

- Business continuity and advance planning for documenting an emergency's impact and cost.

- Orientation of new employees to emergency planning procedures.
- Annual evaluation of staff awareness in the areas of emergency plans and evacuation procedures.
- Accuracy of phone numbers, rosters, and other information.
- Clearly defined roles of senior staff and designated emergency personnel.
- Department Directors must appoint a departmental emergency coordinator to assist in developing and administering the department emergency plan. The department emergency coordinator must have appropriate authority and responsibility to:
  - Assist in developing and refining any department-specific response plan.
  - Assist in executing the response plan.
  - Identify and obtain emergency supplies and equipment to support the plan.
  - Appoint building and floor monitors to assist emergency evacuations if needed.
  - Assist with arranging appropriate safety training and ongoing information programs.
  - Assist the direct supervisor during an emergency.

The entire Gnomon staff plays a vital role in both the preparation and the execution of this emergency response plan.

Leadership will provide the organizational foundation on which others can build during a crisis. It will also determine, to a large degree, the quantity and quality of emergency preparation done by those under supervision. Prior to an emergency, Operations is responsible for making sure that all departments are prepared, informed, trained and in alignment regarding emergency preparedness.

Taking the proper time to train, reassess, plan, and strategize for all emergencies will greatly enhance the precision with which safety and health initiatives are executive during an actual emergency.

All new hires should be presented with appropriate orientation regarding the Emergency Operations Plan (EOP) - i.e. evacuation procedures, fire drills, health-enforcement guidelines and any other information related to the possible hazards or potential emergencies that may exist in the workplace.

The orientation should also cover elements that convey the individual role and responsibilities an employee has in support of the department's emergency planning and response procedures. All employees should maintain a base awareness of emergency response planning and procedures. Employees should be asked to acknowledge their understanding and awareness of these plans and procedures during their annual evaluation and review process, and managers and supervisors should ensure employees under their direction understand what to do in a crisis.

Any Gnomon staff who have been given supervisory responsibilities during the orientation process and other training on emergency plans should be knowledgeable of the Incident Command System (ICS) and should be trained to a minimum of ICS I-100, ICS 200, NIMS IS-700 (although higher levels of training are encouraged).

Training can be arranged through the Operations Department or Human Resources Department.

## EMERGENCY OPERATIONS TEAM BY AREAS OF RESPONSIBILITY

Please find below the current team roster with member name, emergency response position and primary area of responsibility.  Being a member of Gnomon's EOT is of great benefit to the school, faculty, staff, and students, and we are very appreciative of your volunteer efforts.  We will endeavor to minimize the impact to your regular work schedule, and plan to deliver quality information to each team member that can be utilized at work or at home.

BLDG. 3 - 1st Floor
Team Leader
Emergency Coordinator

Lab 7 & Offices
Team Leader
Emergency Coordinator

BLDG. 4 - 2nd Floor
Team Leader
Emergency Coordinator

Lab 8/9 & Lecture
Team Leader
Emergency Coordinator

BLDG. 5 - 2nd Floor
Team Leader
Emergency Coordinator

BLDG. 8 - 1st Floor
Team Leader
Emergency Coordinator

Lab 1/2/3 & Student Lounge
Team Leader
Emergency Coordinator

BLDG. 8/2nd Floor - ADMIN Offices
Team Leader
Emergency Coordinator

BLDG. 9 - 1st Floor
Team Leader
Emergency Coordinator

Gnomon Store - Stage
Team Leader
Emergency Coordinator

BLDG. 10 - 1st Floor
Team Leader
Emergency Coordinator

Lab 6, Sculpture & Gallery
Team Leader
Emergency Coordinator

BLDG. 12 - 1st Floor
Team Leader
Emergency Coordinator

Lobby, Admissions & Vending
Team Leader
Emergency Coordinator

BLDG. 12 - 2nd Floor
Team Leader
Emergency Coordinator

Lab 4/Student Finance Offices
Team Leader
Emergency Coordinator

BLDG. 12/2nd
Team Leader
Emergency Coordinator

Lab 5/Placement Offices
Team Leader
Emergency Coordinator

BLDG. 14/2nd Floor
Team Leader
Emergency Coordinator

VR Lab & Library
Team Leader
Emergency Coordinator

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## EMERGENCY OPERATIONS TEAM CONTACT GRID

| Name | Title/Emergency Role | Campus Location | Campus Extension | Cell | Communication/ Health Related Specialty |
|------|---------------------|-----------------|------------------|------|----------------------------------------|
|      |                     |                 |                  |      |                                        |

## EXTERNAL EMERGENCY CONTACTS & RESOURCES

**In the event of an emergency, real or perceived threat, follow these steps:**

1. Call 911 or 9-911 (if utilizing an office phone)
2. Contact Echelon Security immediately so they can direct 1st responders to the area.
   TVC SECURITY OFFICE: 323-381-2820 (use for emergencies only)
3. And/or Contact the Front Desk Reception with the same information
   Gnomon MAIN LINE: 323.466.6663 (Main Line)

**Provide the Following:**

1. Who – Identify Gnomon, school at Television Center Studios lot
2. What – Situation; injury, fire, earthquake, altercation, etc.
3. Where – Address, lab or lecture room/# of person(s) involved, description
4. How – Contact number in case the call gets disconnected
5. If there is an on-site injury or accident, please capture details in this REPORT.

**Gnomon Location:**

1015 North Cahuenga Blvd. Suite 5430i
(Cross Streets: Santa Monica, Romaine, Cole)
Los Angeles, CA 90038

Gnomon has an EOT and a Response & Recovery Team, comprised of staff members in each department, who are trained in responding to emergencies, and/or evacuating students, faculty and staff to the designated Safe Refuge Areas for the facility. When evacuation is appropriate, those team members will identify themselves, organize, and lead those in their respective areas to safety. Once evacuated, only return to the building AFTER the "all clear" is given by emergency responders, and/or TVC Building management.

## BASIC EMERGENCY SUPPLIES (INDICATED ON CAMPUS MAPS):

- First Aid Kits are located in each lab, and kitchen area.
- Earthquake preparedness kits are located in each storage and kitchen area.
- Fire Extinguishers throughout the facility.

For any questions or concerns regarding safety and emergency protocols, please contact: Chris Strompolos, Executive Director of Operations, chris.strompolos@Gnomon.edu.

## CONTACTS:

Gnomon Safety & Emergency Information Hotline: TBD
Gnomon MS Teams Emergency Notification: TBD
Gnomon Student/Faculty Counseling Office: Ext. 127
Gnomon Student Affairs Office: Ext. 127

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## LOCAL HOSPITALS

**Hollywood Community Hospital (closet to Gnomon):**
6245 De Longpre Avenue
Los Angeles, CA 90028
323.462.2271

**Kaiser:**
4760 Sunset Blvd #3
Los Angeles, CA 90027
800.954.8000

**Cedar Sinai:**
8700 Beverly Blvd.
Los Angeles, CA 90048
310.423.3277

## CAMPUS UTILITIES AND BUILDINGS DAMAGE:

Gnomon Operations: 323.466.6663, Ext. 141
Gnomon Facilities: 323.466.6663, Ext. 130
Echelon Security: 323.381.2820  or  323.462.3992
Echelon Management Office: 323.464.6638

Radio Stations:
KFI (AM) 640 kHz Los Angeles, CA
KNX (AM) 1070 kHz Los Angeles, CA

## OTHER CONTACTS:

BID (Hollywood, Business Improvement District): 323-871-4150
LAPD - Wilcox Station: 911 or 213.485.4302
LAPD - Non-Emergency: 911 or 213.485.4302
LAFD - Cole Station: 911 or 213.485.6227
Ambulance: 911
American Medical Response: 323.666.2647

Hazardous Materials Spills: 800.773.2489
CA Highway Bulletins & Road Conditions: 800.427.7623
CA Highway Patrol Non-Emergency: 800.835.5247

California Office of Emergency Services (OES): 916.845.8510
OES - Public Safety Communications Main Office: 916.657.9494
OES - California State Warning Center: 916.845.8911
FEMA Disaster Assistance: 800.621.FEMA

## MESSAGESENDER – ALERT NOTIFICATION SYSTEM

MessageSender is the official emergency warning system for the Gnomon campus and is comprised of a few communication modules which can alert the Gnomon campus community by using mass SMS (Texting), email and automated voicemail deployment protocols. Other methods of mass communication are conducted using Microsoft Teams which is able to send a mass Desktop "Pop-Up" Warning notification to anyone logged into the Gnomon network.  The same protocol exists for the student population as well.

Gnomon has adopted best practices, which call for using multiple modes of delivery comprised of audible, visual, and e-technology

All campus students, faculty, and staff should be aware of the MessageSender system, alerting components, and how alerts are issued in the workplace. System awareness is a critical element for ensuring appropriate response when an alert is issued.

MessageSender is administered through the Gnomon Operations Department with oversight and collaboration on messaging from the Executive Director of Enrollment Management, the School Director and the Manager of Human Resources.

The Executive Director of Operations is responsible for the implementation of programs that address preparedness, response, training, and recovery for Gnomon.

MessageSender is the official means by which the Gnomon campus community will be alerted in a major or catastrophic emergency.

Gnomon has adopted the MessageSender platform to communicate official, authenticated information during an emergency or crisis situation that disrupts normal operation of the Gnomon campus or threatens the health or safety of members of the campus community.

MessageSender will never be used for non-emergency notifications. The system is tested quarterly. In an emergency, authorized staff may activate one or more communication modules of this campus mass notification system depending on the nature of the emergency.

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## SECTION TWO

### EMERGENCY OPERATIONS PROCEDURES

In the event of a disaster, the School Director in coordination with the Gnomon Owners may declare a campus-wide emergency.

Emergency Command Center (ECC) will be located at the Gnomon Events Stage.

### INITIATING A COMMUNICATION TREE

When an emergency occurs, a flow of information needs to be established and maintained between The Incident Commanders, the Owners, Executive-Level, C-Suite, Directors, and Managers across and between all departments and all individuals for whom these units are responsible (students, faculty and staff).

This will dictate and prompt the assembly of the EOT (Emergency Operations Team).

**The following information MUST be communicated through the communication tree as promptly as possible.**

- What is the emergency? (including level).
- What is the assessment of risk? (Personnel, campus vulnerabilities, etc.)
- When and where the emergency occurred.
- Areas affected and closed facilities.
- School actions and official instructions.
- Updates as conditions change.

**A communication tree may consist of any of the following:**

- Internal Messaging Protocols - MS Teams.
- School Phone System, Personal Cell Phones, Texting.
- Alert Notification System.
- Graphical Notifications to Computers Within Intranet.

### RECOMMENDED KITS & SUPPLIES

It is recommended that each department store emergency supplies in a secure location. These supplies should be checked regularly, and perishable items should be replaced as necessary. Storage and the appropriate use of supplies should be planned for the desired mission of supplies.

**Consider these issues when creating a supply resource or cache:**

- What is the mission of the supplies?
- Do the supplies support the desired mission?
- Ensure staff is properly trained and oriented to the supplies.

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**SUPPLIES TO INCLUDE:**

- Masks (N95 recommended).
- First Aid Kit (including gloves and splints)
- Laboratory Kits
- Tools (especially a crowbar)
- Communications equipment (including portable radios and extra batteries)
- Employee Roster
- Emergency Response Plan (this manual)
- Internal Phone Directory
- Cell Phone Directory
- Leather gloves
- Battery-operated radio
- Off-master keys
- Sign-making supplies
- Flashlights and batteries
- Solar Powered Charging Station & Supplies
- Light sticks
- Food & Water Rations
- Change of clothes or protective garb for those involved in emergency coordination.

## PERSONAL EMERGENCY KITS:

Every staff member should be encouraged to assemble personal emergency kits and have them accessible at all times. Suggested items include:

- Flashlight and extra batteries.
- Battery-operated radio.
- Sturdy, closed-toe shoes or athletic shoes.
- Backup eyeglasses and prescription medications.
- Wrapped snack.
- Water packet.
- Emergency telephone numbers.
- Out-of-area emergency contact numbers.

Each department should maintain a completed supplies checklist and keep it with the department copy of the emergency response plan.

## INSTRUCTIONS FOR INDIVIDUAL EMERGENCY SCENARIOS & CRISES

In accordance with Title 19 of the California State Fire Marshall's Office, in the event of an emergency, or upon notification of fire, fire alarm or upon orders of an authority having jurisdiction, buildings or structures within the scope of the regulations of the California State Fire Marshall shall be immediately evacuated or occupants shall be relocated in accordance with established plans.

Should an emergency occur and there is no notification, either by alarm or by someone in authority, an individual who feels the need to evacuate should relocate themselves in accordance with procedures contained in the emergency plan for the building or structure in which they inhabit. This does not mean that individuals should go home. They should assemble in the designated emergency area and wait for further instruction from designated emergency personnel.

# GNOMON

Each employee has a responsibility when an emergency occurs to evaluate, notify, and implement the emergency response plan. Evaluation involves an immediate assessment of the circumstances to determine the nature of the emergency. Immediately notify appropriate emergency and school personnel, including the Team Leader, the Emergency Coordinator(s) or Department Emergency Coordinator.

Then prepare to implement the department emergency plan, as well as follow all instructions of police, fire, medical, Environment Health & Safety (EHS), or other authorized school personnel.

The means of carrying out the responsibility to evaluate, notify and implement the emergency response plan will vary with the type and significance of the emergency. The following serves as a guideline for required actions.

(Departments should revise or edit the hazard information(below) based on existing policies, procedures, standards, or applicable statutes as appropriate (i.e. Workplace safety reporting or Occupational Safety and Hazard Administration (OSHA) standards)

## IN THE EVENT OF A MINOR ACCIDENT (NON-INJURY) OR INJURY:

- Call 911 for assistance - IF required.
- Notify the Team Leader, Emergency Coordinator(s), HR, Emergency Coordinator and/or other key personnel.
- Administer first-aid ONLY if trained to do so.
- Do not attempt to move a seriously injured person.
- Ask if they would like an ambulance.
- Inquire if they have a vehicle on-site or on the TVC lot.
- Capture all details on an Incident Report Form. Official Gnomon forms and protocols can be found in the Appendixes of this manual or in digital form on StaffShare, Gnomon's internal server.

## IN THE EVENT OF A POWER FAILURE:

- Remain calm.
- Keep a flashlight in your desk.
- Provide assistance to visitors and other staff members in your area.
- If you are in an area with no lights, proceed cautiously to an area that has emergency lights.
- Use flashlights to search for guests or staff members caught in unlit areas.
- In public areas, assist guests and escort them to the exits.
- If you are in an elevator or freight lift, remain calm and press the button with the phone receiver icon at the bottom of the elevator panel.
- Stand-by for instructions from emergency personnel to evacuate the building in the event that the power cannot be restored in a timely manner.
- Wait for instructions, be patient
- Do not open the doors of refrigerators and freezers unless absolutely necessary so that they will maintain their temperature for longer periods.
- Most power outages are resolved quickly.

## IN THE EVENT OF A FIRE:

- Whenever a fire alarm is activated on your floor, immediately evacuate the building by the nearest emergency exit.
- Remain calm and activate a fire alarm
- Call 911 / Call LAFD
- If the fire is small, attempt to put it out with a fire extinguisher if you can do so safely.

- Never allow the fire to come between you and an exit path.
- If the fire involves electrical equipment that is active, attempt to unplug the device.
- If you are unable to put the fire out, evacuate by the nearest emergency exit.
- Notify Supervisor, Team Leader, Emergency Coordinator(s) and/or Emergency Coordinator.
- Support the safety team's instructions.
- Touch closed doors with the back of your hand prior to opening them. If it is hot or if smoke is visible, do not open that door. Seek another exit path.
- If cool, exit carefully.
- If there is smoke, crouch near the floor upon exit.
- If there is fire, confine it as much as possible by closing doors and windows (do not lock the doors).
- Never use an elevator during a fire evacuation.
- Evacuate downstairs.
- Do not wear high heel shoes or carry liquids, beverages, or water bottles into the stairwell (fall and slip hazards).
- Do not re-enter any building until authorized by emergency personnel or team leader.
- Wait for the Fire Department to declare the building safe to re-entry.

Use extinguishers on fires ONLY if safe to do so – use the P-A-S-S method:

**P.A.S.S. = PULL  - AIM - SQUEEZE - SWEEP**

- Pull the pin in the handle.
- Aim at the BASE of the fire.
- Squeeze the nozzle, while employing a -
- Sweeping motion

## IN THE EVENT OF HAZMAT (INCLUDING BIOHAZARD) CHEMICAL SPILLS OR INJURY:

**GENERAL PROTOCOLS**

- Whenever a potentially toxic spill is discovered, evacuate the area including floors beneath.
- Notify TVC, Facilities, Supervisor, Team Leader and/or School Director and report the location of the spill and type of chemical involved.
- Consult Supervisor and Response & Recover Supervisor prior to attempting any containment or clean-up.
- Use protective equipment when cleaning up the spill.
- When toxic chemicals contact your skin, remove any clothing, and immediately flush the affected area with clear water for fifteen minutes.
- If a chemical splashes in your eye, immediately flush it with clear water for fifteen minutes in the nearest Emergency Eyewash station location.
- Emergency Eyewash locations:
    - TBD

**SPILLS**

- Call 911 (as necessitated)
- Follow lab procedures for eyewash, rinse or shower.
- Vacate persons in the immediate area if necessary.
- Clean the spill ONLY by those with suitable training and equipment.
- Wear protective equipment (goggles, gloves, shoe covers).
- Use the appropriate kit to neutralize and absorb

- Collect waste – seal in proper container and label it clearly
- For waste pickup, consult Response & Recovery Supervisors.

**INJURY**

- Identify yourself, the injured individual, the location/phone, material spilled and possible injuries.
- Assist injured persons. Isolate contaminated persons.
- Avoid contamination or chemical exposure of yourself and others.
- Close doors or control access to the spill site.
- Communicate critical spill information to first responders.
- Follow evacuation instructions.
- Capture all details on a Gnomon Injury Report document.

**AREA-WIDE HAZMAT INCIDENT (CAMPUS OR COMMUNITY):**

- Follow instructions precisely; an indoor or alternate outdoor evacuation site may be necessary.
- External Hazardous Material Release (Toxic Cloud):
- Listen for details on the public address system
- Ensure windows and doors remain closed
- Inform occupants to stay indoors until hazard is declared over
- Ensure maintenance of the safety and comfort of occupants

# IN THE EVENT OF AN EARTHQUAKE:

**GENERAL EARTHQUAKE PROTOCOLS:**

- Take cover under a table or desk to avoid falling objects.
- Do not attempt to evacuate from the building until it is safe to do so.
- Stay away from windows or tall cabinets that could fall.
- When walking through the building, move cautiously to avoid damaged stairways, doors or exposed electrical lines.
- If you are outside, move away from buildings, trees or power lines.
- Remain calm and be prepared for aftershocks.
- When evacuating open doors carefully, watch for falling objects or exposed electrical lines, and be prepared for damaged stairways.
- Do not use the elevators.
- Do not use matches or lighters until outside.
- When safe, security officers should conduct a search of the building for anyone who might be trapped or afraid to leave.
- Do not attempt to move injured persons unless there is a danger of further injury from collapsing structure, fire, etc.
- Report to the Designated Assembly Area until the building is declared safe.
- Take cover immediately, direct others around you to go:
  o Under a desk, table or chair
  o Against a corridor wall (cover head and neck)
  o Outdoors – in open area, away from buildings
  o When shaking stops, assess impact and monitor news reports.

**MINOR QUAKE (BRIEF ROLLING MOTION):**

- Restore calm.
- Report hazmat spills to 911 and to Response & Recovery Supervisors.
- Report any damage to your supervisor.
- Be alert for aftershocks, avoid potential falling hazards
- Review safety procedures and access allocated department emergency kits.
- Await instructions, full evacuation is unlikely.

**MAJOR QUAKE (VIOLENT SHAKING):**
- Restore calm.
- Report injuries to 911 and supervisor.
- Report damage to your Team Leader or Response & Recovery Supervisor.
- Evacuate carefully, be alert for aftershocks.
- Take emergency supplies.
- Be alert for damage and hazards.
- Assist others.
- Do not use elevators or freight lifts.
- Meet at designated assembly area(s); account for personnel.
- Move to the designated campus evacuation area for instructions.
- Do not enter buildings until they are examined
- Report status to Emergency Operations Center.
- Await instructions, be patient, help others.

CALIFORNIA "SHAKE OUT" DRILL MANUAL CAN BE ACCESSED [HERE](#).

## WATER LEAKS, PIPE BREAKAGE & FLOODING:

Notify:
- Echelon Management ASAP
- Facilities ASAP
- Team Leaders, direct Supervisor and/or Response & Recovery Supervisor ASAP.
- Notify the School Director ASAP.

Report the exact location of the leak (building name, lab number floor, corridor, office name, room number, area name, source - if known - and the nature and extent of flood, i.e. color, odor, texture) and if any objects are in imminent danger and what damage has occurred. If there are submerged electrical appliances or outlets in the vicinity of the water, evacuate students, staff and guests. If you can safely stop the source of the flooding, do so cautiously. Alert occupants on floors beneath the water leak of the potential flooding of their areas. If safe to do so, turn off or disconnect electrical devices in the flood area to reduce risk of electrical shocks.

- Protect or remove valuable property that is susceptible to water damage.
- Close doors and seal openings to minimize the spread of water.
- Remain in a safe adjacent area to direct response personnel to the site and others away from the site.
- If liquid is contaminated, the area must be secured.

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## IN THE EVENT OF A BOMB THREAT:

ALL BOMB THREATS ARE TO BE TREATED SERIOUSLY AND ADDRESSED URGENTLY.

- Report threat immediately to 911.
- Notify Supervisor and/or School Director and Team Leader ASAP.
- Do not search for a device or touch suspicious objects.
- Stay Calm.

If you receive a bomb threat call, try to note:

- Caller's gender, age, unique speech attributes

- Indications about where the device is, when it is set to go off, what it looks like, why it was placed.
- If a threat was delivered, describe the messenger or any suspicious persons in the area.
- Adhere to Evacuation Protocols.
- Follow instructions precisely as evacuation may be directed to an alternate location.

Explosions can occur from improvised explosive devices (IED), faulty equipment or chemical reactions, creating life-threatening conditions.

## IN THE EVENT OF CIVIL DISORDER:

- Remain calm and evaluate the severity of the situation.
- Do not confuse a demonstration with civil disorder. Civil disorder involves felonious behavior (arson, burglary, assault, serious property damage)
- Follow Gnomon instructions exactly.
- Assist Gnomon's Response & Recovery Team to disseminate accurate information and instructions.
- It is fundamental and critical to be 100% as clear and detailed and possible in all communication.
- Support an authorized lockdown or evacuation order.
- Do not contribute to the spread of rumors.
- Obtain current updates from the Gnomon Emergency Hotline.

## IN THE EVENT OF AN ACTIVE SHOOTER:

(Use when an armed intruder is inside any office or educational space).



**RECOGNITION OF WARNING SIGNS**
(Non random acts of violence)

- Aggressive or threatening behavior or remarks
- Bizarre or irrational behavior
- Inappropriate behavior or emotional outbursts
- Sudden or extreme behavior changes
- Unresolved relationship or family issues
- Serious financial problems
- Depression or untreated mental illnesses & personality disorders
- Alcohol or drug abuse
- Comments or threats related to suicide
- History of violence

**Indoors:**
- Take cover in an area of the room which is shielded from plain view of both the doors and windows. If at all possible, get into the bathroom or closets. Storage Vaults are also viable.
- Keep Students calm and out of view from doors and windows.

**If there are no bathrooms or closets:**
- Duck, Cover, Hold: Take cover under chairs or between rows of chairs, by dropping to the floor, holding on, and protecting eyes with an arm.

**If there are no tables or chairs nearby (or not enough):**
- Duck, Cover, Hold: Use the "drop" position alongside the walls. Avoid hazards such as unsecured lockers, trophy cases, glass, etc. Choose the closest safe place.

**People with disabilities:**
- In a wheelchair: Remain in chair, set brake, hold on. If a hardhat is available, put it on.

**Other mobility impairments:**
- If sitting, remain in place, protect your head and hold on to the chair. If standing, sit down, or brace the body to avoid falling.

**Outdoors:**
- Duck, Cover, Hold: Move away from buildings, power lines, block walls, and other items which might fall.
- Take the "drop" position or sit down. Remain in position until the incident is over.

**For Authorized Shooter-Response Staff:**
- Assess the situation. Immediate evacuation if fire, structural damage, hazardous materials spill.
- Assess injuries. Unless immediate evacuation is necessary, use first aid for critical injuries.
- Check with adjacent offices, labs, or educational spaces. It may be necessary to assist in evacuation.
- In most cases, wait until composure has been reached and an evacuation signal is given before directing students to evacuate. Follow evacuation procedures.

## IN THE EVENT THAT "SHELTER-IN-PLACE" IS REQUIRED:

Use if any of the following are perceived: A suspicious person or odor that is unknown and could be dangerous.

**For Response & Recovery Supervisors, Team Leader(s), Emergency Coordinator(s):**

- Call Echelon Security, Echelon Main Property Office, 911 and Executive Director of Operations.
- Determine whether to Shelter-In-Place, then use the Alert Notification System to initiate Shelter-In-Place
- Utilize Megaphones.
- All doors are to be locked.
- Everyone in the hallway reports to the nearest safe-zone as quickly as possible.

**If time/circumstances permit:**

- Take walkie-talkies.
- Close and Lock doors and windows.
- FACILITIES or OPERATIONS will turn off pilot lights, air conditioners, heating systems, and exhaust fans.
- Place tape around doors, windows, and vents, or place wet towels at the bottom of doors.
- Do not open doors or windows until all-clear is announced.
- Lower shades, close drapes and stay away from windows.
- Take roll call. Report missing Students to the command post.
- Electricity stays on. Intercoms, radios, PA, televisions may be used for getting information.
- Do not allow anyone to leave labs / educational spaces.
- Wait for further instructions.
- Do not evacuate the room until directed.
- When you do evacuate, open all windows and doors to air out the room.
- Send appropriate notifications on the day of the incident.

## WHEN A CAMPUS LOCKDOWN IS REQUIRED:

**Messaging:**

- "A critical incident that requires a school lockdown will be initiated"

- "We are now in lockdown, please proceed to the Designated Assembly Areas or Safe-Zones."

When gunfire is heard or there is a threat of gunfire, terrorist attack or hostage situation, the authorized staff member should shout "GET DOWN." This means to lie flat on the ground or floor. Initiate LOCKDOWN. If outdoors, as soon as it appears safe for people to move, initiate Shelter-In-Place or move to a remote staging area.

- All individuals are to report to a safe-zone or DAA (Designated Assembly Area).
- Move to a safe location (away from the windows)
- When the threat has subsided, appropriate scripted announcements will be issued.

A lockdown announcement will be used only in the event that an armed and/or dangerous intruder has been seen on the grounds. It is therefore extremely urgent that ALL authorized respond immediately and appropriately to announcements.

If you see someone who you know, or have good reason to believe poses a serious threat, immediately find someone with a radio, contact the nearest administrator, or dial "911" on the closest phone.

911 is to be called immediately by the Team Leader or Emergency Coordinator. The Incident Commander should be kept informed of all 911 calls.

**The caller should be prepared to:**

- Give the name and exact location of the school with cross streets and markers.
- Describe the emergency situation and if any of the school occupants have been evacuated.

**Provide - if known:**

- The number and a description of the suspect(s) (physical and clothing).
- The suspect(s) identity.
- Type of weapon(s) the suspect(s) have.
- Type, description, location of possible planted explosive devices.
- The location where suspect(s) was last seen.
- Any comments made by the suspect(s).
- Locations of victims (injured and non-injured).
- Actions taken by the school thus far, and whether there is on-site security or law enforcement officer(s) on-site or en route.

Any staff outside the building are to stop pedestrians from entering school grounds and stop all vehicles from entering the campus until emergency first responders (police, fire, EMS) arrive.

If a class or group is outside when a lockdown is initiated, the group should immediately follow protocols and meet at designated safe zones, DAAs (Designated Assembly Areas).

Team Leaders and Emergency Coordinators will maintain communication and monitor status.

Emergency responders will control the scene upon their arrival. They will follow their set policies for an active shooter situation.

All staff will communicate information regarding the critical incident via phone, walkie-talkie, emailing the main, text message or MS Teams.

Requests for information from the media are to be directed to the School Director or Executive Director of Operations.

**To the greatest extent possible, one should try to…**

- Account for all students, staff, faculty.
- Do not allow the use of student cell phones for any reason. Information given out could compromise school safety.

- Turn off lights/pull shades – Dark rooms are harder to see into.

- Move to safety – Keep out of sight. Stay away from doors and windows.

- Use any lavatories, large closets, secure storage rooms if it appears safe.
- Try to lock all doors.
- Permit no one to leave.

**If an individual under your supervision has a gun or other weapon…**

- Remain calm. Contact authorized personnel and communicate the following details ASAP:
    o Individuals name
    o Type of weapon (if known)
    o Where the weapon is at the moment (on the person, in a book bag, etc.)
    o Location of individual(s), the status of their demeanor, etc.
- Call 911 and if possible, await the arrival of police.
- A member of the emergency response team may engage.
- The police officer will be stationed outside the classroom.
- Safely encourage the individual to leave all possessions behind.

## EVACTUATION PROTOCOLS

In accordance with Title 19 (Nineteen) of the California State Fire Marshal's Office, in the event of an emergency, or upon notification of fire, fire alarm or upon orders of an authority having jurisdiction, buildings or structures within the scope of the regulations of the California State Fire Marshal shall be immediately evacuated or occupants shall be relocated in accordance with established plans.

Should an emergency occur and there is no notification, either by alarm or by someone in authority, an individual who feels the need to evacuate should relocate themselves in accordance with procedures contained in the emergency plan for the building or structure in which they inhabit. This does not mean that individuals should go home. They should assemble in the designated evacuation assembly area and wait for further instruction from designated emergency personnel.

**RECOMMENDED EVACUATION SCRIPT:**

- We have had a/an (type of emergency).
- Please follow the directions of your Team Leader and designated Emergency Coordinator(s).
- Please evacuate and convene at your Designated Assembly Area (DAA).
- Follow the exit signs.
- Take only your needed personal belongings.
- Do not use elevators or freight lifts.
- Check-in and confirm that you have been accounted for.

**WHEN YOU ARE ASKED TO EVACUATE THE BUILDING:**

- Remain calm. Immediately proceed to the nearest emergency exit and get out of the building.
- Be alert to broken glass, particularly in the lobbies.
- As you evacuate, check for ANY INDIVIDUALS who may be disoriented and assist them in exiting.
- Take only your keys, purse or emergency supplies (medication, etc.) that you need. Do not attempt to take large or valuable objects that might slow your progress.
- Shut (but do not lock) doors behind you as you exit.
- Team Leaders and/or Emergency Coordinators should lock the building or monitor any open entrances if it does not jeopardize their own safety.
- Do not use elevators or freight lifts.

- In stairwells, stay to the right side and use the handrails. Remove high-heeled shoes, if possible.
- Emergency Coordinators for each department should ensure that all members of their department evacuate the building and that they are accounted for at the Designated Assembly Area.
- If it is determined that employees, students or visitors remain inside the building, this information should be conveyed to responding emergency workers. Rescue teams may be sent in only if it is deemed to be safe to proceed.
- Do not re-enter the building until emergency personnel determines and announce that it is safe.
- All employees should know at least two viable routes to exit in the event of an emergency evacuation.

**DESIGNATED ASSEMBLY AREA(S) (DAA):**

NORTH CAMPUS ASSEMBLY AREA:
North Campus offices, labs and educational spaces defined as the NORTH CAMPUS are to assemble at the:
- North Campus Parking Lot or ICC (Incident Command Center)

SOUTH CAMPUS ASSEMBLY AREA:
South Campus offices, labs and educational spaces defined as the SOUTH CAMPUS are to assemble:
- Outside the Events Stage or at the ICC (Incident Command Center)

OTHER:
OTHER miscellaneous offices, labs and educational spaces defined as the OTHER or MISC are to assemble:
- Outside the Events Stage or at the ICC (Incident Command Center)

## ASSISTING PEOPLE WITH DISABILITIES DURING AN EVACUATION:

Pre-assign emergency help for disabled co-workers before an emergency occurs. Gnomon's Response & Recovery Supervisors, the Office of Student Affairs and Human Resources Office can provide specialized evacuation training and information.

Be aware that people with "hidden" disabilities (arthritis, asthma, cardiac conditions, back problems, learning disabilities, etc.) may also need individual assistance.

In level 2 and 3 emergencies, it may be necessary to set up field command posts to manage local operations and communicate with building evacuees from multiple locations. Command posts will be staffed as dictated by the specific emergency and directed in conjunction per department and member of the Response & Recovery Supervisors, Team Leaders, Emergency Coordinator(s) and / or Emergency Coordinators.

**To Alert Visually Impaired Persons:**
- Announce the type of emergency ASAP. Be clear.
- Offer your arm for guidance to lead them. Do not push or pull them.
- Tell the person where you are going. Alert them to obstacles you encounter.
- When you reach safety, ask if further help is needed.

**To Alert People with Hearing Limitations:**
- Turn lights on/off to gain a person's attention or -
- Indicate directions with gestures or -
- Write a note with evacuation directions.

**To Evacuate Persons Using Crutches, Canes, or Walkers:**

- Evacuate these individuals as injured persons.
- Assist and accompany them to the evacuation assembly area if possible, or -
- Use a sturdy chair (or one with wheels) to move the person, or -
- Help carry the individual to safety.

**To Evacuate Wheelchair Users:**

- Non-ambulatory persons' needs and preferences vary.
- Individuals at ground floor locations may exit without help.
- Others have minimal ability to move. Lifting may be dangerous.
- Non-ambulatory wheelchair users may be put in stairwells. Alert emergency responders of their location. LAFD, LAPD or others can evacuate them if necessary.
- Some non-ambulatory persons have respiratory complications. Remove them from smoke and vapors immediately.
- Wheelchair users with electrical respirator get priority assistance.
- Most wheelchairs are too heavy to take down stairs.
- Consult with the person to determine best carry options.
- Reunite the person with the chair as soon as it is safe to do so.

In all cases, it is important that communications are maintained at all times between the Response & Recovery Supervisors, Team Leaders, Emergency Coordinators and all staff, students, faculty and individuals on site.

## EVACUATION ROUTES, CAMPUS MAPS, REFUGE AREAS, SUPPLY LOCATIONS

These maps and evacuation routes are printed and mounted in every campus building and in strategic, compliant locations in plain sight.

**FRONT OFFICE BUILDING 12 FIRST FLOOR**



**FRONT OFFICE/STUDENT LOUNGE EMERGENCY FIRE EVACUATION**
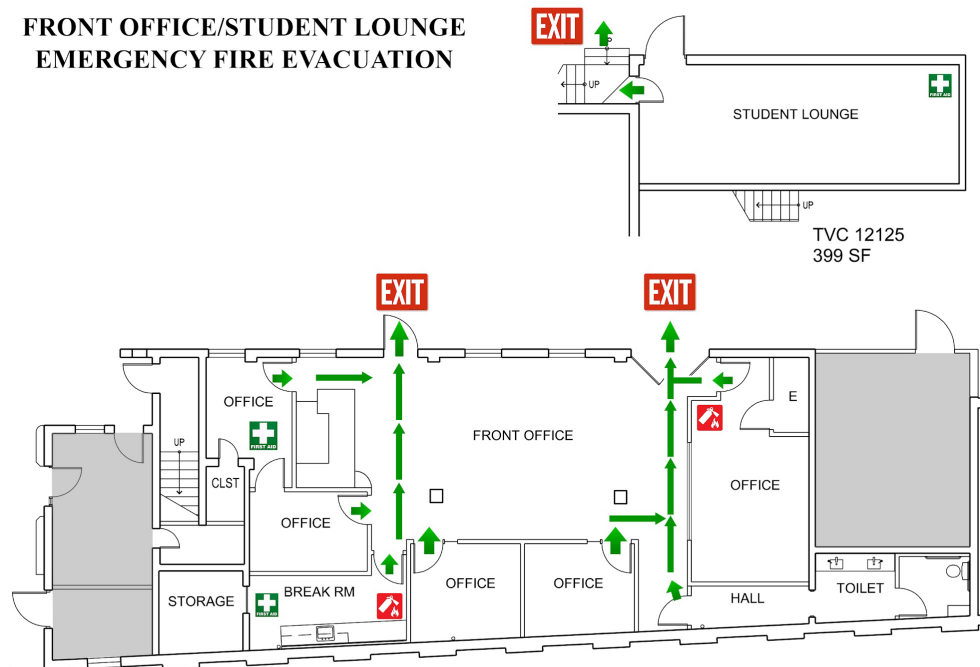
EXIT

STUDENT LOUNGE

UP

TVC 12125
399 SF

EXIT          EXIT

OFFICE

FRONT OFFICE          E

UP

CLST          OFFICE

OFFICE          OFFICE          OFFICE

STORAGE          BREAK RM          HALL          TOILET

FIRE EXTINGUISHER LOCATION

FIRST AID LOCATION

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

**BUILDING 8**

# GNOMON NORTH (1st FLOOR)

## EMERGENCY FIRE EVACUATION



FIRE EXTINGUISHER LOCATION

FIRST AID LOCATION

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

# GNOMON NORTH (2nd Floor)

## EMERGENCY FIRE EVACUTATION
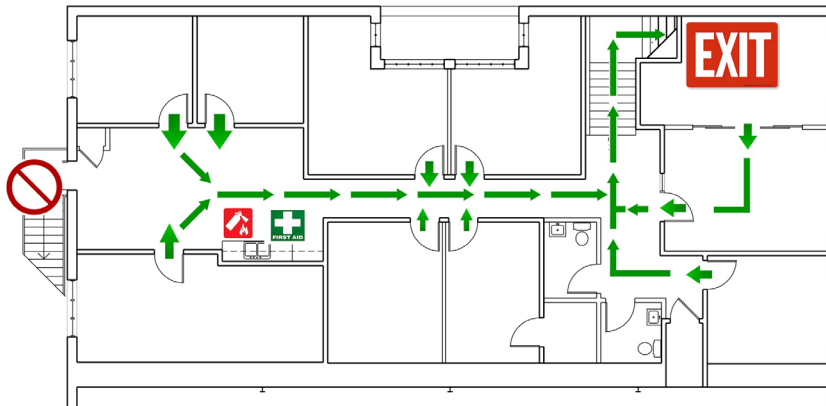


FIRE EXTINGUISHER LOCATION

FIRST AID LOCATION

-WALK TO STAIRCASE
LOCATED IN THE BACK
THE OFFICE

-CONTINUE DOWN STAIRS TO
EMERGENCY EXIT

-DO NOT USE METAL STAIRCASE

-MEET AT PARKING
STRUCTURE ON
ROMAIN FOR SAFE
REFUGE

# GNOMON

**LABS 1-2-3**
**EMERGENCY**
**FIRE EVACUATION**

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

LAB 3

LAB 2

LAB 1

I.T.

OFFICE

STUDENT
LOUNGE

HALL

LAB TECH

UP

UP

**EXIT**

**EXIT**
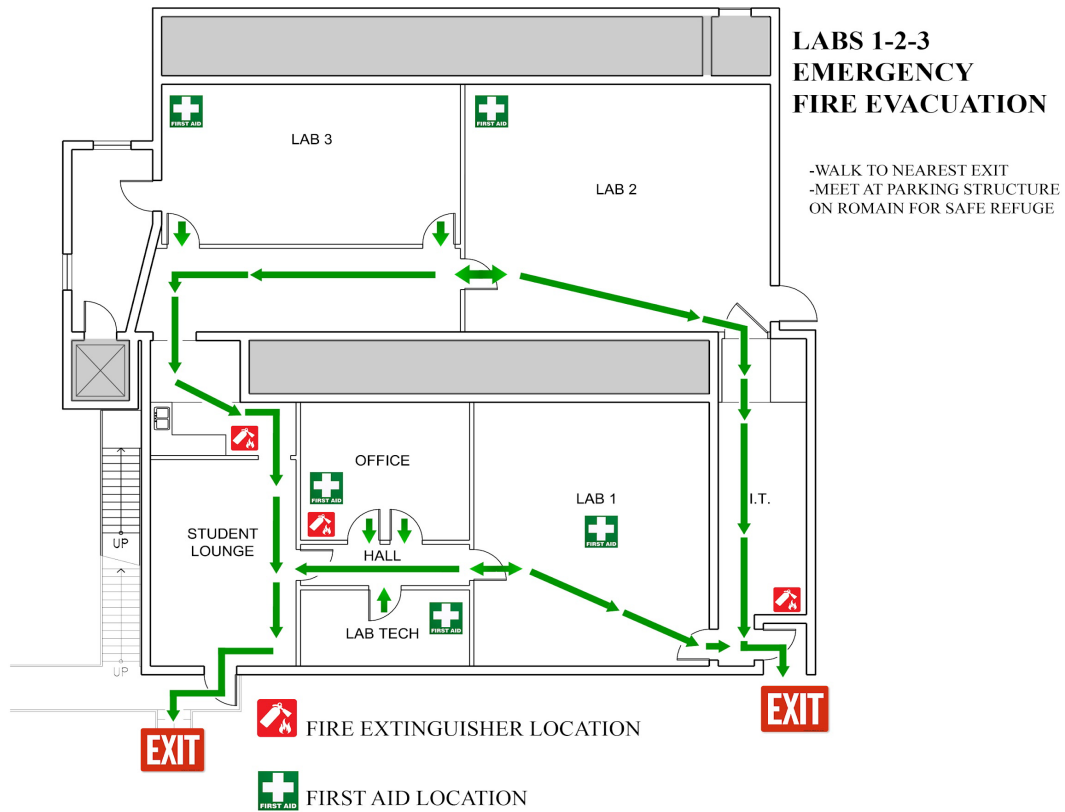
FIRE EXTINGUISHER LOCATION

FIRST AID LOCATION

## LABS 4-5/OFFICES
### EMERGENCY FIRE EVACUATION
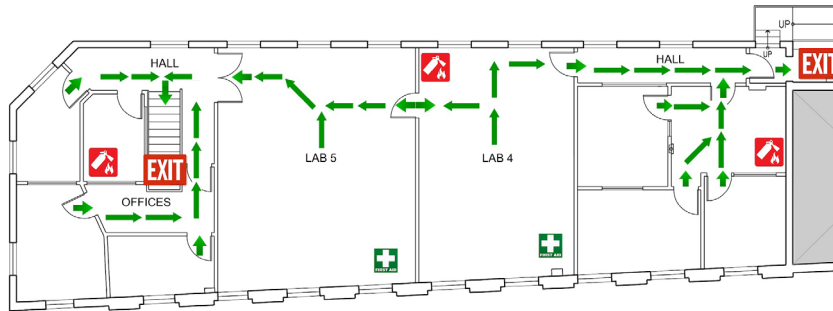


🔥 FIRE EXTINGUISHER LOCATION

➕ FIRST AID LOCATION

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

## LAB 4
# EMERGENCY FIRE EVACUATION

# LAB 5
# EMERGENCY FIRE EVACUATION

# GNOMON
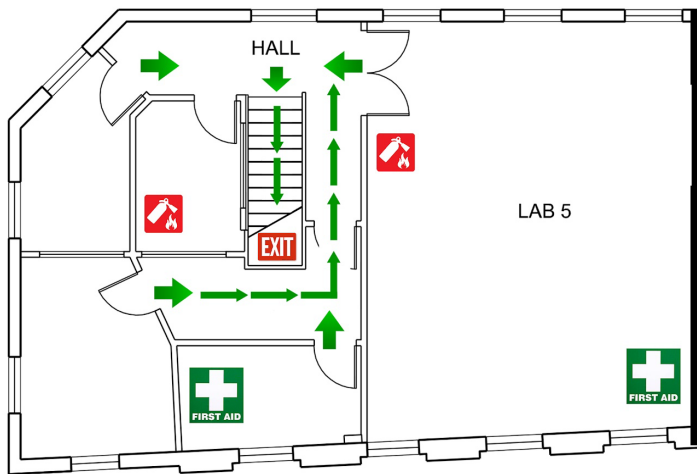
## LAB 6/ GALLERY
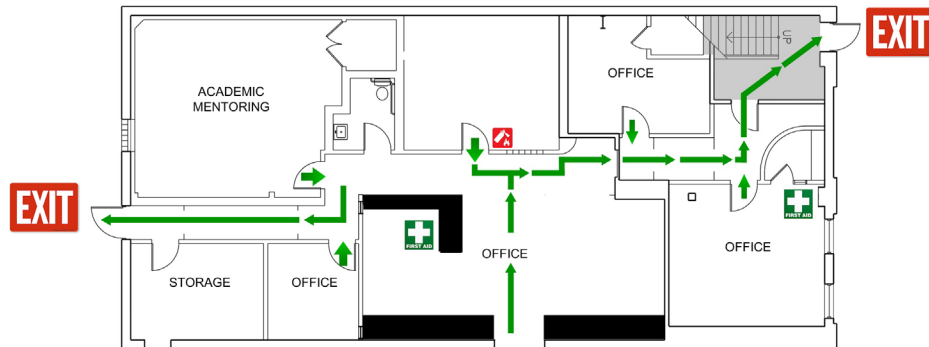### EMERGENCY FIRE EVCUATION
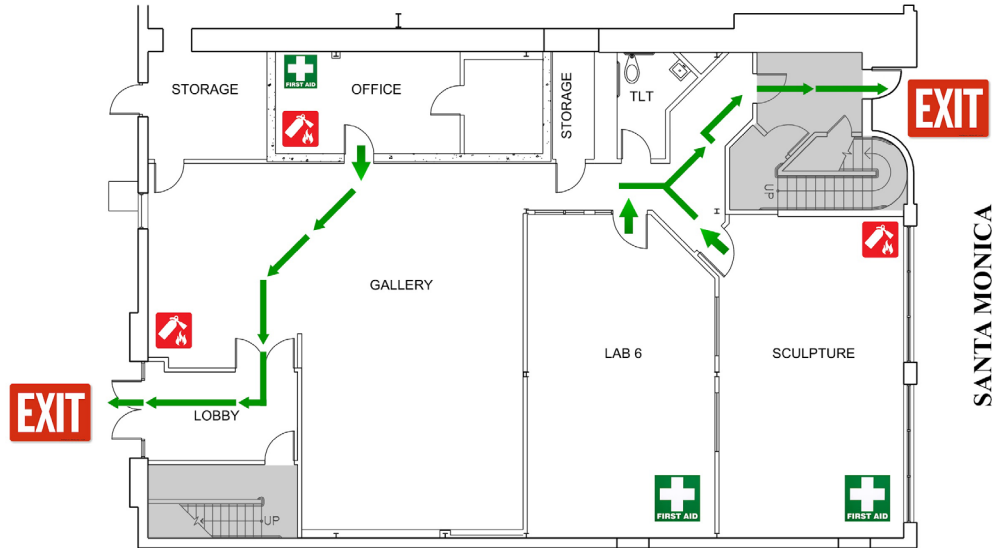


FIRE EXTINGUISHER LOCATION

FIRST AID LOCATION

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

**LAB7
BUILDING 3**

## LAB 7
### EMERGENCY FIRE EVACUATION
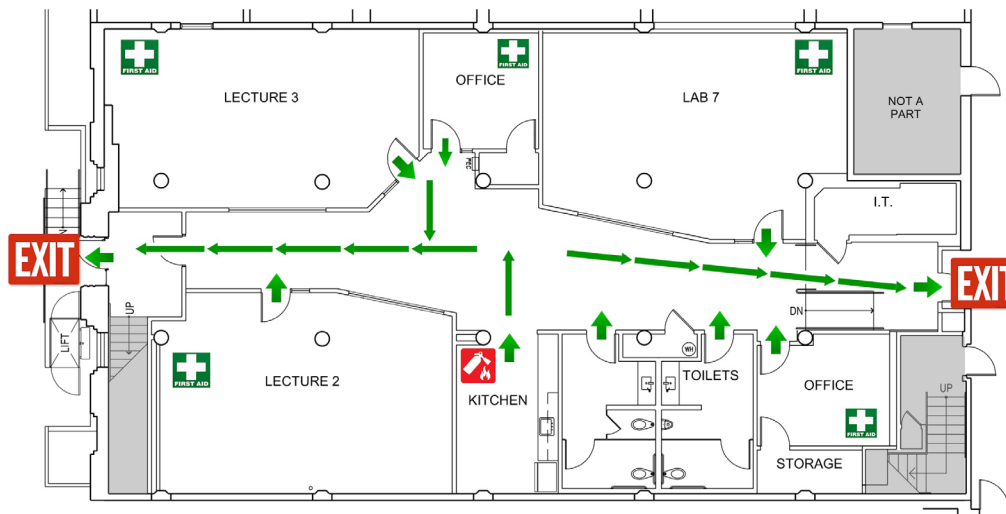


FIRE EXTINGUISHER LOCATION

FIRST AID LOCATION

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

# GNOMON

**LABS 8 - 9**
**BUILDING 4 / 2ND FLOOR**

**LABS 8/9/LECTURE 1**
**EMERGENCY FIRE EVACUATION**
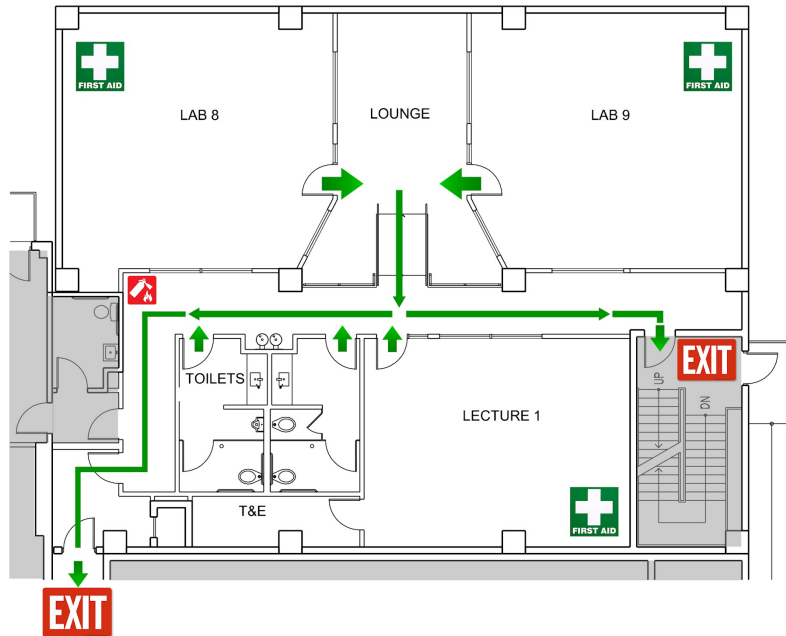


🧯 FIRE EXTINGUISHER LOCATION

➕ FIRST AID LOCATION

-WALK TO NEAREST EXIT
-MEET AT PARKING STRUCTURE
ON ROMAIN FOR SAFE REFUGE

**LIBRARY**

**LIBRARY/VR SPACE**
**EMERGENCY FIRE EVACUATION**

gnomon.edu
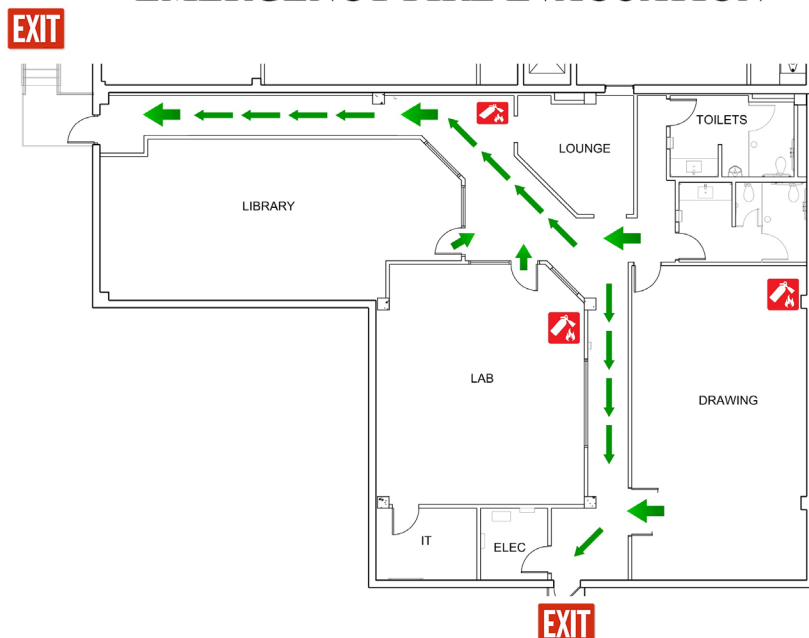
**EVENTS STAGE & STUDENT STORE**

# STAGE/STORE
## EMERGENCY FIRE EVACUATION
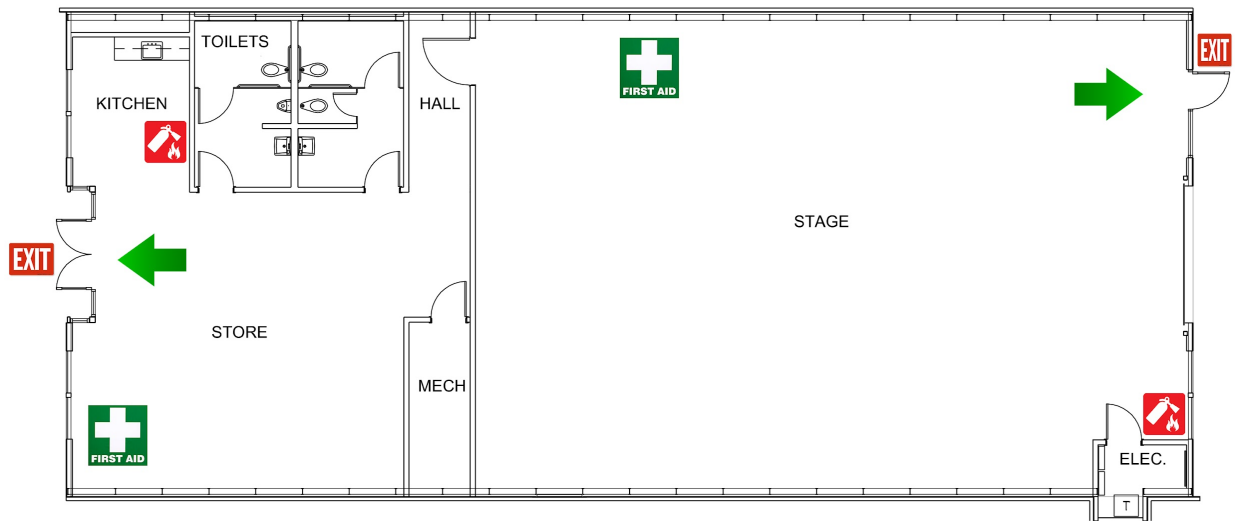


# STUDENT LOUNGE
## EMERGENCY FIRE EVACUATION
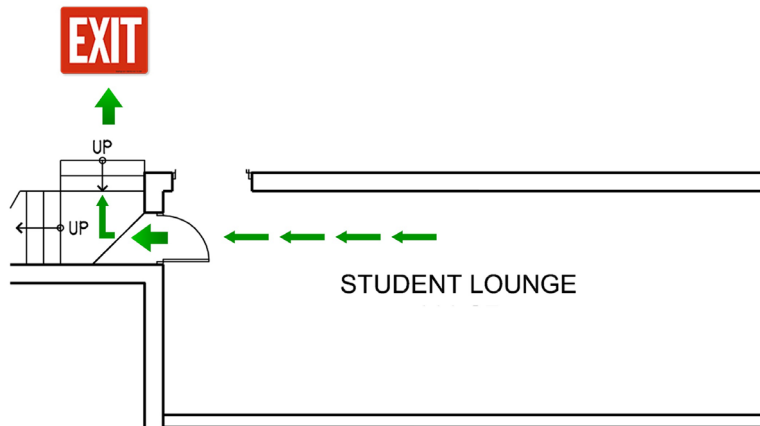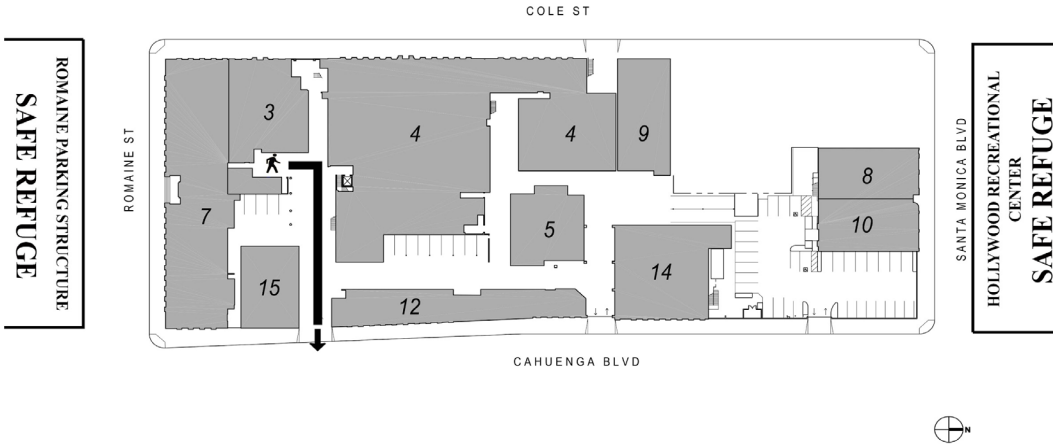
## Evacuation Plan: Building 3

## Designated Safe Refuge:
*Romain Parking Structure*

*At all times follow instructions of emergency personnel and school saftey officers/floor wardens

**EARTHQUAKE:**
*Duck, cover, and hold
*Await further instructions from Floor Wardens / Emergency Personnel
*Evacuate ONLY if Building is compromised and/or instructed to do so

**FIRE:**
*Exit away from the fire
*Evacuate to a designated safe refuge area

*Do not re-enter property without proper authorization from emergency personnel
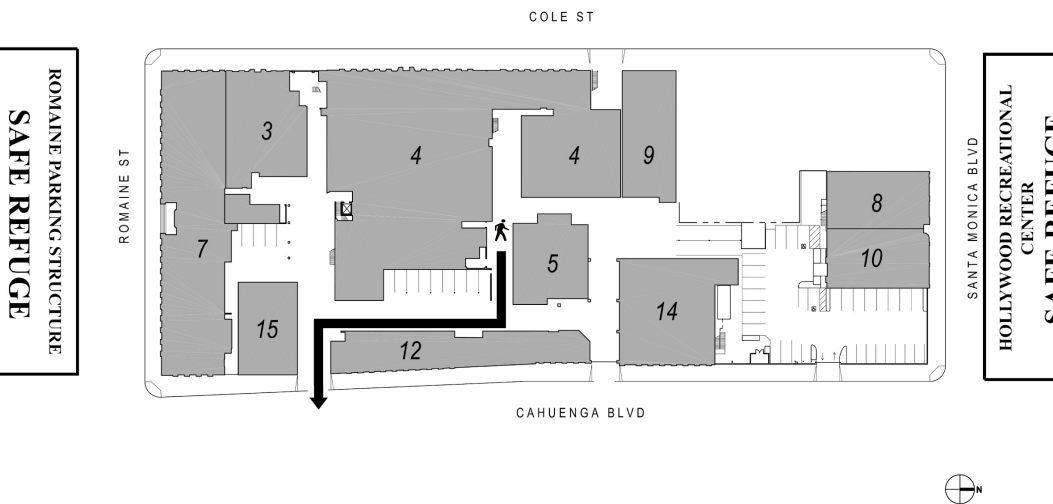


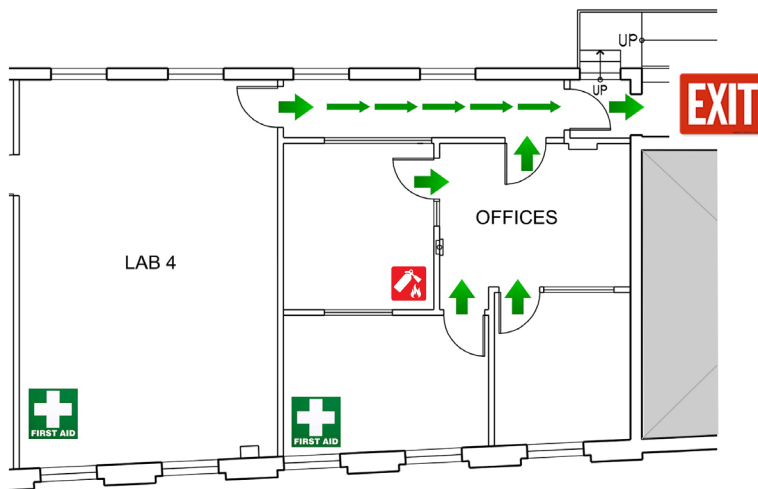## Evacuation Plan: Building 4

## Designated Safe Refuge:
*Romain Parking Structure*

*At all times follow instructions of emergency personnel and school saftey officers/floor wardens

**EARTHQUAKE:**
*Duck, cover, and hold
*Await further instructions from Floor Wardens / Emergency Personnel
*Evacuate ONLY if Building is compromised and/or instructed to do so

**FIRE:**
*Exit away from the fire
*Evacuate to a designated safe refuge area

*Do not re-enter property without proper authorization from emergency personnel

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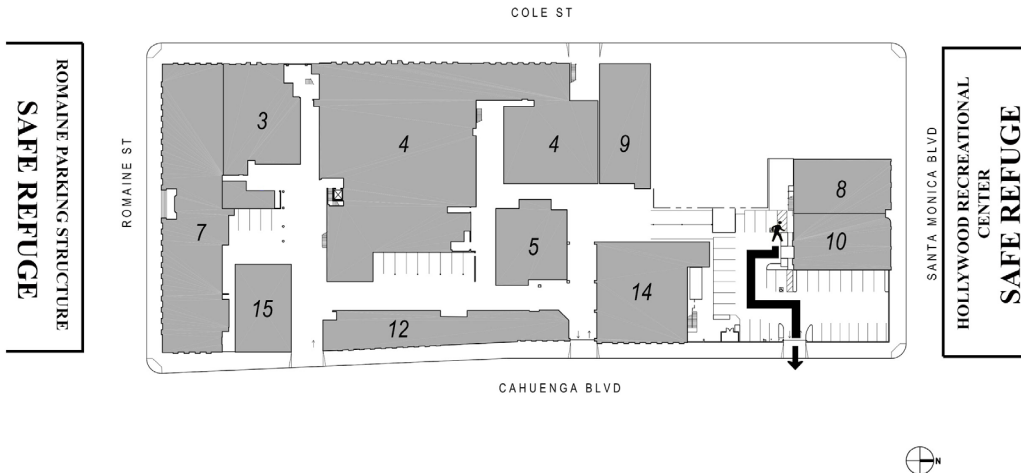
## Evacuation Plan: Building 8/10

## Designated Safe Refuge:
*Hollywood Recreational Center*

*At all times follow instructions of emergency personnel and school saftey officers/floor wardens

GNOMON
SCHOOL of VFX & ANIMATION
for FILM & GAMES

**EARTHQUAKE:**
*Duck, cover and hold
*Await further instructions from Floor Wardens / Emergency Personnel
*Evacuate ONLY if Building is compromised and/or instructed to do so

**FIRE:**
*Exit away from the fire
*Evacuate to a designated safe refuge area

*Do not re-enter property without proper authorization from emergency personnel
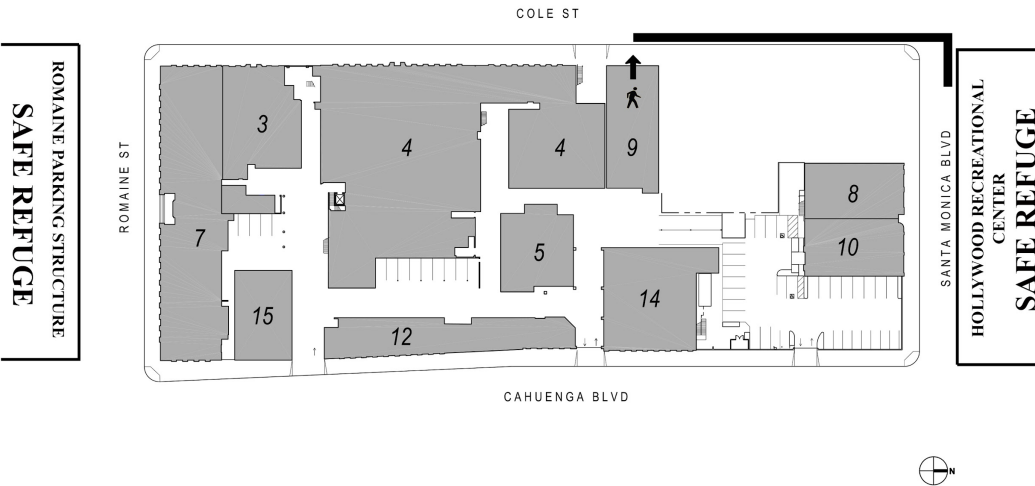


## Evacuation Plan: Building 9

## Designated Safe Refuge:
*Hollywood Recreational Center*

*At all times follow instructions of emergency personnel and school saftey officers/floor wardens

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**EARTHQUAKE:**
*Duck, cover, and hold
*Await further instructions from Floor Wardens / Emergency Personnel
*Evacuate ONLY if Building is compromised and/or instructed to do so

**FIRE:**
*Exit away from the fire
*Evacuate to a designated safe refuge area

*Do not re-enter property without proper authorization from emergency personnel

COLE ST

ROMAINE ST

SANTA MONICA BLVD

CAHUENGA BLVD
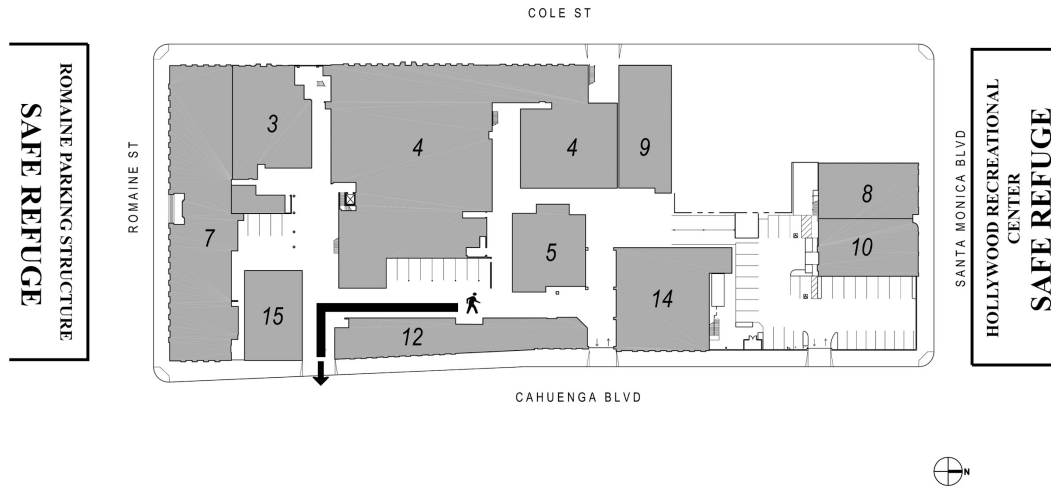
## Evacuation Plan: Building 12

## Designated Safe Refuge:
*Romain Parking Structure*

**\*At all times follow instructions of emergency personnel and school saftey officers/floor wardens**

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for FILM & GAMES

**EARTHQUAKE:**
**\*Duck, cover and hold**
**\*Await further instructions from Floor Wardens / Emergency Personnel**
**\*Evacuate ONLY if Building is compromised and/or**
**instructed to do so**

**FIRE:**
**\*Exit away from the fire**
**\*Evacuate to a designated safe refuge area**

**\*Do not re-enter property without proper authorization from**
**emergency personnel**

## RECOVERY

Once the immediate danger to life and property has passed, recovery efforts begin. The major elements that must be addressed are employees' concerns and well-being in addition to assessing and addressing all structural, financial, emotional, psychological damages.

Employees will need prompt and accurate answers to their questions about the department's operational status, safety of the premises and access. Transparency and honesty are key. Accurate information and a clear path of what people can expect are critical and must be conducted in an expedient fashion.

Best efforts and practices to provide that information in as many ways as possible will facilitate the recovery effort. Thorough documentation and consistent, well thought out and properly vetted messaging is the most important factor in assuring that Gnomon achieves the maximum cost recovery possible from federal and state sources.

It is important that information on loss and interruption of operations be gathered and passed via the Incident Commander to the Owners, the School Director's Office and the Executive Team as quickly as possible. The EOT and the Response & Recovery Team should be poised and organized to support all of these efforts.

## ADDITIONAL RESOURCES & INFORMATION:

https://www2.ed.gov/admins/lead/safety/handbook.pdf
https://www.cdc.gov/cpr/eoc/how-eoc-works.htm
https://www.fema.gov/pdf/plan/slg101.pdf
https://www.cdph.ca.gov/Programs/EPO/CDPH%20Document%20Library/FinalEOM712011.pdf
https://www.ready.gov/sites/default/files/documents/files/checklist3.pdf
https://www.caloes.ca.gov/
https://www.caloes.ca.gov/WarningCenterSite/Documents/04-LACOO%20Comp-Public.pdf
https://www.epa.gov/pesticide-incidents/how-report-spills-and-environmental-violations
https://www.lacitysan.org/san/faces/home?_adf.ctrl-state=1155vlzknn_5
https://www.cisa.gov/what-to-do-bomb-threat
http://www.lapdonline.org/special_operations_support_division/content_basic_view/6527#1
https://www.ready.gov/campus
https://www.phe.gov/Preparedness/planning/mscc/handbook/chapter1/Pages/emergencymanagement.aspx

# GNOMON

## SECTION THREE

### GNOMON INFECTIOUS DISEASE PANDEMIC RESPONSE PLAN

An infectious disease pandemic is a global outbreak of disease that occurs when a new virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore, serious illness or death is more likely to result than during seasonal flu. (U.S. Department of Health and Human Services).

Documentation and a comprehensive, current list of what can be classified as an infectious disease and other fundamental health topics can be found here: https://www.who.int/emergencies.

**SEASONAL FLU**

The Virus

Caused by influenza viruses that are closely related to those that have previously circulated; most people will have some immunity to it. Symptoms include fever, cough, runny nose, and muscle pain. Complications such as pneumonia are most common in the very young and very old and may result in death.

A vaccine is produced each season to protect people from the three influenza strains predicted to most likely cause illness.

Impact On The Community

Seasonal flu kills about 36,000 Americans each year and hospitalizes more than 200,000 children and adults.

**MILD TO MODERATE PANDEMIC**

The Virus

Caused by a new influenza virus that has not previously circulated among people and that can be easily spread. Because most people will have no immunity to the new virus, it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.

Symptoms are similar to seasonal flu but may be more severe and have more frequent serious complications.

Healthy adults may be at increased risk for serious complications.

Impact On The Community

May cause a moderate impact on society (e.g., some short-term school closings, encouragement of people who are sick to stay home).

**SEVERE PANDEMIC** (e.g. COVID-19)

The Virus

A severe strain causes more severe illness, results in greater loss of life, and has a greater impact on society.

# GNOMON

During the peak of a severe pandemic, workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

**COVID-19**

In the wake of the national state of emergency being lifted on the Local, State and Federal levels, Gnomon continues its diligence in its enforcement of best practices and health standards. Gnomon monitors and adheres to the ever-changing landscape of guidance and official protocols to mitigate transmission, disruption of academic timelines and protecting the entire Gnomon Community from not only all known and future strains of COVID-19, but from ongoing illnesses and diseases as they arise on campus.

**References (As of May 2023):**

Local : Los Angeles County Department of Public Health
https://lacounty.gov/covid-emergency-ending

State of California:
www.gov.ca.gov/2023/02/28/governor-newsom-marks-end-of-californias-covid-19-state-of-emergenc y

Federal
www.whitehouse.gov/briefing-room/legislation/2023/04/10/bill-signed-h-j-res-7
www.whitehouse.gov/covidplan

Gnomon Operations and Gnomon Student Affairs remain synchronized in how administrative teams respond to active, reported cases of COVID-19 and other illnesses as they are reported. If a staff member or a student reports that they are COVID-positive, below is a captured example of the current response template:

*"We are sorry to hear you tested positive for Covid-19.*

*Any person with positive Covid-19 results or experiencing any symptoms must not report to campus.*

*Please remain off-campus and self-isolate for 5 days from the date of your positive results (earliest possible return date <date listed>).*

*To return to campus, individuals must:*
1. *Remain off campus (until <date>) (the earliest date you may return - once you provide negative results is on <date>).*
2. *Be symptom-free for 72 hours prior to requesting a return to campus.*
3. *Upload a negative Covid-19 test taken within 72 hours of being on campus
   (PCR tests are preferred, home kits are accepted as long as you provide a photo that is date stamped - e.g., next to a computer or cell)*
4. *For testing information: https://coronavirus.lacity.gov/covid-19-testing-vaccine
   To upload test results visit: https://www.Gnomonreopening.com/studentcovidtests
   Password: StudentResults (case sensitive, please do not copy and paste) '*
5. *Be cleared to return to campus by Student Affairs (or Gnomon Operations). Please let us know (by email) once you upload your test results.*

## ISOLATION

### DAYS

| Day | |
|---|---|
| 0 | Symptoms begin or a positive test is taken. |
| 1 | Begin counting isolation days |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | You may end isolation after Day 5 [ii] if: |
| 7 | • You have been fever free for 24 hours (without fever-reducing medicines), AND |
| 8 | |
| 9 | • You don't have any other symptoms or your symptoms are mild and improving |
| 10 | |
| 11 | Isolation over [iii] |

Wear a mask around others [i]

i.   If you meet the criteria to end isolation after Day 5, you may stop wearing a mask if you have two negative COVID-19 tests in a row that were taken at least a day apart.
ii.  LAC DPH *strongly recommends* that you get a negative test for COVID-19 before ending isolation between Day 6-10. If you do test, it is best to use antigen tests (including self-tests) to lower the risk of false positives.
iii. If you still have a fever, stay in isolation until 24 hours after your fever resolves. If you are immunocompromised or had severe COVID-19, talk with your doctor about when you can be around others.

For more information, visit ph.lacounty.gov/covidisolation

*Additional Guidance:*
- *Rest, recover, consult your physician as needed*
- *Please wear a compliant mask for 10 days*
- *Here is a helpful link with isolation instructions and best practices as far as gauging and monitoring recommended timelines.*
  *http://publichealth.lacounty.gov/acd/ncorona2019/covidisolation/*
- *Review CDC Recommendations*

*Information from our FAQs:*
*How do I keep up with my coursework if I contract Covid-19 and I am unable to attend classes?*

*If you are unable to attend class due to Covid-19 exposure or positive results, below are some options:*
- *Stay in communication with instructors about possible options to take your class online or for making up coursework with the understanding that in some courses it may not be possible to complete course requirements while missing in-person activity for an extended time (if taking the class online is not an option).*
  *Please note, faculty cannot re-teach any class or lecture.*
- *We have copied the instructors below on this correspondence and requested remote access for your convenience.*
  *(Example of Class Grid and Schedule to Pivot to Remote, as needed):*

| CULS | 0100 | 1 | Cultural Studies | M | 07:00/10:00 | GNO | LECT2 | CNguyen |
|---|---|---|---|---|---|---|---|---|
| ESCI | 0100 | 1 | Earth Science | F | 01:00/04:00 | GNO | LAB4 | SMcLaren |
| FNAR | 0100 | 1 | Figure Drawing | M | 04:00/07:00 | GNO | DRAW | KJones |
| OVDP | 0100 | 3 | Overview of Digital Production | W | 04:00/07:00 | GNO | STAGE | AAlvarez |
| VCOM | 0100 | 1 | Visual Communications 1 | T | 07:00/10:00 | GNO | LECT | PTan |
| WRIT | 0100 | 1 | Language Arts 1 | W | 09:00/12:00 | GNO | LECT | MGonzalez |

- *Connect with your classmates*
  *Connect with your classmates to ask questions and to request that they share their notes with you.*

- *Reach out to our Academic Mentoring Center for support*
  *The Gnomon Academic Mentoring Center (AMC)is dedicated to advising students, providing additional support, and tutoring with homework, and advice on managing course loads. AMC is available Monday through Friday from 9 am – 6 pm. To set a virtual appointment with an Academic Mentor, please email: amc@Gnomon.edu.*

*Important Conduct Notice:*

*In order to meet Gnomon's mission, and maintain a safe campus, we must all abide by the rules, policies, and procedures delivered via Orientation, the Student Catalog, email notifications, the Gnomon website, and any other agreements you have received and acknowledged. Any violations of Gnomon's safety guidelines and policies are a compliance and conduct issue, and all violations will be treated as a breach of conduct as detailed in the College's Faculty, Employee, and Student Catalog. Violations may result in suspension, termination, or expulsion*

*Please do not hesitate to reach out if you have any questions."*

**Impact On The Community**

Schools and day care/child care facilities may be closed. Public and social gatherings will be discouraged. Patterns of daily life could be changed for some time with basic services and access to supplies possibly disrupted.

## PHASES OF EMERGENCY MANAGEMENT



Gnomon will be proactive. fully committed, engaged and thorough  in all phases of Emergency Management.
As follows:

Prevention is the action colleges and universities take to decrease the likelihood that an event or crisis will occur.

- Wash hands regularly.
- Keep up-to-date on vaccinations.
- Get regular medical examinations.
- Maintain a healthy diet.
- Exercise regularly.
- Drink plenty of water.
- Maintain proper hygiene.
- Get adequate sleep.

- Social / Physical Distancing

Mitigation is the action colleges and universities take to eliminate or reduce the loss of life and property damage related to an event or crisis, particularly those that cannot be prevented.

- Review existing campus and community data.
- Assess facilities and grounds.
- Assess the culture and climate.
- Seek medical attention when you are ill.
- Comply with the medical regime prescribed by your doctor.
- Reduce the spread of the disease by staying home and away from crowded areas.
- Drink plenty of water.
- Get an adequate amount of sleep.

**Preparedness** is the phase in which strategies, processes, and protocols are designed to prepare the college or university for potential emergencies. Preparedness activities may include:

- Keeping track of infectious disease information in and around our area and region.
- Engaging all organizational resources available within our community and region.
- Assigning personnel to manage each function and define lines of succession in an emergency plan as to who is in charge when key leaders are not available.
- Maintaining adequate emergency supplies for a possible outbreak.
- Educating the community when appropriate.
- Reassessment of academic calendars, sustaining student progress and credits, etc.
- Reassessment and recalibration of tuition schedules and collection efforts.
- Develop, refine and institute plans to unify students, staff, and faculty with their families.
- Define protocols and procedures for each type of response strategy, e.g., shelter-in-place, lockdown or evacuation.
- Utilize emergency notification system using multiple modes of communication to alert persons on campus that an emergency is approaching or occurred.
- Outline schedules and plans for marketing emergency procedures and training staff, faculty, and students about the emergency plan procedures.
- Work with campus and community mental health professionals to establish a behavioral threat assessment process that involves mental health professionals for evaluating persons who are at-risk of causing harm to themselves or others.
- Enforce and adhere to compliance of State and Federal safety and health protocols and accreditation entities. (i.e. HIPAA, FERPA, BPPE, ACCSC, DOE)

**Response** is taking action to effectively contain and resolve an emergency. Responses to emergencies are enhanced by thorough and effective collaboration and planning during the Prevention-Mitigation and Preparedness phases. During the response phase, campus officials activate the emergency management plan. Responses to emergencies vary greatly depending upon the severity, magnitude, duration, and intensity of the event. A pandemic is a public health emergency that could have significant political, social and economic dimensions. This phase is generally governed by factors that cannot be known in advance and could last for an extended period of time. This is the phase of emergency management covered most intensely by the press and media, as well. Effective response requires informed decision-making and identification of clear lines of decision authority. Selected Response activities include:

- Dialoguing with first responders to make informed decisions and deploy resources; and
- Establish and activate an Emergency Operation Center (EOC).
- Accounting for students, faculty, and staff.
- Conduct an after-action report as a tool for improving the emergency management plan.

Example below:

**Emergency Operations Center (EOC)**

The EOC serves as a centralized management center for emergency operations. Here, decisions are made by emergency managers based upon information provided by the incident commander and other personnel. The EOC should be located in an area not likely to be involved in an incident (e.g., security department, emergency manager's office, or training center). An alternate EOC should be designated in the event that the primary location is not usable due to emergency consequences. Ideally, the EOC is a dedicated area equipped with communications equipment, reference materials, activity logs, and all the tools necessary to respond quickly and appropriately to an emergency, including:

- Communications equipment;
- A copy of the emergency management plan and EOC procedures;
- Blueprints, maps, and status boards;
- A list of EOC personnel and descriptions of their duties;
- Technical information and data for advising responders;
- Building security system information;
- Information and data management capabilities;
- Telephone directories;
- Backup power, communications, and lighting; and
- Emergency supplies.

Source: *FEMA Emergency Management Guide for Business & Industry*, available at: http://www.fema.gov/business/guide/toc.shtm).

**Emergency Operations Teams (EOT) / Response & Recovery Teams**

During an outbreak, critical staff may be required to come to campus. Areas that will be crucial in a viral outbreak are:

- Executive Management, School Director & Owners.
- Campus Safety: Operations & Facilities
- Education
- Human Resources
- Admissions
- Student Affairs
- Technology, IT & Systems Administration.

**Campus Closure**

If it is decided that closing the campus is needed. The following steps will take place:

- Communications (multiple offices depending on audience) will send a closure announcement via email, social media and, as appropriate, emergency texts and phone calls using an Alert Management System.
- Communications will establish a health advisory window on the main page of the website. This window will be utilized to update the community and will include a FAQ page.
- Campus Safety/Operations will communicate with the lessor, conduct a walk-through, and post a closure notice at the front entrance.
- Campus Safety/Operations will shutter school.

- Facilities will guide new protocols such as medical-grade cleaning to the entire campus, lock down of offices/classrooms.
- Technology Team will:
    - ensure all servers are working
    - ensure all systems are in place to offer work-from-home
    - partner with the Education team to prepare students and faculty to shift to remote education.

**Social Distancing Strategy**

Social distancing is a public health strategy to limit exposure to highly communicable disease(s) by restricting person-to-person contact. Social distancing may include:

- Avoiding unnecessary travel.
- Canceling classes, meetings and scheduled events.
- Maintaining personal distance between oneself and a person showing symptoms of illness.
- Limiting public gatherings.
- Scheduling employees to work in shifts.
- Controlling access to buildings.

In the case of a severe outbreak, social distancing could be implemented for a period of time depending on the circumstances. The appropriate public health agency will be consulted for the determination of need and length of time. Determining at what point and what level of social distancing measures to employ is a difficult decision. Social Distancing will likely come as a result of mandates from the Los Angeles County Department of Public Health and federal, state and local government authorities. These authorities are likely to follow CDC and WHO recommendations.

**Cross-Phase Universal Actions & Responses**

- Utilization of hand-sanitizing methods in classroom, labs, offices and trafficked spaces on campus. Sanitizer stations and bottles available and accessible.
- Removal of openly accessible food for staff appreciation. (Candy jars, food plates, etc.)
- Strategic and consistent usage of an Alert Notification System (text, vm's, emails) when timing, information and circumstance is appropriate. Issuing audience specific-messaging and directives.
- Sustaining detailed communication regarding the financial impact and status of the business entity and how it may affect staff, faculty, students, creditors. I know this may open an area of discussion or inquiry we would like to avoid in this document - less is more, etc. Mentioning in case it is helpful.
- Availability of Mental Health Resources to address the psychological impact of a pandemic.
- Swift identification of and prioritization of higher-risk staff, faculty, etc. who may have compromised immune systems.
- Institute medical-grade cleaning and heightened disinfection protocols at any phase or tier of response.
- Minimizing or pausing packages, messengers, delivery services and traffic of daily vendors.
- Strategizing and the institution of rotating transition teams so that full departments don't "go down" and result in a staffing collapse.
- Reassessment of academic calendars, sustaining student progress and credits, etc.
- Reassessment and recalibration of tuition schedules, collection efforts and adhering to updated Financial Aid guidelines per State and Federal entities.
- Continue to aggregate accurate and current information and guidance from respected sources for use in all messaging and updates, per audience.

| Entity | Position Within Entity | Responsibilities |
|---|---|---|
| Local | • Law Enforcement<br>• Fire Department<br>• Emergency Medical Services<br>• Emergency Preparedness Office<br>• Public Works Office<br>• Public Information Officer<br>• City or County Attorney | • Conduct criminal investigations (sometimes, together with campus law enforcement)<br>• Ensure that the perimeter is controlled<br>• Provide personnel, equipment and other resources, and specialized personnel or equipment<br>• Coordinate emergency communications<br>• Coordinate with campus PIO |
| State and Regional Organizations | • National Guard<br>• Civil Support Team<br>• HazMat Personnel<br>• State Emergency Management Agencies<br>• State Patrol<br>• Public Health | • Provide personnel, equipment, supplies, and specialized resources<br>• Conduct field assessments<br>• Determine Declaration of Emergency<br>• Seek federal assistance |
| Federal Organizations | • Federal Bureau of Investigation (FBI)<br>• Federal Emergency Management Agency (FEMA)<br>• Center for Disease Control (CDC) | • Lead criminal investigations<br>• Provide federal recovery assistance<br>• Provide specialized resources |
| Campus | • Campus Executive Leadership<br>• Campus Public Safety Officers<br>• Emergency Management Team<br>• Campus Public Information Officer (PIO) | • Provide leadership on campus during an emergency<br>• Institute the campus emergency management plan<br>• Coordinate and support with partners<br>• Serve as incident commander to establish the incident command system (sometimes, until partners arrive to take over ICS) |

**Source:**
Action Guide for Emergency Management At Institutions of Higher Education, U.S.Department of Education.  Table 1. Illustrative Key Responsibilities During an Emergency by Organization Entity and Position Within Entity .
Adapted from Homeland Security Planning for Campus Executives workshop, developed by VMC/West Virginia University for DHS/ FEMA under the agency's Training and Education Integration (TEI) Secretariat, available at http://vmc.wvu.edu/projects.htm

GNOMON

## GNOMON OPERATIONS STATUS

Based on consultation with the Los Angeles County Department of Public Health, the Gnomon Owners, CEO or School Director has the authority to declare that the Institute is operating according to one of the following tiers:

**TIER 01** — Classes are being held, and offices are open for business. Gnomon staff and students are asked to accept personal responsibility to avoid contact with others if symptomatic. Create Social Distancing groups with other individuals with whom you have close contact and limit contacts with outside groups, within reason. Avoid crowds or mass gatherings. Implement

**TIER 02** — On-campus classes are suspended, but offices are open for business. Restrict public gatherings on campus to only essential academic and business functions as the number of local cases rise or evidence suggests sustained growth. Restrict meetings whenever possible. Conduct business via telephone, email, or any other available means.

**TIER 03** — On-campus classes are suspended, and physical offices are closed. Close ancillary functions
Critical employees report to work as directed, all others move to remote platform
Conduct business via telephone, email, or any other available means.
Academic programs/courses move to distance education platform

**TIER 04** — On-campus classes are suspended, and physical offices are closed.
Critical employees report to work as directed, all others move to remote platform
Conduct business via telephone, email, or any other available means.
Academic programs/courses move to distance education platform, or remain in distance education platform

In the extreme event that a complete campus closure is necessary, most academic, administrative, and support operations will cease. Minimal utilities will be supplied to buildings and all routine, normal daily housekeeping and maintenance activities will cease until such time the campus is reopened. Buildings will be secured in a way to prevent re-entry by all but approved critical employees. Only minimal or basic communications systems will be maintained.

## RECOVERY

This phase establishes procedures, resources, and policies to assist an institution and its members' return to functioning after an emergency. Recovery is an ongoing process. The type and breadth of recovery activities will vary based on the nature and scope of the emergency. However, the goal of the recovery phase is to restore the learning environment. Planning for Recovery begins in the Preparedness phase and requires support from campus leaders to ensure that decisions contribute to implementation and resolution of all four components of recovery. All decisions should be made in conjunction with local and perhaps state officials and partners.

**Recovery includes:**

- Physical and Structural Recovery.
- Financial and Business Operations Recovery.
- Restoration and continuation of the academic-learning environment.
- Assessment and confirmation of health status of all staff, faculty and students.
- Psychological and Emotional Recovery.
- Staggered reintegration of staff, faculty and students.
- Surveys, post-mortems and consistent and accurate messaging.
- Sustained cycles of Prevention, Mitigation and Preparedness.
- Continued analysis and improvement of all protocols, policies, best-practices and strategies.

**CONCLUSION**

The Gnomon Infectious Disease Pandemic Response Plan has been put in place in order to protect our campus and the community at large. Our comprehensive plan works in coordination with state and local authorities to ensure containment in as timely a manner as possible. Planning in advance for potential infectious diseases and pandemic outbreaks will reduce transmission, protect the health of the community, and save lives.

## STUDENT WELL-BEING & TITLE IX

Gnomon is committed to supporting the mental health and wellbeing of its students so that they may academically flourish and develop both personally and professionally.

Gnomon strives to support and promote the wellbeing and positive mental health of all its students in all aspects of academic life, at all stages.

**Health Insurance Mandate**

All students enrolled in a course of study at Gnomon are required to have health insurance. California law requires you to have health insurance. Unless you qualify for an exemption, you will be required to pay a tax penalty if you go without health insurance in California. The California law took effect on January 1, 2020. To avoid the California tax penalty, you must have what California considers "minimal essential coverage" (MEC) or prove your eligibility for an exemption.

For health care coverage options visit: Healthcare.gov

International Students seeking health insurance options should reach out to Student Affairs for more information.

**Gnomon Student Assistance Program (GSAP)**

The Gnomon Student Assistance Program (GSAP) is a confidential, free resource to assist program students in managing a wide variety of issues that affect their daily lives such as:

- Stress and anxiety
- Depression
- Alcohol and drug dependency
- Family conflict
- Performance-related fears
- Fitting in culturally

The program also provides referrals to one-on-one counseling, as well as a variety of wellness-related community resources such as community and cultural events. If a student feels that their situation requires immediate assistance, a 24-hour crisis hotline is available, through which the student can speak to a licensed counselor.

For more information, please contact the Student Affairs Office at studentaffairs@Gnomon.edu.

**Remote Student Counselor**

Gnomon provides virtual counseling services to program students seeking a short-term resource for coping skills and other mental health-related issues. Students are encouraged to utilize Gnomon's counseling service to talk privately in a safe environment about personal concerns or crisis intervention situations; examine ways to manage stress, anxiety, sadness or frustration; and identify ways to make changes in their lives. Additionally, the service supports students while they seek referrals to outside agencies, groups, clinics, and therapists relating to issues such as stress, anxiety, depression, relationship problems, rape and assault, substance abuse, and other mental health concerns.

Through a confidential, online appointment system, students can schedule a free session with the School Counselor during normal school office hours. Gnomon's School Counselor is a practicing psychotherapist with a Doctor of Psychology, an active state certified LMFT, and a certified substance abuse counselor.

For more information, please contact studentaffairs@Gnomon.edu.

**Title IX Committee**

Title IX of the Higher Education Amendments of 1972, 20 US Code § 1681(a), is a federal law that prohibits discrimination on the basis of sex in education programs or activities and includes addressing sexual harassment, sexual violence, and other gender-based harassment occurring in an institution of education. Gnomon is committed to fostering an educational and working climate free from sexual harassment, sexual assault, and sexual violence. To define conduct expectations and provide recourse for individuals whose rights have been violated, Gnomon implements strategic coordination of policies, education, and clear and equitable procedures for reporting and resolution of complaints of sexual misconduct.

**Title IX Support Resource Guide**

Gnomon encourages students to seek support if they believe they have experienced any prohibited conduct, or if they are under investigation. Although not intended to be a comprehensive explanation of your options, the following resources are available to provide support.

**Title IX Coordinator**

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed below:

Title IX Coordinator Contact Information:

Carmen Munoz
Email: carmen.munoz@Gnomon.edu
Phone: (323) 466-6663
1015 N Cahuenga Blvd., Los Angeles, CA 90038

Gnomon's Harassment and Sexual Misconduct, Non-Discrimination, Grievance Policies and complaint forms, are available at: https://www.Gnomon.edu/about/consumer-disclosures/title9

## COMMUNITY RESOURCES

### CONFIDENTIAL RESOURCES

An individual who seeks completely confidential assistance may do so by speaking with professionals who have a legally protected capability to maintain confidentiality. Confidential reporting options are available through our onsite Counseling Services with a licensed Therapist or off-campus through the Gnomon Student Assistance Program (GSAP) 1-800-321-2843, local rape crisis counselors, victim advocacy centers, domestic violence resources, local or state agencies, and emergency care facilities (please see Support Resources below).

Information shared with these resources remain confidential and will not be shared with Gnomon or anyone else without express permission of the individual seeking services.

### COMMUNITY RESOURCES

If it is an emergency, call 911 immediately.

Those who experience sexual assault are urged to seek medical treatment as soon as possible by going to the nearest hospital emergency room, specialized sexual assault treatment and trauma center, or private physician.

The Rape Treatment Center Santa Monica (UCLA Medical Center) provides comprehensive services for sexual assault victims – adults and children – 24 hours a day, including specialized medical care, forensic services, counseling, and information about rights and options.

www.uclahealth.org/santa-monica/rape-treatment

1250 Sixteenth Street Santa Monica, CA 90404
1-424-259-7208
Rape, Abuse & Incest National (RAINN)
https://www.rainn.org/about-national-sexual-assault-telephone-hotline
1-800-656-HOPE (4673)

- Confidential support from a trained staff member
- Support finding a local health facility that is trained to care for survivors of sexual assault and offers services like sexual assault forensic exams
- Someone to help you talk through what happened
- Local resources that can assist with your next steps toward healing and recovery
- Referrals for long term support in your area
- Information about the laws in your community
- Basic information about medical concerns

**Los Angeles Police Department – Hollywood Station**
1358 North Wilcox Ave, Los Angeles, CA 90028
(213) 972-2971 (non-emergency contact)

**End Rape on Campus (EROC)**
http://endrapeoncampus.org

**National Domestic Violence Hotline**
www.thehotline.org
1-800-799-SAFE (7233)
**Los Angeles County Domestic Violence**
http://dpss.lacounty.gov/wps/portal/dpss/main/programs-and-services/specialized-supportive-services/domestic-violence
1-800-978-3600

**Los Angeles County Stalking Hotline**
Phone: (877) 622-0044

**California Coalition Against Sexual Assault**
http://www.calcasa.org/

**L.A. Gay and Lesbian Center**
Provide counseling, violence prevention and intervention, HIV program and testing, legal services, and other support programs for gay, lesbian, and transgender individuals.
http://www.lalgbtcenter.org/

1625 N. Schrader Blvd.
Los Angeles, CA 90028
(323) 993-7400 (Operator)

**The Anti-Violence Project**
Serves people who are LGBTQ; bilingual, 24/7. (212) 714-1124

**Trans Lifeline**
https://www.translifeline.org/
1-877-565-8860

**The Trevor Project**
Provides crisis intervention and suicide prevention services to LGBBTQ youth. www.thetrevorproject.org
866-488-7386

**No More**
http://nomore.org

**Peace Over Violence**
A community-based sexual assault, domestic violence, youth violence and child abuse prevention center. Focus on prevention, intervention, and social change.
http://www.peaceoverviolence.org/
1015 Wilshire Blvd., Suite 200 Los Angeles, CA 90017
(213)955-9090 Office

**24-hour rape crisis hotline**
The Los Angeles Rape and Battering hotline is a confidential non-judgmental resource where staff and volunteers are available to provide emotional support, advocacy, information and referrals. If you or someone you care about has been a victim of sexual assault, domestic violence or intimate partner stalking, the 24 hour crisis line:

Central LA: 213-626-3396
South LA: 310-392-8381
Pasadena/West San Gabriel Valley: 626-793-3385

**Domestic Violence Shelter Assistance Hotline:**
310-281-2822

**Mental Health Emergencies or Suicide Crisis Line**
1-800-854-7771

**Asian Pacific Counseling and Treatment Center**
http://apaitonline.org/
1730 W. Olympic Blvd., Suite 300 Los Angeles, CA 90015 (213) 553-1830

**Jewish Family Services of Los Angeles**
http://www.jfsla.org/page.aspx?pid=240
1 Federation Way, Suite 220
Irvine, CA 92603
(949)435-3460

**The Relational Center**
http://www.relationalcenter.org/
5486 Wilshire Blvd.
Los Angeles, CA 90036
(323) 935-1807

**Veterans Crisis Line Hotline, Online Chat & Text**
The Veterans Crisis Line connects Veterans in crisis and their families and friends with qualified, caring Department of Veterans Affairs responders through a confidential toll-free hotline, online chat, or text (800) 273-8255 Press 1
http://www.veteranscrisisline.net/ChatTermsOfService.aspx?account=VeteransChat
(Chat Online), Text 838255

**FOR MORE INFORMATION ABOUT YOUR RIGHTS VISIT:**
Know Your Rights About Title IX
(U.S. Department of Education, Office for Civil Rights)
https://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html
U.S. Department of Education, National Office, Office for Civil Rights
https://www2.ed.gov/about/offices/list/ocr/index.html

400 Maryland Avenue, SW, Washington, D.C. 20202
General Inquiries: 800 872-5327

**California Coalition Against Sexual Violence**
https://www.valor.us/
General Inquiries:
info@calcasa.org 1215 K. Street
Suite 1850
Esquire Plaza, Sacramento, CA 95814
Voice: 916 446-2520
Fax: 916 446-8166
SMS/Text: 916 905-2272

**Office of Violence Against Women (OVW), United States Department of Justice**
https://www.justice.gov/ovw
ovw.info@usdoj.gov
145 N Street, NE, Suite 10W.12, Washington, D.C. 20530
Phone: 202 307-6026, Fax:  202 305-2589, TTY:  202 307-2277

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**Centers for Disease Control and Prevention, Intimate Partner Violence**
https://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/index.html
Inquiries about Title IX and Gnomon's compliance with it may also be directed to:

Department of Education Office for Civil Rights San Francisco Office
Email: ocr.sanfrancisco@ed.govment.gov
50 Beale Street, Suite 7200, San Francisco, CA 94105-1813
415-486-5555
FAX 415-486-5570

## STUDENT WELLNESS SPOTLIGHT

Below one may review the Wellness Spotlight Email deployed to students as common practice. It includes guidance, resources and a multitude of options for well-being and health. Please note that apps, platforms and resources below also include active URLs in their headings.

**Wellness Spotlight Sample Email to Students**

*Dear Gnomon Students,*

*We hope your Winter term is off to a great start!*

*As we head into week two, we encourage you to continue to place importance on nourishing your whole self and overall wellness, physically, and mentally, and seeking care when you need it.*

*Here is a list of important information and resources that are available to you:*

*WELLNESS RESOURCES*

*Virtual Counseling Services*
*Virtual Counseling Services are available to program students seeking a short-term resource for coping skills and other mental health-related issues. Dr. Jason Waterman has over 25 years of experience working in the field of mental health.*

*Dr. Jason Waterman is available by appointment on Monday - Friday from 9:00 AM - 6:00 PM.*

*To schedule a free, confidential appointment email, Jason.waterman@Gnomon.edu*

*GSAP (Holman Group)*
*The Gnomon Student Services Program (GSAP) is a free and confidential resource available to assist students in managing a wide variety of issues such as anxiety, stress, and depression.*

*The crisis hotline at 1-800-321-2843 is available 24 hours a day, seven days a week, or call between Monday - Friday from 7:30 am – 6:30 pm (PST) to schedule an appointment.*

*For more information visit: Holmangroup.com, Username: Gnomon, Password: GS2013*

*ACADEMIC SUPPORT*

*Reach out to our Academic Mentoring Center for support*
*The Gnomon Academic Mentoring Center (AMC)is dedicated to advising students, providing additional support and tutoring with homework, and advice on managing course loads. AMC is available Monday through Friday from 9 am – 6 pm. To set a virtual appointment with an Academic Mentor, please email: amc@Gnomon.edu.*

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*COMMUNITY RESOURCES AND CRISIS LINES*

### *988 Suicide and Crisis Lifeline*
*The Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States.*
*Call or text 988 or call 1-800-273-8255*

### *iPreVail*
*Need someone to talk to right now? Connect with a trained Coach to discuss what's on your mind. Free to anyone in LA County. For immediate attention or if you are experiencing an emergency, please call 911 or go to your local emergency room.*

### *MINDFUL MEDITATION APPS*
*While it can be difficult to fit mindfulness meditation into an already busy schedule, the benefits are many. Studies show mindfulness helps with:*
- *Decreasing stress and anxiety*
- *Improving memory, concentration, and sleep*
- *Boosting creativity*
- *Enhance physical health and mental well-being*

*There are several virtual services and resources that provide guided mindfulness practices, including these apps:*
- *Insight Timer (Free app)*
  *Insight Timer is a meditation app. It helps teach you how to manage stress and anxiety, as well as how to get quality sleep through a variety of free mindfulness and meditation exercises.*
  *Additional premium services are available for purchase.*
- *Headspace (Annual membership fees subject to change)*
  *Headspace is a mindfulness app with an easy-to-use interface*

### *LOCAL GYM*
*Gold's Gym is offering special reduced membership rates to Gnomon students and staff.*
*To get more information, please call or visit:*
*Gold's Gym*
*(Make sure to mention you are a Gnomon Student)*
*1016 Cole Ave, Hollywood, CA 90038*
*(323) 462-7012*

### *HEALTH INSURANCE*
*California law requires you to have health insurance.*
*All students enrolled in a course of study at Gnomon must have health insurance.*
*Domestic Students:*
*For health care coverage options visit: Healthcare.gov*

*International Students:*
*While you are encouraged to find a health insurance plan that works best for you, plans from International Student Insurance (ISI) are available for you to consider.*
*For more information visit International Student Insurance (ISI) and review plan brochures for comparison.  If you have any questions, call - 1-877-758-4391*

*Disclaimer: Gnomon does not endorse any particular health insurance plan, healthcare provider, or healthcare facility. Any information or links to external websites, contacts, and/or non-Gnomon information listed in this communication are provided as a courtesy. It is a student's responsibility to obtain a health insurance plan and seek care that meets their needs.*

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***LOCAL URGENT CARES AND CLINICS***

*Hollywood Walk-in Clinic*
*6430 Selma Avenue, 1st Floor Hollywood, CA 90028*
*Phone: 323-406-1323*

*Hollywood Urgent Care*
*5717 Melrose Ave. Hollywood, CA 90038 (323) 957-2273*

*Hollywood Sunset Free Clinic*
*3324 W. Sunset Boulevard, Los Angeles CA 90026*
*Medical: 323-660-2400*
*Counseling: 323-661-0718*
*Email: HollywoodSunsetFreeClinic.1968@gmail.com*

*Saban Community Clinic*
*5205 Melrose Ave. Los Angeles, CA 90038*
*(323) 653-1990*

*Please do not hesitate to reach out if you have any questions or need assistance.*

*Wishing you all the best,*

*Student Affairs*

*Disclaimer: Gnomon is not responsible for the activities, services, privacy practices, or content of such independent vendors. Any links to external vendors and/or non-Gnomon information provided are provided as a courtesy. They should not be construed as an endorsement by Gnomon of the linked materials' services, content, or views. The materials on these independent sites or vendors are the opinion of the specified author(s) and are not statements of advice, opinion, support, or information of Gnomon.*

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## APPENDICES

### APPENDIX A: UNIVERSAL LOSS REPORT

**DEPARTMENT OPERATIONAL STATUS, LOSS REPORT & DETAIL**
**LOSS OF PERSONNEL, FACILITIES & EQUIPMENT**

This form must be filled out promptly following a disaster and submitted to the Incident Commander.

DEPARTMENT NAME
DATE & TIME
PREPARED BY:

Please check one:
 Our department is fully operational.
 Our department is partially operational.
 Our department is not operational.

Briefly state the emergency's effect on personnel, physical facilities, fixtures, utilities, equipment, loss or supplies and an assessment of the effect on this department's ability to resume normal operations.

**LOSS & DAMAGE REPORT/PERSONNEL**

**LOSS & DAMAGE REPORT/FACILITIES**

**LOSS & DAMAGE REPORT/EQUIPMENT & SUPPLIES**


**DAMAGE & DETAIL ITEMIZATION**
**<List All Items, Description, Costs>**

## ShakeOut Drill Manual
### For Businesses

### Are You Ready to ShakeOut?

Major earthquakes can cause unprecedented catastrophes. With earthquakes as an inevitable part of our future, businesses should make plans and take actions to ensure that disasters do not become catastrophes. What we do *now*, will determine what our lives will be like *afterwards*. With this in mind, the Earthquake Country Alliance (www.earthquakecountry.org) created the *Great California ShakeOut*, an earthquake drill and preparedness activity in which everyone can participate, which has now spread to many other states and regions. To register as a participant for a ShakeOut drill in your area visit www.shakeout.org. Businesses of all sizes can also use the drill to get their employees, business partners, and even their clients and customers, involved and prepared for a big earthquake. Furthermore, the level of your staffs' own personal and family preparedness will be key to their availability to support your company's response and recovery efforts after a disaster.

Although they were created for ShakeOut drill events across the nation, the instructions on the following pages can be used or adapted for earthquake drills *anywhere* and *anytime*. The following drill guidelines are designed for businesses and their personnel and each drill uses the general earthquake response of *Drop, Cover, and Hold On* (www.dropcoverholdon.org) as its foundation. To be flexible, the following pages provide four options for drill designs ranging from simple (Level 1) to advanced (Level 4), each with steps to be taken before, during, and after the drill. Going forward, your company can customize and build a drill that suits your specific needs.

### Drills for Businesses

**Level 1 – Simple: *Drop, Cover, and Hold On* Drill**......................................................................Page 2

This drill uses simple steps to inform all employees how to perform *Drop, Cover, and Hold On* - a quake-safe action designed to protect lives from falling furniture and flying objects than can become projectiles during ground shaking.

**Level 2 – Basic: Life Safety Drill** ..................................................................................................Page 3

This life safety drill is designed to engage employees to think through their own emergency response actions during the drill, then afterwards to review and discuss what worked or what did not, in order to make improvements for the next drill or actual earthquake.

**Level 3 – Intermediate: Decision-Making Table Top Drill** ..........................................................Page 5

This decision-making drill is designed to have key staff and leaders think through more complex issues related to business operations in the immediate aftermath of this earthquake, then afterwards to review and discuss what worked or what did not, in order to make changes for the next drill or actual earthquake.

**Level 4 – Advanced: Business Operations Simulation Drill**......................................................Page 8

This business operations drill focuses on crisis team personnel who are trained and have emergency response and/or business recovery duties in your business disaster plan (Business Continuity Plan). The drill incorporates simulated incidents, decision-making, response, life safety aspects, and then a review afterwards to discuss what worked or what did not in order to make changes for the next earthquake or drill.

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**ShakeOut Drill Manual**
For Businesses

## Level 1 – Simple: *Drop, Cover, and Hold On* Drill

This drill uses simple steps to inform all employees how to perform *Drop, Cover, and Hold On* – a quake-safe action designed to protect lives from falling furniture and flying objects than can become projectiles during ground shaking.

### BEFORE the Drill

1. If you will participate in a ShakeOut drill, register your Business as an official participant at www.ShakeOut.org (make sure to register in your state or region).

2. Inform your employees regarding:
   □ The date and time of your drill.
   □ How to correctly perform *Drop, Cover, and Hold On*, wherever they are.
   □ Your expectations for their participation (i.e. *Drop/Cover/Hold On*, gather at a central location for a head count, post-drill discussions).
   □ If your drill is part of a ShakeOut encourage employees, customers, etc. to invite friends, families, and neighbors to register as individuals or organizations at www.ShakeOut.org, in their region, so they can participate as well and receive information directly on how to be safe during an earthquake.

3. (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/resources.

### DURING the Drill

1. Via the public announcement (PA) system, email, cell phone/text message, or verbal direction:
   □ Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
   □ (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each office.
   □ Suggest that while down on the floor, employees look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.

2. After at least one minute, announce that the shaking is over and that employees can stand up again. Thank them for participating.

3. Encourage employees to discuss their experiences with one another.

### AFTER the Drill

1. Ask for feedback on how the drill went.

2. Schedule the next drill for one year later (or sooner if employees need to practice).

3. If you participated in a ShakeOut drill, complete a post-ShakeOut survey if one is available on your ShakeOut region's website.

4. Share photos and stories at www.ShakeOut.org.

5. Review "*7 Steps to an Earthquake Resilient Workplace*" for additional ideas, available at www.earthquakecountry.org/booklets.

6. Encourage employees to prepare at home using the 7 Steps to Earthquake Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org/sevensteps).

## ShakeOut Drill Manual
For Businesses

### Level 2 – Basic: Life Safety Drill

This drill focuses on immediate life safety and engages employees to think through their emergency response actions during an earthquake. *It can be used whether or not your business has developed a disaster plan (Business Continuity Plan).*

### BEFORE the Drill

1. If you will participate in a ShakeOut drill, register your Business as an official participant at www.ShakeOut.org (make sure to register in your state or region).
   □ Communicate with your employees whether registration will be at the corporate or departmental level or if separate office locations should register individually.

2. If your facility serves the general public, determine how or whether you will involve them in the drill.

3. Inform your employees regarding:
   □ The date and time of your drill.
   □ How to correctly perform *Drop, Cover, and Hold On*, wherever they are.
      o This includes taking cover beneath a sturdy table or desk, or dropping to the floor near an interior wall and covering your head with your hands and arms.
      o Develop special procedures for unique locations such as warehouses and offices with glass walls.
   □ Your expectations for their participation (i.e., to *Drop, Cover, and Hold* On, after the shaking stops, to gather at a central location to account for occupants, etc.).
      o If away from the office - set a cell phone alarm for the time of the drill, and to encourage those they are with to participate as well.
      o If unable to *Drop, Cover, and Hold On* during the drill - take pause at drill-time to consider what they would do if an earthquake were to strike at that moment.
   □ If your drill is part a ShakeOut, encourage employees, customers, etc. to invite friends, families, and neighbors to register as individuals or organizations at www.ShakeOut.org, in their region, so they participate as well and receive information directly.

4. Steps or Questions to Consider:
   □ How will you direct employees during and immediately following the shaking?
      o Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding. Consider factors (your location, building type, damage impacts) that will influence your decisions after the earthquake (i.e., evacuating vs. staying put).

5. Create a brief written description of the earthquake's potential impacts, along with questions for participants to ponder during the drill. For ideas, review the 2008 San Andreas scenario at www.ShakeOut.org/scenario.
   □ Tape the description under desks/conference tables or provide envelopes to be opened during the drill. Email is a last option, as it's more effective when read during the drill.
   □ To increase participation, also include a surprise under the desk (candy, light stick, etc.).

6. (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/resources.

7. Distribute ShakeOut posters/flyers to encourage employees, contractors, etc., to participate.

8. Determine the addition of post-shaking evacuation procedures to the drill, if needed:
   □ Post-Shaking: Based on the age and type of your building, and the environment inside/outside of building, etc., determine whether your facility would evacuate after a real earthquake, or whether you would first *assess the building's damage* before directing employees to either stay put or evacuate. Consider new safety hazards outside of your facility caused by the shaking.
   □ Post-Earthquake Tsunami Threat: If your facility is in a coastal area, consider whether or not you will need to have plans to evacuate to higher ground.

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**ShakeOut Drill Manual**
For Businesses

### Level 2 – Basic: Life Safety Drill (con't)

**DURING the Drill:**

1. Via email, cell phone/text message, public announcement (PA) system, or verbal direction:
   - □ Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
   - □ (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each office.
   - □ Suggest that while down on the floor, employees look around at what might fall on them during a real earthquake. Secure or move items after the drill to prevent injury and damage.

2. After at least one minute, announce that the shaking is over and for employees to stand up again.

3. Automatically evacuating after an earthquake may not be a safe action. If your drill includes additional steps or activities such as evacuation to another location, initiate this part of your drill but consider new hazards from fallen or broken objects.

4. Encourage employees to discuss their drill experiences and observations with one another.

**AFTER the Drill**

1. Hold staff meetings as soon as possible after the drill. Ask for feedback on how the drill went, how it could be improved, and how your business, department, or facility can be better prepared.
   - □ Discuss preparedness at work and home. (Employees' home/family preparedness will allow them to either stay at work, or return to work more rapidly, to support your company's recovery).
   - □ Discuss employee disaster responsibilities and business resumption priorities.
   - □ Share the unfortunate reality that after a major earthquake, it may take considerable time before local emergency resources will be available to assist with life safety issues. With this in mind, how can the business and each employee's preparedness be enhanced?

2. Follow up with an e-mail reminder about emergency protective actions in an earthquake (e.g. *Drop, Cover, and Hold On*) and encourage employees to practice these actions at home.

3. Share lessons learned from the drill and any real experiences with those people responsible for your company's disaster planning to update the plan/procedures and employee training.

4. Review "*7 Steps to an Earthquake Resilient Workplace*" for additional ideas, available at www.earthquakecountry.org/booklets.

5. Schedule your next drill one year from now (or sooner) so employees can practice life safety procedures.

6. If you participated in a ShakeOut drill, complete a post-ShakeOut survey if one is available on your ShakeOut region's website.

7. Share your stories and photos at www.ShakeOut.org

8. Encourage employees to prepare at home using the 7 Steps to Earthquake Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org/sevensteps).

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## ShakeOut Drill Manual
### For Businesses

### Level 3 – Intermediate: Decision-Making Drill

This drill includes all aspects of Level 2 in terms of employee participation in a *Drop, Cover, and Hold On* drill, and adds a "table top" exercise for decision-makers to consider how the earthquake would impact your business. *It can be used whether or not your business has developed a disaster plan (Business Continuity Plan).*

### BEFORE the Drill

1. If you will participate in a ShakeOut drill, register your Business as an official participant at www.ShakeOut.org (make sure to register in your state or region).
   □ Communicate with your employees whether registration will be at the corporate or departmental level or if separate office locations should register individually.

2. Bring together a team of individuals from your business to design the drill.
   □ Determine or review your emergency procedures for an earthquake.

3. Determine the length of your drill and its objectives.
   □ If you have a disaster plan, the objectives and resulting drill can test a specific part of your plan.
   □ What would you like your drill to test?

4. Learn about potential earthquakes for your area and use your team to develop your own "business disaster scenario" with specific details of how you might expect the shaking to impact your business (i.e., the building, operations, production chain, employees, and customers). For ideas, review the 2008 San Andreas scenario at www.ShakeOut.org/scenario. Consider the following:
   □ Would the power be out?  Phone communications down? Loading dock severely damaged?
   □ How will you direct employees during and immediately following the shaking?
      o Consider that certain factors (your location, building type, damage impacts) will influence your decisions regarding what to do immediately after the earthquake (i.e., evacuating vs. staying put) and in the longer term (how customers will get to you).
      o Identify who is authorized to make and communicate post-earthquake decisions.
      o If your business has "floor wardens" for fire evacuation, how will you utilize these personnel for earthquakes, especially if you do not evacuate?
   □ Make sure the impacts you determine for your "business disaster scenario" make it possible to support your drill objectives.
      o Note: Do not "wipe-out" the whole community and eliminate your reason to drill.

5. Write up the final version of your "business disaster scenario."

6. Invite your company's executives and key decision-makers to participate in your drill.  If you already have a plan, have them review it prior to the drill.

7. Inform your employees regarding:
   □ The date and time of your drill.
   □ How to correctly perform *Drop, Cover, and Hold On*, wherever they are.
      o This includes taking cover beneath a sturdy table or desk, or dropping to the floor near an interior wall and covering your head with your hands and arms.
      o Develop special procedures for unique locations such as warehouses and offices with glass walls.
   □ Your expectations for their participation (i.e., to *Drop, Cover, and Hold On*, after the shaking stops, to gather at a central location to account for occupants, etc.).
      o If away from the office - set a cell phone alarm for the time of the drill, and to encourage those they are with to participate as well.
      o If unable to Drop, Cover, and Hold On during the drill - take pause at drill-time to consider what they would do if an earthquake were to strike at that moment.
      o If your drill is part of a ShakeOut drill, encourage employees, customers, etc. to invite friends, families, and neighbors to register as individuals or organizations at www.ShakeOut.org, in their region, so they participate as well and receive information directly.

**ShakeOut Drill Manual**
For Businesses

## Level 3 – Intermediate: Decision-making Drill (con't)

8.  (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/resources.

6.  Determine the addition of post-shaking evacuation procedures to the drill, if needed:
    □ Post-Shaking: Based on the age and type of your building, and the environment inside/outside of building, etc., determine whether your facility would evacuate after a real earthquake, or whether you would first *assess the building's damage* before directing employees to either stay put or evacuate.
    □ Post-Earthquake Tsunami Threat: If your facility is in a coastal area, consider whether or not you will need to have plans to evacuate to higher ground.

## The Night BEFORE the Drill

1.  Create a brief written description of the earthquake's impact using your "business disaster scenario" along with some questions for all employees to consider.
    □ Tape this description under desks/conference tables or provide sealed envelopes to open during the drill. Email is a last option, as the information is more effective when read during the drill.
    □ To increase participation, include a surprise under the desk (candy, light stick, lunch coupons, etc.)

## DURING the Drill:

1.  Invite your company's decision-makers (executives and key managers) to assemble in a pre-determined room a few minutes before your drill and share your drill objectives. When the drill is announced, tell all participants in this group to also *Drop, Cover, and Hold On*.

2.  Via your public announcement system, email, cell phone/text reminder or verbal direction:
    □ Announce that the earthquake drill has begun and to *Drop, Cover, and Hold On*.
    □ (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each office.
    □ Suggest that while down on the floor, employees look around at what might fall on them during a real earthquake. Secure or move items after the drill to prevent injury and damage.

3.  After at least one minute, announce that the shaking is over and for everyone to stand up again.

4.  Automatically evacuating after an earthquake may not be a safe action. If your drill includes additional steps or activities such as evacuation to another location, initiate this part of your drill but consider new hazards from fallen or broken objects.

5.  In the room with the decision-makers:
    □ Have everyone sit back at the table.
    □ Read your "business disaster scenario" with details of the earthquake's impacts.
    □ To make the potential impact more vivid, you can show the downloadable video of expected shaking. This can be found at www.ShakeOut.org/scenario.

6.  Now go around the table to discuss what your business can expect to happen and decisions that will be made based on the scenario.
    □ Try to have the discussion flow in chronological order of what would be the expected activities and priorities in the first minutes, hours, days, etc. following the details of the "business disaster scenario"
    □ However, if all issues are solved within a particular timeframe, move the scenario timeline forward to day/week/month later and begin the discussion again to address new issues.

**ShakeOut Drill Manual**
For Businesses

### Level 3 – Intermediate: Decision-making Drill (con't)

7. Have someone document the chronology of the drill events, decisions, issues, and proposed solutions. Which policy decisions need to be made in advance? What changes in practice are required?

### AFTER the Drill

1. For the general employee population - hold staff meetings as soon as possible after the drill to discuss what happened, people's experience during the drill, what they were thinking about, what caused concern, what worked well, and what did not work well. Take this opportunity to:
   □ Discuss the importance of preparedness at work and at home. (Employees' home/family preparedness will allow them to either stay at work, or return to work more rapidly, to support your company's recovery).
   □ Review post-disaster employee responsibilities.
   □ Update emergency contact lists and go over phone tree procedures.
   □ Discuss your safety and business resumption priorities.
   □ Discuss company staff emergency responsibilities.
   □ Share lessons learned from the drill or real experiences.
   □ Listen attentively to staff suggestions.

2. At your management level:
   □ Review staff and management emergency responsibilities.
   □ Discuss phone tree procedures and ensure emergency contacts lists are kept up to date.
   □ Review and recommend safety and operations resumption priorities for your disaster plan (Business Continuity Plan).

3. For the decision-makers in the room - verify whether you met your drill objectives or not. Discuss what happened regarding people's experiences, areas of concern, and what worked well or did not, and then document all comments to officially end the drill.

4. Determine your next steps and assign people to those tasks to follow-up.
   □ Assign a team to begin developing or enhancing your business disaster plan (Business Continuity Plan) based on experiences from this drill.
   □ If you already have a plan, update it with lessons learned from the drill.
   □ Discuss the importance of preparedness at work and at home, encouraging participation.

5. Update your plan with lessons learned from the drill or any real experiences. Meet with those who are responsible for Business Continuity to discuss and make recommendations for plan updates and to include in employee training.

6. Review "*7 Steps to an Earthquake Resilient Workplace*" for additional ideas, available at www.earthquakecountry.org/booklets.

7. Schedule your next drill one year from now (or sooner) so employees can practice life safety actions and to exercise the emergency procedures of your disaster plan, especially after changes.

8. If you participated in a ShakeOut drill, complete a post-ShakeOut survey if one is available on your ShakeOut region's website.

9. Share your stories and photos at www.ShakeOut.org.

10. Encourage employees to prepare at home using the 7 Steps to Earthquake Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org/sevensteps).

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## ShakeOut Drill Manual
### For Businesses

### Level 4 – Advanced: Business Operations Drill

This drill includes all aspects of Level 2 in terms of employee participation in a *Drop, Cover, Hold On* drill, and is an exercise for crisis team personnel who have emergency response and/or business recovery duties in your business disaster plan (Business Continuity Plan).  Whereas Level 3 is a "table-top" exercise for decision-makers to imagine potential consequences and solutions, this level involves simulated incidents that test your organization's ability to respond and recover.

### BEFORE the Drill

1. If you will participate in a ShakeOut drill, register your Business as an official participant at www.ShakeOut.org (make sure you register in your state or region).

2. Bring together a team of individuals from your business to design the drill.

3. Determine the length, scope and objectives of your drill.
    □ For example, test a specific part of your organization's emergency plan for an hour.
    □ If your facility serves the general public, determine whether you will involve them in the drill, treating this similarly to a fire alarm during hours of public operation. You can also hold your drill before or after public hours; however, this limits the employees' opportunity to practice quake-safe actions.

4. Learn about potential earthquakes for your area and use your team to develop a tailored "business disaster scenario" with specific details of how the shaking might impact your business. For ideas, review the 2008 San Andreas scenario at www.ShakeOut.org/scenario.
    □ Would the power be out?  Are roads open or closed? Is the phone system down? Cell phones? What structural damage has occurred to your building?  What non-structural damage has occurred inside to your computers, equipment, machinery, furniture, lights, filing, inventory, computers, windows, systems? Do you need to communicate with branch offices, employees, vendors, customers, etc.?
    □ How will you direct employees during and immediately following the shaking?
        o Consider that certain factors (your location, building type, damage impacts) will influence your decisions regarding what to do after the earthquake (i.e., evacuating vs. staying put). Safety must be the first priority, so carefully assess the environment inside and outside of your facility before deciding.
        o Make sure your plan identifies the personnel authorized to determine and communicate post-earthquake decisions.
        o If your business has "floor wardens" for fire evacuation, how will you utilize these personnel for earthquakes, especially if you do not evacuate?
    □ Make sure the impacts you determine for your "business disaster scenario" make it possible to support your drill objectives.
        o Note: Do not "wipe-out" the whole community and eliminate your reason to drill.

5. Invite your key business decision-makers and leaders (Crisis Management Team) to your drill. Have them review your plan prior to the drill.

6. Select a facilitator to run the drill.  Determine other staffing role requirements such as assigning personnel as evaluators to document all drill activities in chronological order.

7. Write up a final version of your "business disaster scenario."

8. Conduct training of all drill participants (and their would-be back-ups) who are assigned emergency positions so they are fully aware of their roles and responsibilities. All participants, back-ups, evaluators, and decision-makers should review the disaster plan.

9. Create a timeline for your drill, such as:
    □ *00:00:00* – Earthquake starts, employees *Drop, Cover, and Hold On*.
    □ *00:00:30* – Lights go out and computers go down.
    □ *00:01:00* – Sprinklers in SE corner of first floor turn on.
    □ Etc.

**ShakeOut Drill Manual**
For Businesses

## Level 4 – Advanced: Business Operations Drill (cont'd)

10. Separately from the timeline, create a list of "injected events". "Injects" are surprise events that could reasonably occur during the drill (e.g., aftershocks, specific problems related to your business, etc.). These events can be "injected" (or provided to the participants in the form of a note, a person acting out a role in the drill, etc.) periodically during the drill to get participants thinking of issues and solutions without overwhelming them.

11. (Optional) Download realistic sound effects and safety information to play during your drill by downloading recordings from www.ShakeOut.org/resources.

12. Inform your employees regarding:
    □ The date and time of your drill.
    □ How to correctly perform *Drop, Cover, and Hold On*, wherever they are.
        ○ This includes taking cover beneath a sturdy table or desk, or dropping to the floor near an interior wall and covering your head with your hands and arms.
        ○ Develop special procedures for unique locations such as warehouses and offices with glass walls.
    □ Your expectations for their participation (i.e., *Drop, Cover and Hold On*, gathering at a central location for a head count, playing a role such as a "drill injured" that will need medical assistance, and/or having post-drill discussions, etc.).
    □ If your drill is part of a ShakeOut drill, encourage employees, customers, etc. to invite friends, families, and neighbors to register as individuals or organizations at www.ShakeOut.org, in their region, so can they participate as well and receive information directly.

13. Determine the addition of the post-shaking evacuation procedures to the drill, if needed:
    □ Post-Earthquake: Based on the age and type of your building, and the environment inside/outside of building, etc., determine whether your facility would evacuate after a real earthquake, and how you would first *assess the building's damage* before directing employees to either stay put or evacuate. Consider new safety hazards outside of your facility caused by the shaking.
    □ Post-Earthquake Tsunami Threat: If your facility is in a coastal area, consider whether or not you need to have plans to evacuate to higher ground.

## The Night BEFORE the Drill

1. Create a brief written description of the earthquake's impact using your "business disaster scenario" along with some questions for employees to consider.
    □ Tape this description under desks and conference tables or provide employees with sealed envelopes to open during the drill. (You can use email, but it is more effective if they do not read this until during the drill.)
    □ To increase participation, tape a surprise under the desk as an incentive (candy, light stick, lunch coupons, etc.).

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# GNOMON

## ShakeOut Drill Manual
### For Businesses

### Level 4 – Advanced: Business Operations Drill (cont'd)

#### DURING the Drill

1. Via your public announcement system (PA), email, cell phone/text reminder or verbal direction:
   - □ Announce that the earthquake drill has begun and that strong shaking could last one minute.
   - □ (Optional) Play the audio recording (see above) on your PA or, alternatively, play it on a computer in each office.
   - □ Tell everyone to *Drop, Cover, and Hold On* then open the envelope taped under their desk.
   - □ Suggest that while down on the floor, employees look around at what would be falling on them in a real earthquake. These items should be secured or moved after the drill.

2. After at least one minute, announce that the shaking is over and for everyone to stand up again.

3. Announce the beginning of the Business Operations Drill and for employees to follow their response procedures.

4. Provide the timeline of events to all participating employees with instructions to undertake their emergency roles. However, do not let them skip ahead in time.

5. As the drill progresses distribute individual "inject events" to specific participants.  Have drill evaluators observe and document how these surprise issues are handled.

6. When the drill duration time is met, announce that the Business Operations Drill is over.

#### AFTER the Drill

1. Assemble the facilitators and evaluators with their documentation to summarize activities, actions, decisions, and solutions from the drill.
   - □ Discuss whether you met your drill objectives or why you did not.
   - □ Document lessons learned, best practices, and necessary actions to improve your employee training and emergency procedures, and incorporate them into the disaster plan (Business Continuity Plan).

2. Hold staff meetings as soon as possible after the drill so all employees/staff can discuss and document what happened during the exercise, what decisions were made, what worked, what didn't, etc.  Take this opportunity to:
   - □ Discuss preparedness at work and at home. (Employees' home/family preparedness will allow them to either stay at work, or return to work more rapidly, to support your company's recovery).

3. Next, assemble Business Operations Drill participants, including your decision-makers and leaders.
   - □ Depending on the size of your organization, emergency or departmental teams may need to meet separately, followed by a leadership meeting with reps from each team.
   - □ Discuss and document comments of what happened during the exercise, what decisions were made, what worked, what didn't, etc.
   - □ Listen attentively to staff suggestions.
   - □ Encourage the sharing of lessons learned from the drill or real experiences.
   - □ Review pre and post-disaster employee responsibilities.
   - □ Discuss need to update emergency contact lists and any other critical documents in plan.
   - □ Discuss any changes to your safety and business resumption priorities.
   - □ Discuss possible changes to company staff emergency responsibilities.
   - □ Cover the importance of preparedness at work and at home, encouraging participation.
   - □ Document and accept all comments then thank all the participants to officially end the drill.

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# G N O M O N

**ShakeOut Drill Manual**
For Businesses

## Level 4 – Advanced: Business Operations Drill (cont'd)

4. At your Business Continuity Planning management level:
   □ Review lessons learned and recommendations to be added to the plan.
   □ Update staff and management emergency responsibilities.
   □ Discuss process to keep critical documents up to date.
   □ Determine or assign staff to update your disaster plan (Business Continuity Plan) with lessons learned from the drill.
   □ Review the updated Business Continuity Plan with recommended safety and operations resumption priorities and procedures.

5. Determine next steps and assign people to those tasks to follow-up.
   □ Schedule training as needed to address plan changes.
   □ Make sure future drills follow trainings so that employees can work through the most current procedures.

6. Take the newly updated Business Continuity Plan and get executive sign-off, which is easier if they participated in the drill.

7. Schedule your next drill one year from now (or sooner) so employees can practice life safety procedures, decision-making, and to exercise the emergency procedures of your Business Continuity Plan, especially after updates.

8. If you participated in a ShakeOut drill, complete a post-ShakeOut survey if one is available on your ShakeOut region's website.

9. Share your drill stories and photos at www.ShakeOut.org.

10. Review "*7 Steps to an Earthquake Resilient Workplace*" for additional ideas, available at www.earthquakecountry.org/booklets.

11. Share your Business Continuity Plan with vendors and suppliers and ask for their plans as well.

12. Highlight your disaster readiness with current and potential customers.

11. Encourage employees to prepare at home using the 7 Steps to Earthquake Safety from "*Putting Down Roots in Earthquake Country*" (see www.earthquakecountry.org/sevensteps).

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## APPENDIX C: ACTIVE SHOOTER INFORMATION DHS (DEPARTMENT OF HOMELAND SECURITY)

### ACTIVE SHOOTER EVENT
#### QUICK REFERENCE GUIDE

**When law enforcement arrives:**

- Remain calm and follow instructions
- Drop items in your hands (e.g., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers, such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not ask questions when evacuating

**Information to provide to 911 operations:**

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

**For questions or additional assistance contact:**
Your local law enforcement authorities or FBI Field office :

Department of Homeland Security
3801 Nebraska Ave, NW
Washington, DC 20528

An "active shooter" is an individual who is 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.

- Victims are selected at random
- Event is unpredictable and evolves quickly
- Knowing what to do can save lives

# GNOMON

## ACTIVE SHOOTER EVENTS

When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation.

### You have three options:

**1  RUN**

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

**2  HIDE**

- Hide in an area out of the shooter's view
- Lock door or block entry to your hiding place
- Silence your cell phone (including vibrate mode) and remain quiet

**3  FIGHT**

- Fight as a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at the active shooter
- Commit to your actions . . . your life depends on it

The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove injured.

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

gnomon.edu

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

QUICKLY DETERMINE THE MOST REASONABLE WAY TO PROTECT YOUR OWN LIFE. CUSTOMERS AND CLIENTS ARE LIKELY TO FOLLOW THE LEAD OF EMPLOYEES AND MANAGERS DURING AN ACTIVE SHOOTER SITUATION.

**1. Run**
- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

**2. Hide**
- Hide in an area out of the active shooter's view.
- Block entry to your hiding place and lock the doors

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

**3. Fight**
- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the active shooter
- Act with physical aggression and throw items at the active shooter

### HOW TO RESPOND
### WHEN LAW ENFORCEMENT ARRIVES ON THE SCENE

**1. HOW YOU SHOULD REACT WHEN LAW ENFORCEMENT ARRIVES:**
- Remain calm, and follow officers' instructions
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as attempting to hold on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

**2. INFORMATION YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR:**
- Location of the victims and the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

### RECOGNIZING SIGNS
### OF POTENTIAL WORKPLACE VIOLENCE

AN ACTIVE SHOOTER MAY BE A CURRENT OR FORMER EMPLOYEE. ALERT YOUR HUMAN RESOURCES DEPARTMENT IF YOU BELIEVE AN EMPLOYEE EXHIBITS POTENTIALLY VIOLENT BEHAVIOR. INDICATORS OF POTENTIALLY VIOLENT BEHAVIOR MAY INCLUDE ONE OR MORE OF THE FOLLOWING:

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism, and/or vague physical complaints
- Depression/Withdrawal
- Increased severe mood swings, and noticeably unstable or emotional responses
- Increasingly talks of problems at home
- Increase in unsolicited comments about violence, firearms, and other dangerous weapons and violent crimes

Contact your building management or human resources department for more information and training on active shooter response in your workplace.

## LOS ANGELES

The City of Los Angeles makes available to its citizens "Surviving An Active Shooter" presentations which incorporate the Run, Hide, Fight survival principles. This presentation may be arranged at no charge by contacting your local LAPD Police Station or LAPD Bureau Training Coordinator

The City of Los Angeles Run, Hide, Fight program is an adaptation of the Department of Homeland Security Run, Hide, Fight program. It represents a collaborative effort between the various Los Angeles City Departments and private sector entities with the intention of making our city a safer place to live and work.
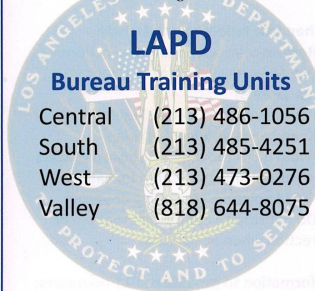
*For more information, visit www.LAPDonline.org*

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Emergency 9-1-1
Police Non-Emergency
1-877-ASK-LAPD

*For Information About Active Shooter Training, Contact Your local LAPD Police Station or Bureau Training Coordinator*

### LAPD
**Bureau Training Units**

| | |
|---|---|
| Central | (213) 486-1056 |
| South | (213) 485-4251 |
| West | (213) 473-0276 |
| Valley | (818) 644-8075 |

PRODUCED BY:
**LOS ANGELES POLICE DEPARTMENT**
Operations-Valley Bureau Training Unit
7870 Nollan Place, Panorama City, CA 91402

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## SURVIVING AN ACTIVE SHOOTER
### *Run, Hide, Fight*

**RUN, HIDE, FIGHT**
**SURVIVING AN ACTIVE SHOOTER**
LOS ANGELES

### *Keep* Yourself
# SAFE

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*In an era when senseless killing seems to be far too common, the question is, "if you are the victim of an Active Shooter, will you know what to do?"*

### RUN

**RUN/ESCAPE** IF POSSIBLE

♦ Have an escape route and plan in mind
♦ Leave your belongings behind
♦ Run regardless of whether others agree to follow
♦ Help others escape, if possible
♦ Do not attempt to move wounded people
♦ Prevent others from entering an area where the active shooter may be
♦ Call 911 when you are safe

### HIDE

**HIDE** IF ESCAPE IS NOT POSSIBLE

♦ Hide in an area out of the shooter's view
♦ Lock the door or block the entry to your hiding place with tables, chairs or anything
♦ Silence your cell phone so that you are not detected by the shooter

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### FIGHT
**FIGHT** ONLY AS A LAST RESORT

♦ Fight as a last resort and only when your life is in imminent danger
♦ Attempt to incapacitate the shooter
♦ Commit to your actions...your life depends on it

**When Law Enforcement Arrives:**
♦ Remain calm and follow instructions
♦ Put down any items in your hands (i.e., bags, jackets)
♦ Raise hands and spread fingers
♦ Keep hands visible at all times
♦ Avoid quick movements toward officers such as holding on to them for safety
♦ Avoid pointing, screaming or yelling
♦ Do not stop to ask officers for help or direction when evacuating

**Information to provide to 911 operators:**
♦ Location of the active shooter
♦ Number of shooters
♦ Physical description of shooters
♦ Number and type of weapons held by shooters
♦ Number of potential victims at the location

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**RUN/ESCAPE** IF POSSIBLE   **HIDE** IF ESCAPE IS NOT POSSIBLE   **FIGHT** ONLY AS A LAST RESORT

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams to follow the initial officers. These rescue teams will treat and remove the injured. Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

# HOW TO STAY SAFE
## WHEN AN ACTIVE SHOOTER THREATENS

**Prepare NOW**

**Survive DURING**

**Be Safe AFTER**

**If you see suspicious activity,** let an authority know right away.

**Many places, such as houses of worship, workplaces, and schools,** have plans in place to help you respond safely. Ask about these plans and get familiar with them. If you participate in an active shooter drill, talk with your family about what you learned and how to apply it to other locations.

**When you visit a building** such as a shopping mall or healthcare facility, take time to identify two nearby exits. Get in the habit of doing this.

**Map out places to hide.** In rooms without windows, behind solid doors with locks, under desks, or behind heavy furniture such as large filing cabinets can make good hiding places.

**Sign up for active shooter, first aid, and tourniquet training.** Learn how to help others by taking FEMA's You Are the Help Until Help Arrives course. Learn more at ready.gov/until-help-arrives.

**RUN.** Getting away from the shooter or shooters is the top priority. Leave your things behind and run away. If safe to do so, warn others nearby. Call 911 when you are safe. Describe each shooter, their locations, and weapons.

**HIDE.** If you cannot get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Do not hide in groups—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—such as through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you notice that all immediate danger is clear.

**FIGHT.** Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.

**Keep hands visible and empty.**

**Know that law enforcement's first task** is to end the incident. They may have to pass injured persons along the way.

**Follow law enforcement's instructions** and evacuate in the direction they tell you to.

**Consider seeking professional help** for you and your family to cope with the long-term effects of trauma.

### Take an Active Role in Your Safety

Go to **ready.gov** and search for **active shooter**. Download the **FEMA app** to get more information about preparing for an **active shooter**. Find Emergency Safety Tips

**FEMA**

FEMA V-1000
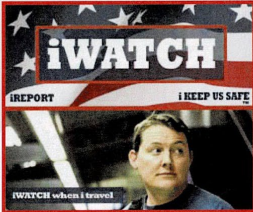Catalog No. 17233-1

## Trust Your Instincts

We rely on our senses every day of our lives. If a behavior or activity makes you feel uncomfortable, report it!

Here are some real examples of suspicious activities reported by concerned individuals that saved lives:

*If it doesn't LOOK right, report it.*
A video store clerk SAW anti-American material on a DVD he was asked to copy. Police captured and arrested individuals planning a bomb attack.

*If it doesn't SMELL right, report it.*
A grandmother SMELLED bad odors from the neighboring apartment and noticed that the empty apartment was frequented by various people. Police discovered a poison gas factory.

*If it doesn't SOUND right, report it.*
Residents were concerned with a person's threats of violence. Police captured and arrested a group planning a subway attack.

**iWATCH**
iREPORT          i KEEP US SAFE
iWATCH when i travel

## What Should I Report?

Give as many details as you can. Here is a checklist to help you.
1. The time of day.
2. Where it happened.
3. What you witnessed.
4. A description of who was involved:
   ★ Male or female?
   ★ How tall?
   ★ Build?
   ★ Hair color, skin color, age?
   ★ Speaking English or another language?
5. Was there a car? Provide a license plate number.
6. Have you seen this activity in your neighborhood before?
7. iWatch reports shall not be submitted based solely on race, ethnicity or religious affiliation.

### How Do I Report?

There are four ways to make a report:
★ Report online at www.iWATCHLA.org.
★ Call 1-877-A-THREAT (1-877-284-7328). An expert will answer the call and listen to you.
★ Call your local police station and speak to a desk officer. A trained officer will take your report.
★ Call 911 for an emergency.

All information will be kept confidential. Any information submitted will be carefully assessed and, if warranted, investigated by trained investigators. All information gathered and all investigative activity will be subject to strict policies designed to protect people's privacy and civil liberties while protecting our city and our nation from terrorism.

**iWATCHLA.ORG**
**1-877-A-THREAT**
**(1-877-284-7328)**

CHIEF
LOS ANGELES POLICE

**Homeland Security**

PRODUCED BY:
**LOS ANGELES POLICE DEPARTMENT**
**Counter Terrorism and**
**Special Operations Bureau**
100 West First St., Los Angeles, CA 90012

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**iWATCH**
iREPORT          i KEEP US SAFE™

**A Simple Observation A Single Report Can lead to actions that may STOP a TERRORIST attack**

if you SEE something SAY something™

**SUSPICIOUS ACTIVITY REPORTING**

**LOS ANGELES POLICE DEPARTMENT**

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## What Is iWATCH? (www.iWATCHLA.org)

iWATCH, iREPORT, i KEEP US SAFE (iWATCH) is a community program to help your neighborhood stay safe from terrorist activities.

You and your fellow community members can report behaviors and activities that make you feel uncomfortable or do not look right (suspicious behaviors).

iWATCH is a program and partnership between your community and the Los Angeles Police Department.

iWATCH can prevent terrorist activities in Los Angeles and in your neighborhood.

iWATCH asks you to report behavior and activities that are unusual or seem out of the ordinary.

### Why Report These Behaviors and Activities?

It is your awareness reported to police that can help predict and prevent attacks before they happen.

It is always better to report behaviors and activities that do not seem right.

Remember that the iWATCH program is about behaviors and activities, not individuals.

## What Activities Should I Report?

**Here are examples of behaviors and activities to report:**

★ People drawing or measuring important buildings.

★ Strangers asking questions about security or building security procedures.

★ Briefcase, suitcase, backpack, or package left behind.

★ Cars or trucks left in No Parking zones in front of important buildings.

★ Intruders in secure areas where they are not supposed to be.

★ Chemical smells or fumes that worry you.

★ Questions about sensitive information such as building blueprints, security plans, or VIP travel schedules without a right or need to know.

★ Purchasing supplies or equipment that can be used to make bombs or weapons or purchasing uniforms without having the proper credentials.

**REPORT SUSPICIOUS BEHAVIORS AND ACTIVITIES TO www.iWATCHLA.org**
**1-877-A-THREAT (1-877-284-7328)**

## iWATCH Reports

*"There's a chemical smell coming from my neighbor's apartment."*
Report on www.iWATCHLA.org Call 1-877-A-THREAT (1-877-284-7328). In an emergency, call 911. Unsure? Let experts decide!

*"I saw someone taking measurements. I don't want to get them in trouble. What should I do?"*
The activity may be repeated at a number of locations, and you may be reporting one piece of the puzzle. Report on www.iWATCHLA.org Call 1-877-A-THREAT (1-877-284-7328). In an emergency, call 911. Unsure? Let experts decide!

*"Maybe someone just forgot their briefcase on the bus."*
Do not check it yourself; it may be a test. Report on www.iWATCHLA.org Call 1-877-A-THREAT (1-877-284-7328). In an emergency, call 911. Unsure? Let experts decide!

*"I saw someone watching our offices, and the next day my co-worker was asked a lot of questions about our building by someone else."*
Report on www.iWATCHLA.org Call 1-877-A-THREAT (1-877-284-7328). In an emergency, call 911. Unsure? Let experts decide!

## Important Places to Watch

★ Government buildings
★ Religious facilities
★ Amusement parks
★ Sports/entertainment venues
★ High-rise buildings
★ Mass-gathering locations— parades, fairs, etc.
★ Schools
★ Hotels
★ Theaters
★ Shopping malls
★ Bridges
★ Public transportation

**1-877-A-THREAT (1-877-284-7328) to report suspicious behaviors & activities.**

**iWATCH**
iREPORT          i KEEP US SAFE
iWATCH while i wait

A Simple Observation A Single Report Can lead to actions that may STOP a TERRORIST attack if you SEE something SAY something™

Go to iWATCHLA.org or call 1-877-A-THREAT (1-877-284-7328)
SUSPICIOUS ACTIVITY REPORTING · LOS ANGELES POLICE DEPARTMENT

**APPENDIX D: Gnomon INCIDENT REPORT - INJURY & NON-INJURY**

# GNOMON

### INCIDENT REPORT – NON-INJURY

*The School does not assume responsibility for any lost or stolen personal property. See the Student Liability policy in the Student Catalog available on our website.*

**Date of Report:** _____     **Date of Incident:** _____

**Time of Incident:** _____ am/pm

**Location of Incident:** _____

**Notified:**
      Name: _____     Title: _____

**Responded:**
      Name: _____     Title: _____

**Type of Accident:**   ☐ Vehicular   ☐ Theft/Burglary   ☐ Safety Hazard

(check all that apply)   ☐ Slip/Fall*   ☐ Fire Safety   ☐ Property Damage

*requires HR response   ☐ Suspicious Activity   ☐ Medical*

                  ☐ Other: _____

**Condition of Area:**   ☐ Wet ☐ Dry   ☐ Cracked   ☐ Slippery

                  ☐ Other: _____

**Weather Conditions:**   ☐ Rain ☐ Sunny

                  ☐ Other: _____

**Medical Treatment:** (*requires HR response)
      Offered?   ☐ Yes   ☐ No
      Accepted?*   ☐ Yes   ☐ No

**Witness/Victims Involved in Incident:****
(V=Victim, W=Witness) (**add more pages, if needed.)

☐ V   ☐ W   Name: _____ Phone: _____
                  Address: _____
                  ☐ Student   ☐ Faculty   ☐ Staff

☐ V   ☐ W   Name: _____ Phone: _____
                  Address: _____
                  ☐ Student   ☐ Faculty   ☐ Staff

☐ V   ☐ W   Name: _____ Phone: _____
                  Address: _____
                  ☐ Student   ☐ Faculty   ☐ Staff

# GNOMON

**Description of Suspect/Subject in Question:**

Name: _____

Physical Appearance:

Race: _____  Sex: _____

Weight: _____  Height: _____

Eyes: _____

Identifiers: _____

Distinguishing Characteristics:

Other:

**Description of Property in Question:** (take photos of all damages, area of incident, etc.)

Description:

☐ Lost  ☐ Found  ☐ Missing  ☐ Stolen  ☐ Damaged

Brand Name/Make/Model: _____

Color: _____  Serial Number: _____

**Description of Incident:** (**add more sheets, if needed.)

Responder Name: _____

Responder Signature: _____  Date: _____

# GNOMON

Questions regarding the contents of this EOP may be directed to:

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