



Safe School Plan

Volume 2 – Emergency Procedures

Last Revision: August 5, 2005

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AB
01/11/2007**



Homeland Security Advisory Recommendations Adapted for LAUSD Schools

(Based on American Red Cross Homeland Security Advisory)

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| <div style="border: 1px solid white; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">SEVERE</p> <p style="margin: 0;"><i>(Red)</i></p> </div> | <ul style="list-style-type: none"> — <i>Complete all recommended actions at lower levels.</i> — Listen to radio, TV, and KLCS for current information and instructions. — Be alert and immediately report suspicious activity to School Police at (213) 625-6631 and LAPD Homeland Security Bureau (1-877-A-THREAT). — Close school if directed to do so by appropriate authorities. — 100% identification check (i.e. driver’s license retained at front office) and escort anyone entering school other than students, staff and faculty. — Offer lessons from Masters of Disaster “<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>” curriculum. — Ensure School Site Crisis Team members are available for students, staff and faculty. |
| <div style="border: 1px solid white; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">HIGH</p> <p style="margin: 0;"><i>(Orange)</i></p> </div> | <ul style="list-style-type: none"> — <i>Complete all recommended actions at lower levels.</i> — Be alert and report suspicious activity to School Police at (213) 625-6631 and LAPD Homeland Security Bureau (1-877-A-THREAT). — Review emergency procedures and supplies. — Offer Masters of Disaster “<i>Facing Fear: Helping Young People Deal with Terrorism and Tragic Events</i>” lessons in grades K-12. — Discuss children’s fears concerning possible terrorist attacks in consultation with School Site Crisis Team. — Prepare to handle inquiries from anxious parents and media. |
| <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">ELEVATED</p> <p style="margin: 0;"><i>(Yellow)</i></p> </div> | <ul style="list-style-type: none"> — <i>Complete all recommended actions at lower levels.</i> — Be alert and report suspicious activity to School Police at (213) 625-6631 and LAPD Homeland Security Bureau (1-877-A-THREAT). — Ensure all emergency supplies are stocked and ready. — Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents. |
| <div style="border: 1px solid white; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">GUARDED</p> <p style="margin: 0;"><i>(Blue)</i></p> </div> | <ul style="list-style-type: none"> — <i>Complete all recommended actions at lower level.</i> — Be alert and report suspicious activity to School Police at (213) 625-6631 and LAPD Homeland Security Bureau (1-877-A-THREAT). — Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. — Review communications plan and update emergency contact information. — Review emergency supplies and supplement as necessary. — Offer lessons from “Masters of Disaster” curriculum for grades K-8 on emergency preparedness for natural disasters. |
| <div style="border: 1px solid white; padding: 5px; margin: 10px auto; width: 80%;"> <p style="margin: 0;">LOW</p> <p style="margin: 0;"><i>(Green)</i></p> </div> | <ul style="list-style-type: none"> — Develop school emergency plans per District Bulletins <i>REF 1314 (Emergency Drills and Procedures)</i>, <i>QREF 801 and 802 (School Site Emergency Disaster Supplies)</i>, <i>REF 1242 (Evaluating and Updating the Integrated Safe School Plan)</i>, <i>N-58 (Essential Safety Standards Checklist)</i>, and <i>OEHS Model Safe School Plan, Volume 2 - Emergency Procedures</i>. — Offer American Red Cross “Masters of Disaster” curriculum for grades K-8 on emergency preparedness for natural disasters. — Ensure selected staff members are trained on first aid, CPR and AED. |

References: American National Red Cross –www.redcross.org; American Red Cross, Los Angeles Chapter –www.acrossla.org; Office of Environmental Health and Safety –www.laschools.org/oehs; Further inquiries may be directed to OEHS at (213) 241-3199

The Four Phases of Comprehensive Emergency Management

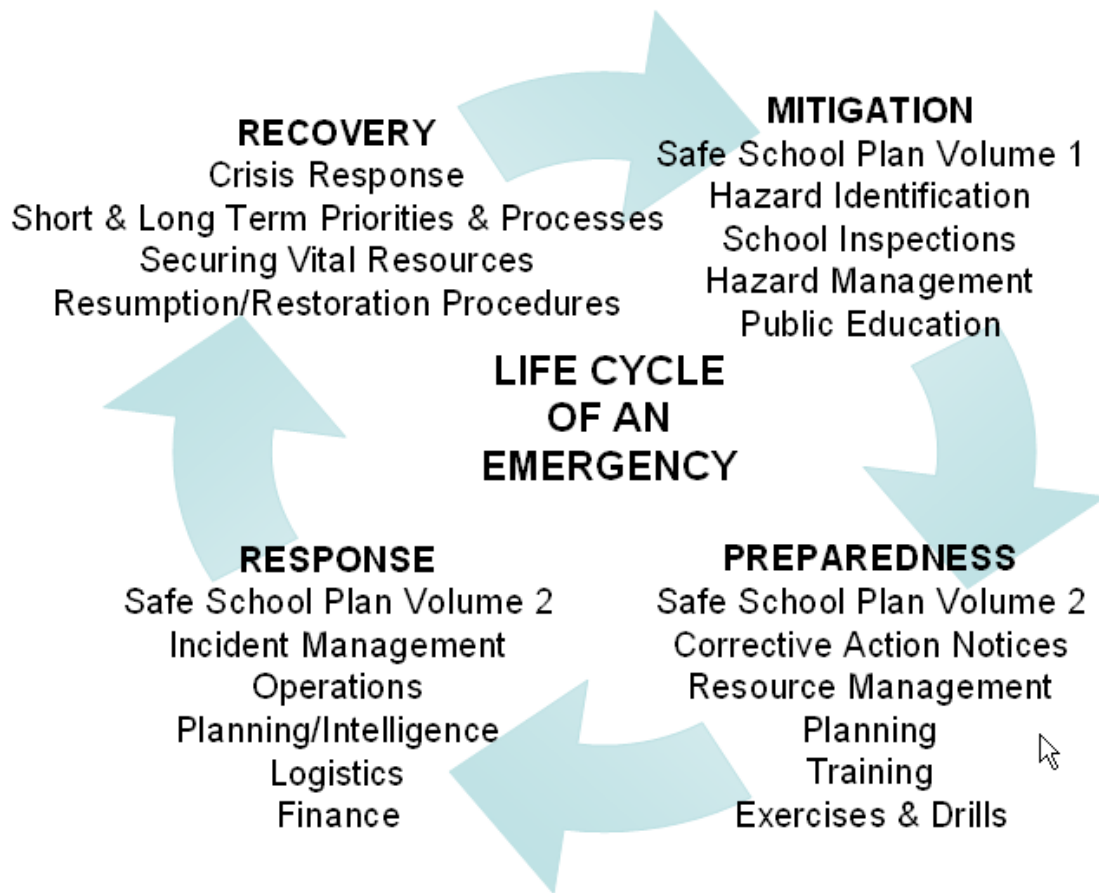


Table of Contents

| | | |
|--------|--|------|
| 1.0 | Introduction..... | 1-1 |
| 1.1 | Overview..... | 1-1 |
| 1.2 | Plan Organization..... | 1-1 |
| 1.3 | Mitigation and Preparation..... | 1-2 |
| 1.3.1 | Safe School Planning Committee..... | 1-2 |
| 1.3.2 | Incident Reporting..... | 1-3 |
| 1.3.3 | Parent Notification – <i>Parent – Student Handbook</i> | 1-6 |
| 1.3.4 | Campus Supervision..... | 1-7 |
| 1.3.5 | Closed Campus Policy..... | 1-8 |
| 1.3.6 | Key Control..... | 1-9 |
| 1.3.7 | Random Metal Detector Searches..... | 1-10 |
| 1.3.8 | School Police/Local Law Enforcement..... | 1-11 |
| 1.3.9 | Student and Employee Security..... | 1-12 |
| 1.3.10 | Campus Policy on Visitors..... | 1-13 |
| 1.3.11 | Traffic Patterns and Drop-Off/Pick-Up Points..... | 1-14 |
| 1.3.12 | Plant Inspections..... | 1-15 |
| 1.3.13 | School Crisis Team (Mental Health)..... | 1-17 |
| 1.3.14 | Threat Assessment and Management..... | 1-18 |
| 1.3.15 | Student Discipline Procedures/Record Keeping..... | 1-19 |
| 1.3.16 | Student Behavior Code..... | 1-20 |
| 1.3.17 | Hazards in the Community..... | 1-21 |
| 2.0 | Standardized Emergency Management..... | 2-1 |
| 2.1 | Emergency Planning with SEMS..... | 2-1 |
| 2.2 | Incident Command Team..... | 2-5 |
| 2.3 | First Aid/Medical Team..... | 2-8 |
| 2.4 | Psychological First Aid Team..... | 2-9 |
| 2.5 | Search and Rescue Team..... | 2-11 |
| 2.6 | Security/Utilities Team..... | 2-14 |
| 2.7 | Supply/Equipment Team..... | 2-16 |
| 2.8 | Assembly Area Team..... | 2-18 |
| 2.9 | Request Gate Team..... | 2-20 |
| 2.10 | Reunion Gate Team..... | 2-22 |
| 2.11 | Fire Suppression and HazMat Team..... | 2-24 |
| 2.12 | Documentation Position (Optional)..... | 2-26 |
| 2.13 | Communications Position (Optional)..... | 2-27 |
| 2.14 | School Staff..... | 2-28 |
| 2.15 | Office of Environmental Health and Safety (OEHS)..... | 2-28 |
| 2.16 | Preparedness Procedures..... | 2-29 |
| 3.0 | Initial Response to Emergencies..... | 3-1 |
| 3.1 | Identify Type of Emergency..... | 3-1 |
| 3.2 | Identify Level of Emergency..... | 3-1 |
| 3.3 | Determine Immediate Response Actions..... | 3-2 |
| 3.4 | Principal’s Emergency Checklist..... | 3-2 |

| | | |
|------|--|------|
| 4.0 | Immediate Response Actions..... | 4-1 |
| 4.1 | Duck, Cover and Hold..... | 4-1 |
| 4.2 | Shelter-In-Place..... | 4-1 |
| 4.3 | Lock Down..... | 4-3 |
| 4.4 | Evacuate Building..... | 4-4 |
| 4.5 | Off-site Evacuation..... | 4-5 |
| 4.6 | All Clear..... | 4-6 |
| 5.0 | Emergency Procedures..... | 5-1 |
| 5.1 | Aircraft Crash..... | 5-2 |
| 5.2 | Animal Disturbance..... | 5-4 |
| 5.3 | Armed Assault on Campus..... | 5-5 |
| 5.4 | Biological or Chemical Release..... | 5-7 |
| 5.5 | Bomb Threat..... | 5-11 |
| 5.6 | Bus Disaster..... | 5-13 |
| 5.7 | Disorderly Conduct..... | 5-17 |
| 5.8 | Earthquake..... | 5-18 |
| 5.9 | Explosion/Risk of Explosion..... | 5-20 |
| 5.10 | Fire in Surrounding Area..... | 5-25 |
| 5.11 | Fire on School Grounds..... | 5-27 |
| 5.12 | Flooding..... | 5-29 |
| 5.13 | Loss or Failure of Utilities..... | 5-30 |
| 5.14 | Motor Vehicle Crash..... | 5-35 |
| 5.15 | Psychological Trauma..... | 5-36 |
| 5.16 | Suspected Contamination of Food or Water..... | 5-38 |
| 5.17 | Threat of Violence..... | 5-39 |
| 5.18 | Tsunami Response..... | 5-41 |
| 5.19 | Unlawful Demonstration/Walkout..... | 5-43 |
| 6.0 | Other Emergency Information..... | 6-1 |
| 6.1 | District Bulletins Dealing with Emergencies..... | 6-2 |
| 6.2 | Alert System 1 (Parent)..... | 6-2 |
| 6.3 | Alert System 2 (School Personnel)..... | 6-2 |
| 6.4 | Site Plot Plan and Vicinity Map..... | 6-3 |
| 6.5 | Emergency Phone Numbers..... | 6-3 |
| 6.6 | Emergency Supplies and Equipment..... | 6-5 |
| 6.7 | Emergency Drills..... | 6-10 |

Figures

Figure

Page

| | | |
|-----|--|-----|
| 2-1 | Emergency Management Organization Chart..... | 2-4 |
|-----|--|-----|

Tables

Table

Page

| | | |
|-----|---|-----|
| 6-1 | District Bulletins..... | 6-2 |
| 6-2 | Emergency Phone Numbers..... | 6-4 |
| 6-3 | Recommended Classroom Emergency Supplies..... | 6-6 |
| 6-4 | Recommended School Emergency Supplies..... | 6-7 |

Appendices

Appendix A.....Forms

Emergency Hazard Assessment Summary (Form A)

Biological and Chemical Release Response Checklist (Form B)

Bomb Threat Report (Form C)

Injury Report (Form D1) and Missing Persons Report (Form D2)

Student Release Log (Form E)

Damage Assessment Report (Form F)

Emergency Drill Record (Form G)

Emergency Management Organizational Chart (Form H)

Appendix B.....Alert Systems

Alert System 2: School Personnel

Appendix C.....Maps

Site Plot Plan

Vicinity Map

Thomas Bros. Map

Appendix D.....“HOW TO” Tips

Appendix E.....ESP

Appendix F.....District Bulletins

Appendix G.....Recovery Resources

1.0 Introduction

1.1 Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 32282 and 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Office of Environmental Health and Safety (OEHS) has developed the *Model Safe School Plan, Volume 2 – Emergency Procedures (06-05-03)* for use as a template in the preparation of emergency procedures for each of the LAUSD schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. A copy of the *Model Plan* may be downloaded at <http://www.lausd-oehs.org/docs/ModelSSP/ModelSafeSchoolPlanV2Template.pdf>.

1.2 Plan Organization

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into seven sections. Section 1 gives a plan overview and deals with the **mitigation and preparation** activities that schools can implement before an emergency. Section 2 deals with **emergency preparedness**, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial **response** actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

1.3 Mitigation and Preparation

To effectively prepare for emergencies, a series of checklists are presented in this section that deal with mitigation and preparation.

1.3.1 SAFE SCHOOL PLANNING COMMITTEE

Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups, which is accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its safety needs. District personnel are to be aware of and must comply with District, State, and federal safety policies.

ESSENTIAL CHECKLIST

- _____ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).

- _____ Prior to adoption, the Safe School Plan Volume 2 has been reviewed and discussed.

- _____ A current copy of the Model Safe School Plan – Volume 1 and Volume 2 is available for public review in the Main Office.

- _____ Verification of the public meeting is on file and includes the meeting announcement, meeting agenda, and sign-in sheets.

- _____ The comprehensive school safety plan has been evaluated and amended, as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented (Ed. Code Section 35294.2[e]).

1.3.2 INCIDENT REPORTING

Any incident of violence or crisis on or near a school campus requires that the school share information with the appropriate offices and, as appropriate, with adjacent schools. This adds to the District’s ability to have schools serve as a “rumor” control network for students, parents and employees when certain types of incidents may have implications for more than one school.

For example, incidents such as drive-by shootings or gang-related fights occurring at or in the immediate vicinity of a school community may involve school-age victims and/or suspects from more than one school campus. Similarly, disasters involving hazardous materials (toxic fumes, chemical leaks) may spread into nearby school communities.

ESSENTIAL CHECKLIST

- _____ Establish and maintain internal system for incident reporting.
- _____ Administrators should have access to and use the “Principal’s Emergency Checklist”.
- _____ The administrator has designated personnel responsible for completing incident reports.
- _____ All staff has been informed as to the reporting/notification process.
- _____ The administration shall establish a complete emergency “Contact List” for use during emergencies. This list will include local first responders as well as District offices and staff.
- _____ Each administrative team will create their own “Contact List” that they can carry in a wallet. The list will allow team members to contact each other in an emergency.

PRINCIPAL’S EMERGENCY CHECKLIST

- 1 Conduct an immediate assessment.
 - a Confirm and ascertain the type of incident.
 - b Obtain essential information (what happened, who was involved, what did witnesses see, how the incident started, etc.)

- 2 Summon Help
 - a Call 911. Have someone stay on the line with 911 operator.
 - b Have someone else notify School Police Watch Commander (213) 625-6631.
 - c Notify Operations Administrator.
 - d Notification to be made by Operations Administrator include:
 - 1 Office of Chief Operating Officer
 - 2 Office of Communications.
 - 3 Local District Crisis Team as needed.
 - e Alert school staff assigned to emergency duties.
 - f Direct students and nonessential staff to a safe area as needed.

- 3 Sound warning to school staff.
 - a Use emergency communications to alert all staff.
 - b Employ immediate sheltering actions for those exposed to danger.

- 4 Lock down building, secure areas, monitor situation.
 - a Lock exterior doors.
 - b Lock interior doors where possible.
 - c Assign staff to secure specified and prearranged areas; monitor conditions.
 - d Recognize needs and be ready for contingencies.

- 5 Wait for police.
 - a Keep responding units updated on situation via 911 and School Police Watch Commander.
 - b Assemble witness and victims.
 - c Suggest possible areas for staging, command post, emergency medical services.
 - d Gather key information for law enforcement.
 - e Maintain event and status log.

- 6 Stabilize elements of situation if safe to do so.
 - a Care for injured (ensuring safety for those assisting).
 - b Give ancillary staff instructions.
 - c Protect crime scene, evidence.
 - d Address needs of parents.

- e Activate reunion gate per school protocol.
- 7 Work with police agencies to resolve situation.
- a Stay at command post, supporting incident commander.
 - b Provide information, including incident-specific knowledge, site background and resources, special staff resources, abilities, training, etc.
 - c Coordinate school response
 - 1 Onsite
 - 2 Off-site (staging areas, hospitals, etc.)
 - 3 District
- 8 Signal “all clear”
- a See that emergency medical care is provided.
 - b Account for all students and staff onsite or at hospital or other off-site locations.
 - c Prepare statement to be used by staff responding to callers
 - d Notify parents/guardians.
 - e Support law enforcement follow-up activities.
 - f Debrief staff.
 - g Arrange for site security if necessary.
 - h Work with specialists:
 - 1 Operations administrators
 - 2 Emergency medical/hospitals
 - 3 District crisis intervention team
 - 4 Public Information Officer
 - 5 Facilities cleanup and repair support
 - 6 School Police
- 9 Initiate recovery and follow-up activities
- a Brief staff and provide (access to) support.
 - b Plan for resumption of school (“next day” plan).
 - c Arrange for physical plant cleanup and repair.
 - d Begin long-term recovery planning.

1.3.3 PARENT NOTIFICATION –PARENT – STUDENT HANDBOOK

The State of California requires that all school districts annually notify students, parents and guardians of their rights and responsibilities. These notices are taken from Federal and State laws, the California Administrative Code, the State Education Code and other regulations and statutes relative to the operation of our local public school system.

In an effort to ensure compliance, the District publishes a *Parent - Student Handbook*. The parent or guardian and student should provide their signatures, indicating receipt and knowledge of the information.

ESSENTIAL CHECKLIST

- _____ Distribute the *Parent - Student Handbook* to all students and parents, in the home language, at the start of each school year or at the time of enrollment.
- _____ Collect and maintain a signed return receipt from each parent student.
- _____ Share with parents, in writing, how the school will respond to an emergency. Inform parents where they will be able to pick up students and how the process will be conducted.
- _____ Encourage parents to have confidence in the school as a safe refuge during an emergency. Show parents the emergency plan and associated supplies on Back-to-School night and invite parents to emergency drills.

1.3.4 CAMPUS SUPERVISION

Each school must have a campus supervision plan to enable schools to provide campuses that are safe, secure and peaceful so that optional teaching and learning can occur.

ESSENTIAL CHECKLIST

- _____ An administrator has been designated as the person responsible for campus supervision.
- _____ A campus supervision plan/schedule has been developed and distributed to staff, volunteers, and others who are providing campus supervision.
- _____ All staff, students and parents are apprised of the campus supervision plan.
- _____ Training is provided regarding campus safety and campus supervision and meetings are scheduled for campus supervision updates.

1.3.5 CLOSED CAMPUS POLICY

The LAUSD mandates that all schools with fences and gates shall lock all gates at the beginning of classes in the morning and keep them locked until the end of the school day. Only the main entrance to the school shall be open during class time.

ESSENTIAL CHECKLIST

_____ The administrator responsible for monitoring the closed campus policy is: Janis Fries-Martinez

_____ School staff have been designated the responsibility of locking all school gates and exterior doors leading off campus during hours that school is in session, with the exception of the main entrance.

_____ Gate keys are to be issued only to school personnel who have the responsibility of maintaining the closed campus policy or other essential personnel, as deemed necessary by the principal or designee.

1.3.6 KEY CONTROL

Key distribution and control are essential to student and employee safety, as well as the protection of District property.

ESSENTIAL CHECKLIST

- _____ An administrator has been designated as the person responsible for key control. The designated key site administrator is: Cheryl Cohen-Thompson
- _____ Keys have been distributed according to District policy.
- _____ Records of key distribution are kept current and on file at the school.
- _____ Unissued keys are stored in a secured location.
- _____ Staff has been notified of their responsibility related to key control.

1.3.7 RANDOM METAL DETECTOR SEARCHES

The LAUSD mandates that all secondary schools conduct random metal detector searches of students. To the extent possible, such searches should be conducted on a daily basis.

ESSENTIAL CHECKLIST

_____ The administrator responsible for conducting metal detector searches is: Regina Marquez

_____ All search team members have been trained in LAUSD metal detection policy and procedures.

_____ At the beginning of the academic year, all students and parents/guardians have been notified about LAUSD’s metal detector program.

_____ Logs reflecting metal detection searches are kept current and on file.

1.3.8 SCHOOL POLICE/LOCAL LAW ENFORCEMENT

The Los Angeles School Police Department (LASPD) is the District’s designated law enforcement entity, having full police authority and retaining the final authority in all police matters relating to District employees, students and District property. The LASPD works closely with all other police agencies within the District’s boundaries to combat crime on school campuses and surrounding school communities.

ESSENTIAL CHECKLIST

- _____ A law enforcement representative (LASPD or local agency) shall be included as part of the School Safety Planning Committee for purposes of inputting, evaluating and updating the school’s safe school plan.

- _____ Site administrator has identified local police, fire and city agencies to assist with safety issues and concerns.

- _____ Site administrator has trained appropriate staff in procedures to report all emergencies (life threatening incidents and evacuations) and critical instances to 911 and LASPD’s Watch Commander at (213) 625-6631. Routine calls for service (i.e., Battery, vandalism investigations, trespassers, etc.) are to be reported to LASPD’s Watch Commander at (213) 625-6631.

- _____ Site administrators will have a map of the school and school grounds. The map should show the location of all classrooms, restrooms, assemble areas, request and reunion gates, emergency supplies location, shut off valves and switches. Multiple copies of this map will be stored in the main office and be available to first responders (Police and Fire) in the event of an emergency.

1.3.9 STUDENT AND EMPLOYEE SECURITY

To provide an environment whereby teachers can teach and students can learn, site administrators have a responsibility to develop and implement guidelines and procedures to provide for student and employee security and safety.

ESSENTIAL CHECKLIST

_____ During the first week of each school year, school administrators are required to review the information contained in Bulletin No. N-10 (Rev.), Student and Employee Security, with the students and staff at the school.

_____ All staff is constantly vigilant for any “Gaps” in the school security plan. Any problems should be reported to the site administrator.

1.3.10 Campus Policy on VISITORS

All school campus visitors must be informed of and adhere to the laws and school policies of visitors to school campuses, as stated in the California Education Code (Education Code 44810(a); 44811 (a); 51101, (a): (1), (2), (12) and Board Rules (1265, 2002).

ESSENTIAL CHECKLIST

- _____ The school has developed a visitor’s policy. (Insert copy of school’s visitors’ policy at the end of this section)

- _____ The schools visitor’s policy is posted.

- _____ Parents have been informed in advance of the procedures for visiting the school.

- _____ All visitors will wear a visitor badge.

- _____ Employees are asked to offer assistance to any unfamiliar person on campus without a badge or ID.

1.3.11 TRAFFIC PATTERNS AND DROP-OFF/PICK-UP POINTS

Each school is required to develop appropriate protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

ESSENTIAL CHECKLIST

_____ School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.

_____ School personnel are to develop a student drop off and pick up plan and distribute plan to parents.

_____ All designated drop-off/pick-up points are at “curbside”.

_____ School Police is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety.

_____ Proper supervision is provided at bus loading and unloading areas.

1.3.12 PLANT INSPECTIONS

Inspecting and ensuring that all schools are clean, graffiti-free, secured and well lit are essential to the safety and well being of all students and employees of the Los Angeles Unified School District.

ESSENTIAL CHECKLIST

_____ A walk-through will be performed at least twice annually by the principal and plant manager to ascertain any unsafe conditions that are hazardous to the employees’ or students’ physical or mental well being.

_____ Within a month, the School Safety Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.

_____ will be responsible for inspecting the campus regularly for the following conditions:

- § All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include: Incompatible chemical storage, unsecured objects on high shelves, trees or shrubs that require pruning, trip hazards, exposed nails, screws or bolts, equipment in need of repair or any other condition that could constitute a hazard.
- § All damage to fences will be reported and corrected as soon as possible.
- § All graffiti must be removed as soon as possible (take photographs if necessary).
- § All litter must be removed as soon as possible.
- § Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- § All non-functioning lighting fixtures must reported and corrected as soon as possible.
- § Ensure that the following signs are posted, visible and legible: Visitors’ policy, a drug-, tobacco-, weapon-, and violence-free school, and nondiscrimination and sexual

harassment policies.

§ Schools can contact their OEHS Safety Officer for assistance at (213) 241-3199.

1.3.13 SCHOOL CRISIS TEAM (MENTAL HEALTH)

School crisis intervention teams that can effectively respond to critical incidents, such as the injury or death of a student or staff member, to help to restore the climate of physical and emotional safety in the classroom and limit the disruption caused by such an incident.

ESSENTIAL CHECKLIST

- _____ The principal will identify the crisis team leader and crisis team members.

- _____ The school site crisis team will meet twice a year to review their crisis intervention and emergency response plan.

1.3.14 THREAT ASSESSMENT AND MANAGEMENT

Schools should have school and district staff assist with the process of threat assessment and management. Additional staff will be better able to prevent violent incidents.

Through an evaluation of the conditions, risk factors and warning signs under which a student makes a threat against students or staff, schools can effectively organize a management plan that maintains the safety of students and staff and secures assistance and intervention for the threatening student.

ESSENTIAL CHECKLIST

- _____ The principal will identify a three-member threat assessment team, comprised of a school administrator, School Police officer and school mental health professional, such as the school counselor, psychologist, social worker or PSA counselor.

- _____ The school site threat assessment team will attend an annual training conducted by the Local District Operations Coordinator, School Police and the Office of Crisis Counseling and Intervention Services

- _____ All threats will be taken seriously and assessed. The school site threat assessment team will convene as needed during the school year.

1.3.15 STUDENT DISCIPLINE PROCEDURES/RECORD KEEPING

Well-defined and consistent discipline procedures are essential to the safety of both students and employees. Discipline expectations and procedures at each school site should be developed and revised annually with input from all stakeholders. Education Code Section 35291.5 authorizes schools to, at least every four years, develop discipline rules and procedures and to provide this information to parents.

ESSENTIAL CHECKLIST

- _____ A School Discipline Committee, composed of representatives from all stakeholder groups, has been established to develop discipline expectations and procedures for the school year.

- _____ At the beginning of each semester, or at any other time during the school year that a student may enroll, students and parents/guardians will be notified of the school's discipline procedures and code of conduct.

- _____ At the secondary level, the student's social adjustment report (discipline record) will be kept at least until the anticipated year of graduation from high school, unless otherwise precluded by law.

- _____ All due process rights of students and their families will be observed.

- _____ Parents of students who are suspended or issued an opportunity transfer, and who disagree with said action, will be advised of the appeals process.

1.3.16 STUDENT BEHAVIOR CODE

Well-defined Student Behavior Codes are essential to student and employee safety. E.C. Section 44807 states that every teacher in the public schools shall hold pupils to a “strict account for their conduct” on the way to and from school, on the school grounds, and/or during recess/nutrition and lunch periods.

ESSENTIAL CHECKLIST

- _____ At the beginning of each year, the school shall provide students, parents, and staff with the student behavior code, as well as each student and that student’s parents at the time of his or her enrollment at any other time during the school year.

- _____ During the academic year, school employees will review the student behavior code, including the Parent-Student handbook, on their own and with students.

1.3.17 HAZARDS IN THE COMMUNITY

School administration should be aware of potential hazards in the community that can impact the school during an emergency. For example, knowing that a near-by facility uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety has conducted a survey of the facilities near every school. Site administrators should meet with their Safety Officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary, found in Appendix A.

Site Administrators should go to the OEHS web site, www.lausd-oehs.org and click on “Industrial Facilities near LAUSD Schools”. On the web page they can call up their school and see a list of the facilities near their campus. They should then call up and print out the map of their school community that shows the exact location of these facilities. On the map of the school community they can mark any of the following hazards:

- Facilities containing toxic chemicals or radioactive materials.
- High Voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right-of-way)
- Underground gas or oil pipelines
- Water towers or tanks
- Unreinforced masonry buildings that may collapse during an earthquake.

The map and Form A from Appendix A should be retained with the Safe School Plan and be a reference during emergencies and evacuations

2.0 Standardized EMERGENCY Management

2.1 Emergency Planning with SEMS

The Standardized Emergency Management System (SEMS) is mandated by the State through the Petris Bill (1993) and is used by all Police and Fire Departments. SEMS is designed to centralize and coordinate emergency response through the use of:

- management by objectives
- limited span of control
- standardized job assignments
- use of common terms
- qualified people do the job/

Using SEMS, people are grouped by functions, rank and title is not important but rather skills are what count. The Span of control is limited to 7 to 1 and there is no freelancing. Every position has only one boss. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Command; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

2.1.1 Command

During an emergency, the Incident Commander is responsible for directing police response and objectives from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison. The Incident Commander should use “management by objectives” such as setting specific goals and objectives for the total response.

2.1.2 Planning/Intelligence

During an emergency, SEMS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the

information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Communications”. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned. The SEMS Planning and Intelligence also predicts future needs and trends and constantly answers the following questions:

- o “How big is this problem?”
- o “Who is affected?”
- o “What are we going to need in the next hour, day or week?”

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions. A natural choice may be Librarians or History teachers.

2.1.3 Operations

Under SEMS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within LAUSD, these activities are performed by the following teams: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are “Problem Solvers” who can work in a non-structured environment. These are the “Doers”.

2.1.4 Logistics

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within LAUSD, these activities are performed by Supply/Equipment Team.

The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence section to develop resources for future needs. These people are the “Getters”. A natural choice may be your Plant Manager or supply clerk.

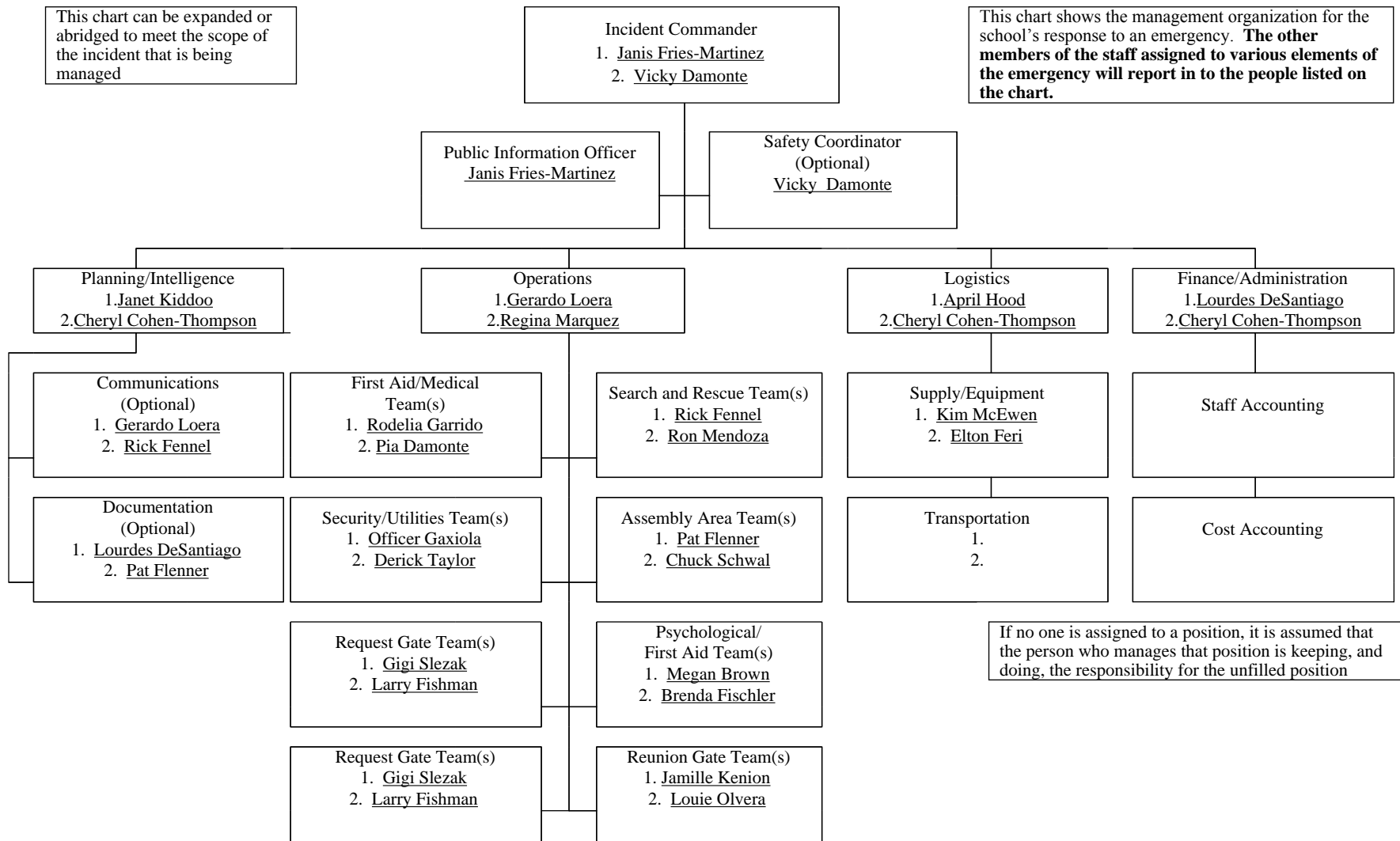
2.1.5 Finance/Administration

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the “Payers”, They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk who knows everybody on campus. Another choice may be your financial manager.

Figure 2.1 presents an Emergency Management Organization Chart modeled after SEMS and adapted for LAUSD schools. The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency. Not every emergency will require all of the teams listed on the chart.

SEMS can be adopted for schools with limited personnel. If no one is assigned to a SEMS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance. The Incident Commander is still responsible for the financial documentation.

SCHOOL SITE EMERGENCY MANAGEMENT ORGANIZATION CHART



The Standard Emergency Management System

*Note: This Organization Chart is based on SEMS, and adapted for LAUSD use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. **The first name in the box represents the primary responsible person whereas the second name denotes the backup***

2.2 Incident Command Team

The Incident Command Team is responsible for directing school emergency response activities.

2.2.1 Assignments

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer and the Safety Coordinator.

Incident Commander: Janis Fries-Martinez

Public Information Officer: Janis Fries-Martinez

Safety Coordinator: Vicky Damonte

The Incident Commander also set goals and objectives for the activities of all other teams.

2.2.2 Roles and Responsibilities

2.2.2.1 Incident Commander

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole.
- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Communicating with the Local District Superintendent and central staff.

2.2.2.2 Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the

school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

2.2.2.3 Safety Coordinator

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities.
- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

2.2.3 Team Supplies and Equipment

- Copy of the school's Emergency Procedures and contact information
- Campus map
- Master keys – Note: These must be kept in a very secure location or with specific authorized individuals
- Copies of staff and students rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.

- First Aid kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large campus map
- Copy of Safe School Plan Volumes 1 and 2

2.2.4 Team Assembly Location

Inside: Baseball field

Outside: Tennis Court

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.3 First Aid/Medical Team

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

2.3.1 Assignments

First Aid/Medical Team Leader: Rodelia Garrido

Alternate Team Leader: Pia Damonte

First Aid/Medical Team Member: Janet Svoboda

First Aid/Medical Team Member: Rochelle Kronstadt

First Aid/Medical Team Member: Jody Jackson

School Nurse: Rodelia Garrido

2.3.2 Roles and Responsibilities

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping Operations informed of overall status.
- Completing the Injury Report (Form D1, Appendix A).

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. It is very helpful if these people have had First Aid/CPR/AED training. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.

2.3.3 Supplies and Equipment

- Vest or position identifier
- First aid supplies
- AED (if school has one on campus)
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Injury Report (Form D1, Appendix A)

Much of these materials can be found in the Emergency First Aid Kit Warehouse
Code # 345-32-48275

2.3.4 Team Assembly Location

Inside: Boy's Gym

Outside: Tennis Courts

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.4 Psychological First Aid Team

The Psychological First Aid Team, or Crisis Team, is responsible for the caring and safety of all students on campus during an emergency. It provides psychological first aid as needed during and after an emergency, pursuant to the District’s Crisis Intervention Handbook.

2.4.1 Assignments

Psychological First Aid Team Leader: Megan Brown

Alternate Team Leader: Brenda Fischler

Psychological First Aid Team Member: Frank Mendez

Psychological First Aid Team Member: Brian LeClair

Psychological First Aid Team Member: Sylvia Brown

3.4.2 Roles and Responsibilities

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting other teams as needed.
- Coordinating with Operations to provide water and food to student and staff when necessary.

- Providing reassurance to students.
- Updating records of the number of students and staff.
- Documenting students or staff who may need additional support.

2.4.3 Supplies and Equipment

- Vest or position identifier
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

2.4.4 Team Assembly Location

Inside: Tennis Courts

Outside: Girls' PE Office

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.5 Search and Rescue Team

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

2.5.1 Assignments

Search and Rescue Team Leader: *Rick Fennel*

Alternate Team Leader: *Ron Mendoza*

SAR Team 1 Members: *Jose Loza, Adriana Maldonado-Gomez, Sergio Lopez*

SAR Team 2 Members: *Luther Fuslang, Jaime Gonzalez, Mario Quinteros*

SAR Team 3 Members: *Ari Bennett, Levon Yeganyan, Steve Thatt*

SAR Team 4 Members: *Glen Lamos, Johnny Vasquez, Larry Ziehler*

2.5.2 Roles and Responsibilities

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping Operations informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and Assembly Area Team, noting missing students and any other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured or missing students.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search.

2.5.3 Supplies and Equipment

- Vest or position identifier
- Hard hat

- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguishers
- Hoses
- Water bib keys
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack
- Master keys

Much of these materials are found in the search and rescue kit.

2.5.4 Team Assembly Location

Inside: *Boys' Gym*

Outside: *Tennis Courts*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.6 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be essential to protect students and staff and to minimize damage to school facilities. This team includes participation by the school police officer or SSO, and members of the custodial and cafeteria staff.

2.6.1 Assignments

Security/Utilities Team Leader: *Officer Gaxiola*

Alternate Team Leader: *Derick Taylor*

Security/Utilities Team Member: *Toby Bachenheimer*

Security/Utilities Team Member: *Yesenia Pleitez*

Security/Utilities Team Member: *Gonzalo Haza*

2.6.2 Roles and Responsibilities

Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will in turn notify local utilities (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members

school and reporting that the campus is in “lock-down” or “shelter-in-place” to Operations. They are also responsible for surveying all utilities and taking appropriate actions to shut-off, as needed, HVAC, gas, water and electricity. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing and reporting damage to school facilities.
- Checking gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.

2.6.3 Supplies and Equipment

- Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school’s Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Notebook containing site maps

2.6.4 Team Assembly Location

Inside: *Plant Manager's Office*

Outside: *PMO Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then survey the entire campus to determine areas of need.

2.7 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplied cached in the emergency bin and cafeteria storage room.

2.7.1 Assignments

Supply/Equipment Team Leader: *Kim McEwen*

Alternate Team Leader: *Elton Feri*

Supply/Equipment Team Member: *Johnny Nguyen*

Supply/Equipment Team Member: *Javier Rios*

Supply/Equipment Team Member: *Mario Rivera*

2.7.2 Roles and Responsibilities

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food, care or shelter and determining the length of time shelter will be needed.
- Inventorying supplies on hand.

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the

distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

2.7.3 Supplies and Equipment

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones
- Sanitary supplies

2.7.4 Team Assembly Location

Inside: *Gold Girl's Gym*

Outside: *White Bin between tennis courts and Gold Gym*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.8 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Operations. Operations will then relay reports of missing students to the Search and Rescue Team.

2.8.1 Assignments

Assembly Area Team Leader: *Pat Flenner*

Alternate Team Leader: *Chuck Schwal*

Assembly Area Team Member: *Brad Katz*

Assembly Area Team Member: *David Bonino*

Assembly Area Team Member: *Shannon Black*

2.8.2 Roles and Responsibilities

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report (Form D2, Appendix A) from the Team Members and make them readily available to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Missing Persons Report (Form D2, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.

- Assisting the Reunion Gate Team as required.

2.8.3 Supplies and Equipment

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury Reports and Missing Persons Reports (Forms D1 and D2, Appendix A)

2.8.4 Team Assembly Location

Inside: *Boys' and Girls' PE Offices*

Outside: *SE Corner of Baseball Field and NW Corner of Softb*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.9 Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

2.9.1 Assignments

Request Gate Team Leader: *Gigi Slezak*

Alternate Team Leader: *Larry Fishman*

Request Gate Team Member: *Dora Navarro*

Request Gate Team Member: *Sheri Lopez*

Request Gate Team Member: *Elaine Larson*

2.9.2 Roles and Responsibilities

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested. Example: “All Students Are OK”, or “Only 1 Injured Student and

his Parent has been notified”.

- Issuing a tag or other identifications only to an authorized person.
- Directing parents or guardians to the Reunion Gate.
- Dispatching runner to find student.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.

2.9.3 Supplies and Equipment

- Keys to Main Gate
- Bullhorn
- Tags or other identifications

2.9.4 Assembly Location

Outside: *Boys' Baseball Field*

The Request Gate team is to assemble at the main entrance.

2.10 Reunion Gate Team

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students. It is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.

2.10.1 Assignments

Reunion Gate Team Leader: *Jamille Kenion*

Alternate Team Leader: *Louie Olvera*

Reunion Gate Team Member: *Neva Bryan*

Reunion Gate Team Member: *Margarita Delgadillo*

Reunion Gate Team Member: *Rafael Loza*

2.10.2 Roles and Responsibilities

Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and have them readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log (Form E, Appendix A) and submitting them to the Reunion Gate Team Leader.

2.10.3 Supplies and Equipment

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log (Form E, Appendix A)

2.10.4 Assembly Location

Outside: *Girls' Softball Parking Lot*

The team is to assemble at the Reunion Area.

2.11 Fire Suppression and HazMat Team

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. The Fire Suppression and HazMat Leader is also responsible for gathering the Damage Assessment Report Form (Form F, Appendix A) from the Team Members and have them readily available to Operations. Also, see Appendix D for Training Material.

2.11.1 Assignments

Fire Suppression and HazMat Team Leader: *Isaac Alatorre*

Alternate Team Leader: *Hector Colon*

Fire Suppression and HazMat Team Member: *Jim Schwagle*

Fire Suppression and HazMat Team Member: *Jin Lee*

Fire Suppression and HazMat Team Member: *Steve Hines*

2.11.2 Roles and Responsibilities

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for

extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form (Form F, Appendix A) will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires as appropriate.
- Posting yellow caution tape around damaged or hazardous areas.

2.11.3 Supplies and Equipment

- Vest or position identifier
- Fire fighting equipment
- Hand-held radio
- Master keys
- Clipboard with job duties
- Fire fighting equipment
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
- Notebook containing site maps
- Damage Assessment Report Form (Form F, Appendix A)

2.11.4 Team Assembly Location

Inside: *Girl's Gym*

Outside: *Student Cafeteria*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

2.12 Documentation Position (Optional)

The Document position is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records will become extremely important to document what action was taken by the school in response to the emergency.

2.12.1 Assignments

Documentation Staff Member: *Lourdes DeSantiago*

Alternate Documentation Staff Member: *Pat Flenner*

2.12.2 Roles and Responsibilities

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the P&I for status updates.
- Documenting all communications with District Emergency Operations Center (EOC) and outside agencies. EOC fax 213-743-9749 or call 213-743-9713.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

2.12.3 Supplies and Equipment

- Hand-held radios
- File boxes
- Paper, pens
- AM-FM battery radios / Portable TV
- DAR's
- Maps of event by the hour

The Documentation Staff Member will report to the Command Post.

2.13 Communications Position (Optional)

The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”

2.13.1 Assignments

Communications Staff Member: *Gerardo Loera*

Alternate Communications Staff Member: *Pat Flenner*

2.13.2 Roles and Responsibilities

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Listening to District AM/FM/Ham radios for information.
- Updating site maps as reports and other information are received.
- Preserving maps as legal document.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc.
- Developing situation reports for the Incident Command Team.

2.13.3 Supplies and Equipment

- Hand-held radios
- AM-FM battery radios / Portable TV
- Paper, pens, dry-erase pens
- File box(es)
- Large site map of campus, laminated or covered with Plexiglas,
- Map of county or local area

2.13.4 Assembly Location

The Communications Staff Member will report to the Planning and Intelligence Chief.

2.14 School Staff

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

2.15 Office of Environmental Health and Safety

The Office of Environmental Health and Safety (OEHS) is responsible for providing guidance to school administrators in the areas of emergency preparedness and response.

2.16 Preparedness Procedures

2.16.1 Command

- 1 The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause or exacerbate an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
- 2 The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
- 3 The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.
- 4 The Principal will ensure that members of the Incident Command Team, and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
- 5 The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

2.16.2 Planning/Intelligence

- 1 The Principal will ensure that all team members receive proper training in the use of communication equipment.
- 2 The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

2.16.3 Operations

- 1 The Principal will ensure that this plan includes procedures for the following:
 - Administering first aid;

- Activating and performing search and rescue operations;
 - Ensuring site security;
 - Conducting damage assessments;
 - Evacuation; and
 - Student release operations.
- 2 The Principal will ensure appropriate training is provided for the following teams:
- First Aid/Medical Team;
 - Psychological First Aid Team;
 - Fire Suppression and HazMat Team
 - Search and Rescue Teams; and
 - Assembly Area Team.
- 1 The Principal will ensure that routine drills referenced in District Reference 1314 and Section 6.7 are conducted at the school to rehearse emergency response operations.
- Fire drills will be conducted at elementary schools at least once per month.
 - Fire drills will be conducted at secondary schools at least once per semester.

2.16.4 Logistics

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. *Please refer to Reference Guides 801 and 802, Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.*

2.16.5 Finance/Administration

The Principal will assure the following:

- 1 Purchase of all emergency preparedness and response equipment and supplies;
- 2 Tracking of emergency expenditures and recovery of records damaged or lost in an emergency.
- 3 Timekeeping

3.0 Initial RESPONSE to emergencies

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

3.1 Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

3.2 Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the

emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

3.3 Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck, Cover and Hold
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each of these are included in Section 4.0.

3.4 Principal’s Emergency Checklist

Principals should use the “Principal’s Emergency Checklist” as a guide when responding to any incident on campus.

PRINCIPAL’S EMERGENCY CHECKLIST

- 1 Conduct an immediate assessment.
 - a Confirm and ascertain the type of incident.
 - b Obtain essential information (what happened, who was involved, what did witnesses see, how the incident started, etc.)

- 3 Summon Help
 - a Call 911. Have someone stay on the line with 911 operator.
 - b Have someone else notify School Police Watch Commander (213) 625-6631.
 - c Notify Operations Administrator.
 - d Notification to be made by Operations Administrator include:
 - 1 Office of Chief Operating Officer
 - 2 Office of Communications.
 - 3 Local District Crisis Team as needed.
 - e Alert school staff assigned to emergency duties.
 - f Direct students and nonessential staff to a safe area as needed.

- 7 Sound warning to school staff.
 - a Use emergency communications to alert all staff.
 - b Employ immediate sheltering actions for those exposed to danger.

- 3 Lock down building, secure areas, monitor situation.
 - a Lock exterior doors.
 - b Lock interior doors where possible.
 - c Assign staff to secure specified and prearranged areas; monitor conditions.
 - d Recognize needs and be ready for contingencies.

- 5 Wait for police.
 - a Keep responding units updated on situation via 911 and School Police Watch Commander.
 - b Assemble witness and victims.
 - c Suggest possible areas for staging, command post, emergency medical services.
 - d Gather key information for law enforcement.
 - e Maintain event and status log.

- 6 Stabilize elements of situation if safe to do so.
 - a Care for injured (ensuring safety for those assisting).
 - b Give ancillary staff instructions.
 - c Protect crime scene, evidence.

- d Address needs of parents.
 - e Activate reunion gate per school protocol.
- 6 Work with police agencies to resolve situation.
- a Stay at command post, supporting incident commander.
 - b Provide information, including incident-specific knowledge, site background and resources, special staff resources, abilities, training, etc.
 - c Coordinate school response
 - 1 Onsite
 - 2 Off-site (staging areas, hospitals, etc.)
 - 3 District
- 4 Signal “all clear”
- a See that emergency medical care is provided.
 - b Account for all students and staff onsite or at hospital or other off-site locations.
 - c Prepare statement to be used by staff responding to callers
 - d Notify parents/guardians.
 - e Support law enforcement follow-up activities.
 - f Debrief staff.
 - g Arrange for site security if necessary.
 - h Work with specialists:
 - 1 Operations administrators
 - 2 Emergency medical/hospitals
 - 3 District crisis intervention team
 - 4 Public Information Officer
 - 5 Facilities cleanup and repair support
 - 6 School Police
- 7 Initiate recovery and follow-up activities
- a Brief staff and provide (access to) support.
 - b Plan for resumption of school (“next day” plan).
 - c Arrange for physical plant cleanup and repair.
 - d Begin long-term recovery planning.

4.0 IMMEDIATE RESPONSE ACTIONS

4.1 Duck, Cover and Hold

This action is taken to protect students and staff from flying or falling debris.

Description of Action

- 1 The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE HAVING AN EMERGENCY. EVERYONE SHOULD FOLLOW THE DUCK, COVER AND HOLD PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS.”

- 2 If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hold onto the deskands.
- 3 If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- 4 Teachers and students should move away from windows.

4.2 Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut

down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

- 1 The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. PLEASE COVER ANY CRACKS UNDER DOOR OR AROUND THE WINDOWS WITH TOWELS. COVER ANY VENTS TO THE OUTSIDE. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

- 2 If inside, teachers will keep students in the classroom until further instructions are given.
- 3 If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
- 4 Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors

and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

4.3 Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

Description of Action

- 1 The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

- 2 If inside, teachers will instruct students to stay away from doors and windows, lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
- 3 If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

- 4 Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
- 5 All front entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel, are to be allowed on campus.

4.4 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

- 1 The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

- 2 The Principal will initiate a fire alarm.
- 3 Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
- 4 Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report, Form D2 in Appendix A.
- 5 Once assembled, teachers and students will stay in place until further

instructions are given.

4.5 Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

- 1 The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

- 2 The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C. Teachers and students will stay together during the evacuation.
- 3 Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
- 4 Once assembled off-site, teachers and students will stay in place until further instructions are given.
- 5 In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the campus.

4.6 All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

- 1** The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TOO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

- 2** This action signifies the emergency is over.
- 3** If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

5.0 EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as “School Administrator”.

5.1 Aircraft Crash

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Sec 4.0.
- 2 If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3 In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 4 The School Administrator will call “911” and School Police (213) 625-6631 and will provide the exact location (e.g., building or area) and nature of emergency.
- 5 If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
- 6 The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
- 7 The First Aid/Medical Team will check injuries to provide appropriate first aid.
- 8 The School Administrator will call the LDOC who will notify the office of the Local District Superintendent. A member of this group will call the Office of Communications with information on this situation as appropriate.
- 9 Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10 The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.

- 11 If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.2 Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
- 2 Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
- 3 If additional outside assistance is needed, the School Administrator will call “911”, School Police (213) 625-6631, Animal Control and/or the Department of Fish and Game 1-888-334-2258 and provide the location of the animal and nature of emergency.
- 4 If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
- 5 The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

5.3 Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

- 1 Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
- 2 The School Administrator will initiate the recommended appropriate Immediate Response Action(s), which is LOCK DOWN as described in Section 4.0. EVACUATE BUILDING or OFF-SITE EVACUATION may be part of subsequent police action on the campus.
- 3 The School Administrator will call “911” and School Police (213) 625-6631, and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
- 4 The Principal will notify the Local Superintendent’s Office.
- 5 Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
- 6 Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
- 7 After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
- 8 The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
- 9 The Security/Utilities Team will control all points of entry to the school.
- 10 The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.

- 11 All media inquiries will be referred to the designated Public Information Officer.
- 12 The School Administrator will debrief staff and school police officers.

5.4 Biological or Chemical Release

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Scenario 1 - Substance released inside a room or a building
- Scenario 2 - Substance released outdoors and localized
- Scenario 3 - Substance released in surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

- 1 The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building. Students and staff from the affected “contaminated” room need to be isolated from the rest of the school population
- 2 The School Administrator will call “911”, School Police (213) 625-6631 and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
- 3 The School Administrator will notify the Local District Superintendent of the situation.
- 4 The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
- 5 The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
- 6 Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- 7 The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
- 8 The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
- 9 The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 10 Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

- 1 The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the SHELTER-IN-PLACE or EVACUATE BUILDING action as described in Section 4.0.
- 2 The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
- 3 The School Administrator will call “911”, School Police (213) 625-6631 and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
- 4 The School Administrator will notify the Local District Superintendent of the situation.
- 5 The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
- 6 Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- 7 The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
- 8 The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
- 9 The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 10 Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

- 1 If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
- 2 Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
- 3 Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
- 4 The School Administrator will call “911”, School Police (213) 625-6631 and the Office of Environmental Health and Safety (OEHS) (213) 241-3199 and will provide the exact location and nature of emergency.
- 5 The School Administrator will notify the Local District Superintendent of the situation.
- 6 The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
- 7 The School Administrator will turn on a radio or television station to monitor information concerning the incident.
- 8 The school will remain in a SHELTER-IN-PLACE condition until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

5.5 Bomb Threat

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

- 1 If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator:

“This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”

- 2 The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
- 3 The School Administrator will direct the volunteer members of the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- 4 If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
- 5 No attempt should be made to investigate or examine the object.
- 6 After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK, COVER AND HOLD, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

- 7 When a suspicious object or bomb is found, the School Administrator shall issue the **EVACUATE BUILDING** action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
- 8 In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 9 The School Administrator will notify “911”, if not previously notified, and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
- 10 The School Administrator will notify the Local District Superintendent of the situation.
- 11 The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 12 Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the **ALL CLEAR** signal as described in Section 4.0 when appropriate.
- 13 The School Administrator may initiate an **OFF-SITE EVACUATION**, as described in Section 4.0 if warranted by changes in conditions.
- 14 After the incident is over, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

5.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch at 1-800-LABUSES or the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedure

Scenario 1: Earthquake

- 1 The driver should issue DUCK, COVER AND HOLD action as described in Section 4.0.
- 1 Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- 2 Set brake, turn off ignition, and wait for shaking to stop.
- 3 Check for injuries and provide first aid as appropriate.
- 4 If the bus is disabled, stay in place until help arrives.
- 5 Contact the School Administrator to report location and condition of students and the bus.
- 6 The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
- 7 If instructed to continue route, the driver should:
 - If en route to school, continue to pick up students.
 - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

- 8 If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
- 9 In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
- 10 The driver will account for all students and staff throughout the emergency.

Scenario 2: Flood

- 1 DO NOT drive through flooded streets and/or roads.
- 1 Take an alternate route or wait for public safety personnel to determine safety.
- 2 If the bus is disabled, stay in place until help arrives.
- 3 Contact the School Administrator and Bus Dispatch at 1-800-LABUSES to report location and condition of students.
- 4 The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
- 5 In all instances, do not attempt to cross damaged bridges or overpasses.
- 6 The driver will account for all students and staff throughout the emergency.

Scenario 3: Serious Accident or Bus Fire

- 1 Park the bus in a safe location.
- 2 Set the emergency brake and turn off the ignition.
- 3 Evacuate the bus in the event of a fire.
- 4 Check for injuries and provide appropriate first aid.
- 5 Call “911” and School Police (213) 625-6631 and provide exact location of the bus and wait for arrival of emergency responders.
- 6 Contact the School Administrator and Bus Dispatch at 1-800-LABUSES to report location and condition of students.
- 7 The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
- 8 Stay with the disabled bus until help arrives.
- 9 The driver will account for all students and staff throughout the emergency.

5.7 Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

Procedure

- 1 Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
- 2 Staff will immediately notify the School Administrator.
- 3 The School Administrator will initiate the appropriate Immediate Response Actions, which may include LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- 4 The School Administrator will call School Police (213) 625-6631, and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call “911”.
- 5 If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
- 6 If the perpetrator is a student, every attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
- 7 The School Administrator will notify the Local District Superintendent of the situation.

5.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

- 1 Upon the first indication of an earthquake, teachers should direct students to DUCK, COVER AND HOLD as described in Section 4.0.
- 2 Move away from windows and overhead hazards to avoid glass and falling objects.
- 3 When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 4 In the event of an evacuation, Teachers will bring their student roster, any classroom “Go” kit and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 5 The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
- 6 The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
- 7 The First Aid/Medical Team will set up the fire aid station, check for injuries and provide appropriate first aid.
- 8 The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- 9 If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

- 10 The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Emergency Operations Center.
- 11 The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Local District Supervisor.
- 12 The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- 13 Any affected areas will not be reopened until the Local District Facilities provides clearance and the School Administrator gives authorization to do so.
- 14 The School Administrator may initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.
4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Local District Supervisor.

5.9 Explosion/Risk of Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion** : Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]* It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

Procedure

Scenario 1: Explosion on School Property

- 1 In the event of an explosion, all persons should initiate DUCK, COVER AND HOLD as described in Section 4.0.
- 2 The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
- 3 After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
- 4 In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
- 5 In the event of an evacuation, Teachers will bring their student roster, any classroom “Go” kit and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 6 The School Administrator will call “911” and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
- 7 The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 8 Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

- 9 The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 10 The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
- 11 The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
- 12 When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
- 13 The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- 14 The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Local District Supervisor.
- 15 Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.
- 16 The School Administrator may initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
- 2 If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
- 3 In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 4 The School Administrator will call “911” and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
- 5 Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- 6 The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
- 7 The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 8 The School Administrator will notify the Local District Superintendent of the situation.
- 9 All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10 The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Local District Supervisor.
- 11 In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
- 12 The School Administrator may initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

- 1 The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
- 2 The School Administrator will notify “911” and School Police (213) 625-6631 and will provide the exact location (e.g., building, area) and nature of emergency.
- 3 The School Administrator will take further actions as needed.
- 4 The school will remain in a SHELTER-IN-PLACE condition until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

- 1 The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
- 2 When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
- 3 The School Administrator will notify “911” and School Police (213) 625-6631 and provide details on the area and personnel affected at the school.
- 4 After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
- 5 The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
- 6 The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
- 7 At the School Administrator’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
- 8 The school will remain in a SHELTER-IN-PLACE condition until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator issues further instructions.
- 9 The Planning and Intelligence Section will fill out a damage assessment report and transmit it to the School Police and Local District Supervisor.

5.10 Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

- 1 The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- 2 The School Administrator will notify “911” and School Police (213) 625-6631 and will provide the location and nature of emergency.
- 3 The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
- 4 The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- 5 If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- 6 In the event of an evacuation, Teachers will bring their student roster, any classroom “Go” kit and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 7 The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
- 8 As appropriate, the School Administrator will activate Parent Alert System.
- 9 The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
- 10 If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.

- 11 The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.11 Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

- 1 Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
- 2 The School Administrator will immediately initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
- 3 In the event of an evacuation, Teachers will bring their student roster, any classroom “go” kit and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 4 The School Administrator will call “911” and School Police (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
- 5 The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
- 6 The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- 7 The Security/Utilities Team will notify the appropriate utility company of damages.
- 8 The School Administrator will notify the Local District Superintendent of the fire. A member of this group will call the Office of Communications with information on this situation.
- 9 If needed, the Logistics Section will notify Bus Dispatch to request busses for staff and student evacuation.
- 10 Any affected areas will not be reopened until the Los Angeles City or County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 11 For fires during non-school hours, the School Administrator and the Local District Superintendent will determine if the school will open the following day.
- 12 All fires, regardless of their size, which are extinguished by school personnel, require a call

to the Fire Department to indicate “fire is out.”

- 13 The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Local District Supervisor.

5.12 Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
- 2 The School Administrator will notify “911” and School Police (213) 625-6631 and will describe the nature and extent of the flooding.
- 3 The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
- 4 If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
- 5 In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 6 The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
- 7 As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
- 8 The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

5.13 Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

- 1 If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
- 2 Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
- 3 The School Administrator will notify the Local Maintenance Area (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or School Police (213)-625-6631 (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
- 4 Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
- 5 The School Administrator will notify the Local District Superintendent of the loss of utility service.
- 6 As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
- 7 If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
- 8 In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A *Plan for a Loss of Water:*

[Summarize a specific plan to provide for the following services in the event of a loss of water]

Toilets: (Specify a procedure by which a temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded). Please contact OEHS for specific guidance. Dig Field latrines (short term)

Drinking Water: (Specify how emergency water supply will be accessed and distributed to students and staff). 50-55 gallon drums are filled

Food Service: Cafeteria has a 3 day supply

Fire Suppression System (if applicable): Fire extinguishers in every classroom

B Plan for a Loss of Electricity:

[Summarize a specific plan to provide for the following services in the event of a loss of electricity]

Ventilation: *Generator planned*

Emergency Light: *School plans on buying portable generator*

Other: *Flashlights*

C Plan for a loss of Natural Gas

[Summarize a specific plan to provide for the following services in the event of a loss of natural gas]

Food Service:

Other:

D Plan for a loss of Communication

[Summarize a specific plan to provide for the following services in the event of a loss of communication]

Telephone Service:

Other:

5.14 Motor Vehicle Crash

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

Procedure

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK, COVER AND HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
- 2 If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3 In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 4 The School Administrator will call “911” and School Police (213) 625-6631 and will provide the exact location (e.g., building, area) and nature of emergency.
- 5 The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on this situation.
- 6 The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
- 7 The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
- 8 The First Aid/Medical Team will check for injuries to provide appropriate first aid.
- 9 Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10 The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.15 Psychological Trauma

Crisis management at LAUSD specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Specific procedures relating to crisis management are presented in the OEHS *Model Safe School Plan, Volume 1 – Prevention Programs*, and Bulletin 962, *Organizing for Crisis Intervention* and Bulletin 1119, *Assessing and Managing Threats*.

Procedure

- 1 The School Administrator will establish Psychological First Aid Team or Crisis Team, which has primary responsibility for providing necessary assistance after all types of crises.
- 2 The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
- 3 The Psychological First Aid Team will provide direct intervention services.
- 4 If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
- 5 The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
- 6 In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.

- 7 The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

5.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

- 1 The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
- 2 The School Administrator will notify “911”, School Police (213) 625-6631, County Department of Health Services (213) 974-1234, Local District Office, and the Office of Environmental Health and Safety (213) 241-3199.
- 3 The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
- 4 The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
- 5 The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
- 6 The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
- 7 The School Administrator will notify parents of the incident, as appropriate.

5.17 Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with Bulletin 1119, *Assessing and Managing Threats*.

Procedure

- 1 The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
- 2 The School Threat Assessment Team will conduct the threat assessment in accordance with Bulletin 1119. A school police officer should be part of this team.
- 3 Consistent with Bulletin 1119, the School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:
 - Category 1 –High violence potential; qualifies for arrest or hospitalization.
 - Category 2 –High violence potential; does not qualify for arrest or hospitalization.
 - Category 3 –Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - Category 4 –Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
 - Category 5 –Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
- 4 In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
- 5 The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
- 6 The School Threat Assessment Team will recommend appropriate action to the School Administrator.

- 7 As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

5.18 Tsunami Response

A tsunami is a series of sea waves most commonly caused by an earthquake beneath the sea floor by submarine volcanic eruptions or an underwater landslide. As the waves enter shallow water, they may rise rapidly and inundate coastal areas with the potential of endangering lives and creating significant property damage. This procedure should be followed if a distant or local event has occurred and generated a tsunami.

Procedure

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
- 2 The School Administrator will keep a battery-powered radio tuned to a local radio station for information such as evacuation notices.
- 3 If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
- 4 The evacuation destination should be to land that is at least 100 feet above sea level. Stay away from coastal and low-lying areas. Waves might continue for several hours and travel several times faster than walking, running or driving.
- 5 Do not attempt to surf a tsunami. Because they are not like regular waves, they are impossible to surf. They are much faster, higher and come onshore filled with debris.
- 6 In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 7 The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
- 8 As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
- 9 The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

5.19 Unlawful Demonstration/Walkout

An **Unlawful Demonstration/Walkout** is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

- 1 Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
- 2 The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN as described in Section 4.0.
- 3 The School Administrator will notify School Police (213) 625-6631, the Local District Office to request assistance and will provide the exact location and nature of emergency.
- 4 The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
- 5 If students leave the campus, the Security Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
- 6 Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
- 7 The Documentation staff member should keep accurate

record of events, conversations and actions.

- 8 All media inquiries will be referred to the designated school's Public Information Officer.
- 9 The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
- 10 The School Administrator will notify parents of the incident, as appropriate.

6.0 OTHER EMERGENCY INFORMATION

The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

District Bulletins Dealing with Emergencies

Alert System 1 (Parent)

Alert System 2 (School Personnel)

Site Plot Plan and Vicinity Map

Emergency Phone Numbers

Emergency Drills

6.1 District Bulletins Dealing with Emergencies

The Bulletins listed in Table 6-1 deal with school emergencies. These bulletins have been included with the relevant emergency procedures in Section 5.0.

Table 6-1: District Bulletins

| No. | Subject | Date | Emergency Procedure | Sect. |
|-------------|--|-------------|--|--------------|
| C-32 (Rev.) | Possible Food Borne Illness or Contamination | 2/14/01 | Suspected Contamination of Food or Water | 5.16 |
| C-51 (Rev.) | Responsibilities of Cafeteria Employees During Periods of Emergency | 4/24/01 | Loss or Failure of Utilities | 5.13 |
| 1119 | Assessing and Managing Threats | 7/12/04 | Psychological Trauma | 5.15 |
| 962 | Organizing for Crisis Intervention | 5/3/04 | Threat of Violence | 5.17 |
| 1314 | Emergency Drills and Procedures | 9/24/04 | Emergency Drills | 6.7 |
| 1614 | School Procedures During Heavy Rains or Flood Conditions | 3/11/05 | Flooding | 5.12 |
| N-46 (Rev.) | Procedures and Plan of Action for Handling Disturbances, Disorders, or Demonstrations on or Adjacent to School Sites | 12/10/97 | Unlawful Demonstration / Walkout | 5.18 |
| N-47 (Rev.) | Landing of Aircraft on School Sites | 4/27/98 | Aircraft Crash | 5.1 |
| N-49 (Rev.) | Bomb Threats | 7/13/01 | Bomb Threat | 5.5 |
| Z-72 | Bioterrorism Preparedness Response: Health Perspective | 9/3/02 | Biological or Chemical Release | 5.4 |
| REF-801 | Storage of Emergency Water | 2/5/04 | Emergency Supplies and Equipment | 6-6 |
| REF-802 | School Site Emergency / Disaster Supplies | 2/5/04 | Emergency Supplies and Equipment | 6-6 |

6.2 Alert System 1 (Parent)

Parent contact information is maintained in the main office and managed by *Janet Kiddoo*

6.3 Alert System 2 (School Personnel)

A current listing of school personnel contact numbers is provided in Appendix B.

[Note: Attach listing of school personnel telephone numbers in Appendix B]

6.4 Site Plot Plan and Vicinity Map

A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

6.5 Emergency Phone Numbers

A listing of external emergency phone numbers is provided in Table 6-2 below.

Table 6-2: Emergency Phone Numbers

| | | | |
|---|--|---------------------------------|-----------------------|
| School Name | <i>Polytechnic High School</i> | | |
| School Address | <i>12431 Roscoe Blvd</i> | | |
| School Phone | <i>818-767-4860G</i> | Location Code | <i>8636</i> |
| District | | | |
| Principal | <i>Janis Fries-Martinez</i> | <i>818-767-4860</i> | |
| Assistant Principal | <i>Vicky Damonte</i> | <i>818-767-4860</i> | |
| Local District Facilities Director | «ztxtLDFacilitiesDirectorName» | «ztxtLDFacilitiesDirectorPhone» | |
| Local District Superintendent | <i>Jim Morris</i> | <i>818-755-5300</i> | |
| Office of School Operations | <i>Susan Brandt / John Gamboa</i> | <i>818-755-5300</i> | |
| Public Information Officer | <i>Ellen Morgan</i> | <i>213-241-6766</i> | |
| School Nurse | <i>Rodelia Garrido</i> | <i>818-767-4860</i> | |
| Bus Dispatch | <i>LAUSD Bus Dispatch</i> | <i>800-522-8737</i> | |
| Office of Communications | | <i>(213) 241-6766</i> | |
| Office of Emergency Services | | <i>(213) 241-3889</i> | |
| Office of Environmental Health and Safety | | <i>(213) 241-3199</i> | |
| School Mental Health | | <i>(818) 997-2640</i> | |
| School Police | | <i>(213) 625-6631</i> | |
| Student Medical Services | | <i>(213) 763-8342</i> | |
| | | | |
| | | | |
| | | | |
| | | | |
| Non-District | | | |
| Fire And Medical Emergencies | | | 911 |
| Air Quality Management District | | | <i>(909) 396-2000</i> |
| California Highway Patrol | | | <i>(323) 906-2424</i> |
| County Department of Health Services | | | <i>(213) 974-1234</i> |
| Gas Company | <i>Southern California Gas Company</i> | | <i>800-427-2000</i> |
| Electric Company | <i>Department of Water & Power</i> | | <i>800-821-5278</i> |
| Local Fire Station | <i>Los Angeles Fire Department</i> | | <i>911</i> |
| Local Hospital | <i>Pacifica Hospital</i> | | <i>818-767-3310</i> |
| Local Police/Sheriff Dept | <i>LAPD</i> | | <i>911</i> |
| Medical Clinic (Nearest) | <i>Serra Medical</i> | | <i>818-768-3000</i> |
| Sewer Authority | <i>City of Los Angeles</i> | | <i>800-540-0952</i> |
| Water Company | <i>Department of Water & Power</i> | | <i>213-342-5397</i> |
| | | | |
| | | | |
| | | | |

| | |
|--|--|
| | |
|--|--|

6.6 Emergency Supplies and Equipment

Emergency supplies will be maintained in each classroom and a centralized location:

[Indicate location].

[Note: The lists of emergency equipment listed in the two tables below are minimum recommendations]

Table 6-3: Recommended Classroom Emergency Supplies

[Location: Place these supplies next to primary evacuation doorway in each classroom]

| Item | Recommended Quantity | Quantity at Hand |
|-------------------------------------|-----------------------------|-------------------------|
| Backpack | 1 | |
| Flashlight | 1 | |
| Batteries | 2 | |
| Pair of scissors | 1 | |
| First Aid instruction summary sheet | 1 | |
| Pad of paper (for name tags, etc.) | 1 | |
| Pen | 1 | |
| Pencil | 1 | |
| Light stick | 1 | |
| Whistle | 1 | |
| Package of safety pins | 1 package | |
| Solar blanket | 1 | |
| Package of 10 gums | 1 package | |
| Package of 10 life savers | 1 package | |
| Package of plastic trash bags | 6 packages | |
| Package of small paper bags | 2 packages | |
| Package of paper cups | 2 packages | |
| Package of premoistened towelettes | 1 package | |
| Bottle of hydrogen peroxide | 1 | |
| Ziploc sandwich bags | 2 | |
| Box of Telfa pads | 1 | |
| Pair of tweezers | 1 | |
| Box of Band-Aids | 1 | |
| 2” roller bandage | 1 | |
| 3” roller bandage | 1 | |
| Box of triangular bandages | 1 | |
| Roll of adhesive tape | 1 | |
| Pair of disposable gloves | 10 | |
| Container of waterproof matches | 1 | |
| Box of toilet tissue | 1 | |
| Box of sanitary napkins | 1 | |
| Bottle of saline solution | 1 | |

Table 6-4: Recommended School Emergency Supplies*[Suggested quantities are for 100 people for a period of 72 hours]*

| Type | Item | Recommended Quantity | Quantity at Hand |
|------------------|---|-----------------------------|-------------------------|
| First Aid | | | |
| | First Aid Manual (Red Cross, up-to-date) | 1 | |
| | Alcohol | 4 bottles | |
| | Alcohol prep (100 count) | 4 boxes | |
| | Aluminum foil – 18 inches wide | 4 rolls | |
| | Antibiotic solution (betadyne) | 4 bottles | |
| | Band-Aids – assorted sizes | 8 boxes | |
| | Bandage – ACE wrap, Kerlix, Kling or other conforming bandage of several widths – 2, 3, 4, 6 inch | 4 boxes each | |
| | Bandage scissors – blunt nose type | 9 pairs | |
| | Bandage, triangular – 36 x 40 x 55 inch | 30 | |
| | Basin, emesis – disposable | 10 | |
| | Blankets – space or disposable | 150 | |
| | Blood pressure cuff with manometer | 6 | |
| | Burn sheets – sterile, disposable | 4 packages | |
| | Cervical collar – small, medium & large | 4 each | |
| | Cotton balls – unsterile | 4 large packages | |
| | Disinfectant – hand washing | 4 gallons | |
| | Dressings – 2x2's, 3x3's & 4x4's sterile | 4 boxes each | |
| | Dressings – 5x9's & 8x10's sterile | 4 boxes each | |
| | Dressings – eye pad, oval sterile | 15 boxes | |
| | Dressings – Vaseline gauze 3x36 inch sterile | 4 boxes | |
| | Kleenex | 10 boxes | |
| | Marking pens – for all surfaces | 6 | |
| | Needles – for removing splinters & glass | 4 packages | |
| | Note pads | 20 | |
| | Pack – cold Temp-Aid | 1 case | |
| | Paper cups | 4 boxes | |
| | Pack – hot Temp-aid | 1 case | |
| | Paper bags | 4 boxes | |
| | Paper towels | 4 cases | |
| | Pencils or ball point pens | 4 packages | |
| | Petroleum jelly | 4 large jars | |
| | Pitcher or jar with cover – can be used as a measuring device | 4 one quart size | |
| | Q-tip swabs | 6 packages | |
| | Safety pins – assorted sizes | 6 packages | |

| Type | Item | Recommended Quantity | Quantity at Hand |
|---------------------------|--|----------------------|------------------|
| | Saline 1 tsp. per quart sterile water = normal saline | 4 boxes | |
| | Sanitary napkins – can be used for heavy bleeding wounds | 2 cases | |
| | Spine board – long and short | 2 each | |
| | Splints – inflatable, boards, magazines or other | Several sets | |
| | Standard surgical gloves – medium and large | 4 boxes | |
| | Table | 4 | |
| | Thermometer – oral – Tempa-dot, disposable | 4 boxes each | |
| | Toilet tissue | 4 cases | |
| | Tongue depressors | 4 packages | |
| | Towelettes – moist | 15 boxes | |
| | Treatment log | 1 | |
| | Triage tags (from Office of Emergency Services) | 150 | |
| | Tweezers – large | 9 pairs | |
| | Tylenol (15 grains) | 6 bottles | |
| | Water purification tablets or | 4 bottles | |
| | Household bleach (6 drops in 1 gallon of water) | 2 gallons | |
| | | | |
| Rescue Team Member | | | |
| | Back Pack | 1 | |
| | Gloves | 1 | |
| | Helmet | 1 | |
| | Orange Vest | 1 | |
| | Goggles | 1 | |
| | Boots | 1 | |
| | Heavy Clothing | 1 | |
| | Flashlight | 1 | |
| | Extra Batteries | 1 | |
| | Personal First Aid Kit | 1 | |
| | Water and Paper Cups | 1 | |
| | Whistle | 1 | |
| | Marker Pens | 1 | |
| | Fire Extinguisher 3-A:40-B:C | 1 | |
| | Pry Bars 36 and 66 Inches Long | 1 | |
| | Axes | 1 | |
| | Sledge Hammer 5-8 lb. | 1 | |
| | Pocket Knife | 1 | |
| | Duct Tape | 1 | |
| | Utility Shutoff Tools | 1 | |

| Type | Item | Recommended Quantity | Quantity at Hand |
|--------------|--|----------------------|------------------|
| | Note Pad and Pen | 1 | |
| | Cyalume Sticks | 1 | |
| | Walkie-Talkie | 1 | |
| | | | |
| Other | | | |
| | Blankets | 100 | |
| | Large battery operated radio with batteries | 1 | |
| | Heavy duty flashlights with batteries and bulbs | 4 | |
| | Whistles (for communicating with staff and students) | 4 | |
| | Clipboards | 4 | |
| | Ink pens | 6 | |
| | Medium garbage bags (40 count) | 4 packages | |
| | Large 3-ply garbage bags (20 count) | 4 packages | |
| | Plastic buckets – 5 gallon | 6 | |
| | Pads of paper | 4 | |
| | Scotch tape | 4 rolls | |
| | Bed sheet strips (use as optional bandages) | 4 | |
| | Plastic cups (100 count) | 6 packages | |
| | Paper plates (100 count) | 6 packages | |
| | Plastic spoons, knives and forks (100 count) | 6 packages | |
| | Can openers – manual | 5 | |

6.7 Emergency Drills

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Form G, Appendix A). There are three emergency drills school personnel should be prepared to implement: Drill 1 - Fire; Drill 2 - Shelter-in-Place Alert; and Drill 3 – Earthquake.

6.7.1 Drill 1: Fire

Signal: Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute.

Procedure:

Teachers

- 1 Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
- 2 Familiarize yourself with class's route before the drill begins.
- 3 When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
- 4 Check to see that all students are out of the classroom; take student roster and close all doors.
- 5 Have students walk **quietly** in single file to the Assembly Area. Teachers should walk at the rear of the line.
- 6 Have students form a single line in the designated Assembly Area
- 7 Take attendance.
- 8 Wait for the “all clear” signal – one long, steady bell – then return **quietly** to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

6.7.2 Drill 2: Shelter-In-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the “Shelter-In-Place” drill is the following PA announcement.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. PLEASE COVER ANY CRACKS UNDER DOOR OR AROUND THE WINDOWS WITH TOWELS. COVER ANY VENTS TO THE OUTSIDE. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

Procedure:

- 1 When the announcement has been given, all classes will remain in their rooms.
- 2 Physical education classes will proceed into the gym, auditorium or multi-purpose room.
- 3 Move students to the most protected areas in the room.
- 4 Have students face away from windows and keep their backs toward windows.
- 5 Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
- 6 Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside.
- 7 Turn off gas, lights, power equipment, and appliances. All personnel must

remain in the shelter area until further instructions are received from official sources.

- 8 Turn off HVAC and cover vents.

6.7.3 Drill 3: Earthquake

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW DUCK, COVER AND HOLD PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

Procedure:

- 1 Initiate the DUCK, COVER and HOLD action as described in Section 4.0.
- 2 Drop to knees facing away from windows.
- 3 Get under desks or tables where possible.
- 4 Fold body onto floor with arms close to knees.
- 5 Place head as far as is possible between knees; cover crown of the head with hands.
- 6 Stay in this position until shaking stops.
- 7 Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods,

nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

APPENDIX A FORMS

Executive Summary

These forms are intended to be copied and used by school sites in their emergency preparedness and response activities. School Site specific forms can be added to this section.

Form A
Emergency Hazard Assessment Summary

Form A – Emergency Hazard Assessment Summary

School _____

Location _____

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by _____

Date _____

[Note: This form should be completed annually, and a copy forwarded to OEHS]

Form B
Biological and Chemical Release Response Checklist

Form B – Biological and Chemical Release Response Checklist

School _____

Location _____

| | Yes | No | Note |
|--|-------|-------|-------|
| Have unexposed students and staff been evacuated from area of contamination? | _____ | _____ | _____ |
| Have staff, students, or other personnel who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water? | _____ | _____ | _____ |
| Have all students and staff been accounted for? | _____ | _____ | _____ |
| Has the area of contamination been cordoned off and secured? | _____ | _____ | _____ |
| Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"? | _____ | _____ | _____ |
| Have the doors and windows to the area of contamination been closed and locked? | _____ | _____ | _____ |
| Have fans and ventilators serving the area of contamination been turned off? | _____ | _____ | _____ |
| | _____ | _____ | _____ |
| | _____ | _____ | _____ |

Completed by _____

Date _____

[Note: Send a copy of this form to OEHS and maintain the original in the emergency document file.]

Form C
Bomb Threat Report

Form C – Bomb Threat Report

School _____ Date of Call _____ Time of Call _____

Person Receiving Call _____

I. REPORT OF PERSON RECEIVING CALL

A. Ask the caller the following questions:

Where is the bomb (building, location)? _____

What time is it set to go off? _____

What kind of bomb is it? What does it look like? _____

Who set the bomb? Why was the bomb set? _____

What is your name? _____ How old are you? _____

Where do you live? _____

B. Evaluate the voice of the caller, and check the appropriate spaces below:

Man _____ Intoxicated _____ Other _____

Woman _____ Speech Impediment _____

Child _____ Special ethnic _____

Age (Approx.) _____ characteristics _____

C. Listen for any background noise. (Check appropriate spaces below, if applicable):

Music _____ Babies or children _____ Airplane _____

Conversation _____ Cars/trucks _____ Other _____

Typing _____ Machine noise _____

II. REPORT BY PRINCIPAL

A. The police were contacted by _____
(Name of person)

Date _____ Time _____

Police personnel taking call _____

Officer responding to call _____

B. Was a search made for the bomb? Yes _____ No _____ If "yes," give details regarding search

C. Was an evacuation conducted? Yes _____ No _____ If "yes," indicate buildings or areas evacuated

D. Remarks: _____

This form shall be completed in duplicate (submit original to Local District Operations Coordinator and copy for school files).

Form D

D1 - Injury Report

D2 - Missing Persons Report

[Note: Maintain the original in the emergency document file.]

Form E
Student Release Log

Form E – Student Release Log

NOTE: Schools may only release students to individuals who have been designated by the parent/guardian of custody.

School _____

Date _____

| Student's Name | Release Time | Name of Person Released to | Signature |
|-----------------------|---------------------|-----------------------------------|------------------|
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[Note: Maintain the original in the emergency document file.]

Form F
Damage Assessment Report

Los Angeles Unified School District
School/ Site Preliminary Damage Report (PDR)
(Please use this form to report your status to the Local District)

| | | | | | | |
|---|-------------------------------------|------------------------------------|--|-------------------------------------|------------------------------------|--|
| School/Site: | | | Location Code: | | | |
| Date: | Time: | Person in Charge: | | | | |
| Contact information (How can we call you back for additional information): | | | | | | |
| Please answer the following | | | | | | |
| Has anyone died from this incident? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | # of Students | | # of Staff | |
| Are there any injuries? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | # of Students | | # of Staff | |
| How many buildings at your site are visibly damaged? | | | Explain the type of damage you observe? | | | |
| Summarize your actions thus far: | | | Do you have the following? | | | |
| | | | Power | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | | | Water | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | | | Phone | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| | | | Radio | <input type="checkbox"/> Yes | <input type="checkbox"/> No | |
| What is your current evacuation assembly area? | | | | | | |
| What are your most critical issues? | | | | | | |
| What are your other problems? | | | | | | |
| What assistance do you need? | | | | | | |

Form G
Emergency Drill Record

LOS ANGELES UNIFIED SCHOOL DISTRICT
Office of Environmental Health and Safety

Reference Guide No. 1314

Emergency Drill Practice Report

ATTACHMENT B

For School Year _____

Please retain this record at site for Fire Department Inspection

| Earthquake Drop/Cover/Hold Drill | | | Lock Down Drill or Shelter-in-Place | | | Take Cover Drill | | | | | |
|---|-----------|---------|--|------|-----------|-------------------------|-------|---------|-----------|-------|-------|
| | Date | Initial | | Date | Initial | | Date | Initial | | | |
| [] | January | _____ | _____ | [] | January | _____ | _____ | [] | January | _____ | _____ |
| [] | February | _____ | _____ | [] | February | _____ | _____ | [] | February | _____ | _____ |
| [] | March | _____ | _____ | [] | March | _____ | _____ | [] | March | _____ | _____ |
| [] | April | _____ | _____ | [] | April | _____ | _____ | [] | April | _____ | _____ |
| [] | May | _____ | _____ | [] | May | _____ | _____ | [] | May | _____ | _____ |
| [] | June | _____ | _____ | [] | June | _____ | _____ | [] | June | _____ | _____ |
| [] | July | _____ | _____ | [] | July | _____ | _____ | [] | July | _____ | _____ |
| [] | August | _____ | _____ | [] | August | _____ | _____ | [] | August | _____ | _____ |
| [] | September | _____ | _____ | [] | September | _____ | _____ | [] | September | _____ | _____ |
| [] | October | _____ | _____ | [] | October | _____ | _____ | [] | October | _____ | _____ |
| [] | November | _____ | _____ | [] | November | _____ | _____ | [] | November | _____ | _____ |
| [] | December | _____ | _____ | [] | December | _____ | _____ | [] | December | _____ | _____ |

School _____

Administrator

(Signature)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Office of Environmental Health and Safety

Reference Guide No. 1314

ATTACHMENT B

Emergency Drill Practice Report

For School Year _____

Please retain this record at site for Fire Department Inspection

EMERGENCY FIRE DRIL RECORD

IN CASE OF A REAL EMERGENCY,
SOUND THE ALARM AND CALL 911

| | Date | Time | Who Conducted Drill | Which Device Activated | Comments and Notes |
|-----------|------|------|---------------------|------------------------|--------------------|
| January | | | | | |
| February | | | | | |
| March | | | | | |
| April | | | | | |
| May | | | | | |
| June | | | | | |
| July | | | | | |
| August | | | | | |
| September | | | | | |
| October | | | | | |
| November | | | | | |
| December | | | | | |

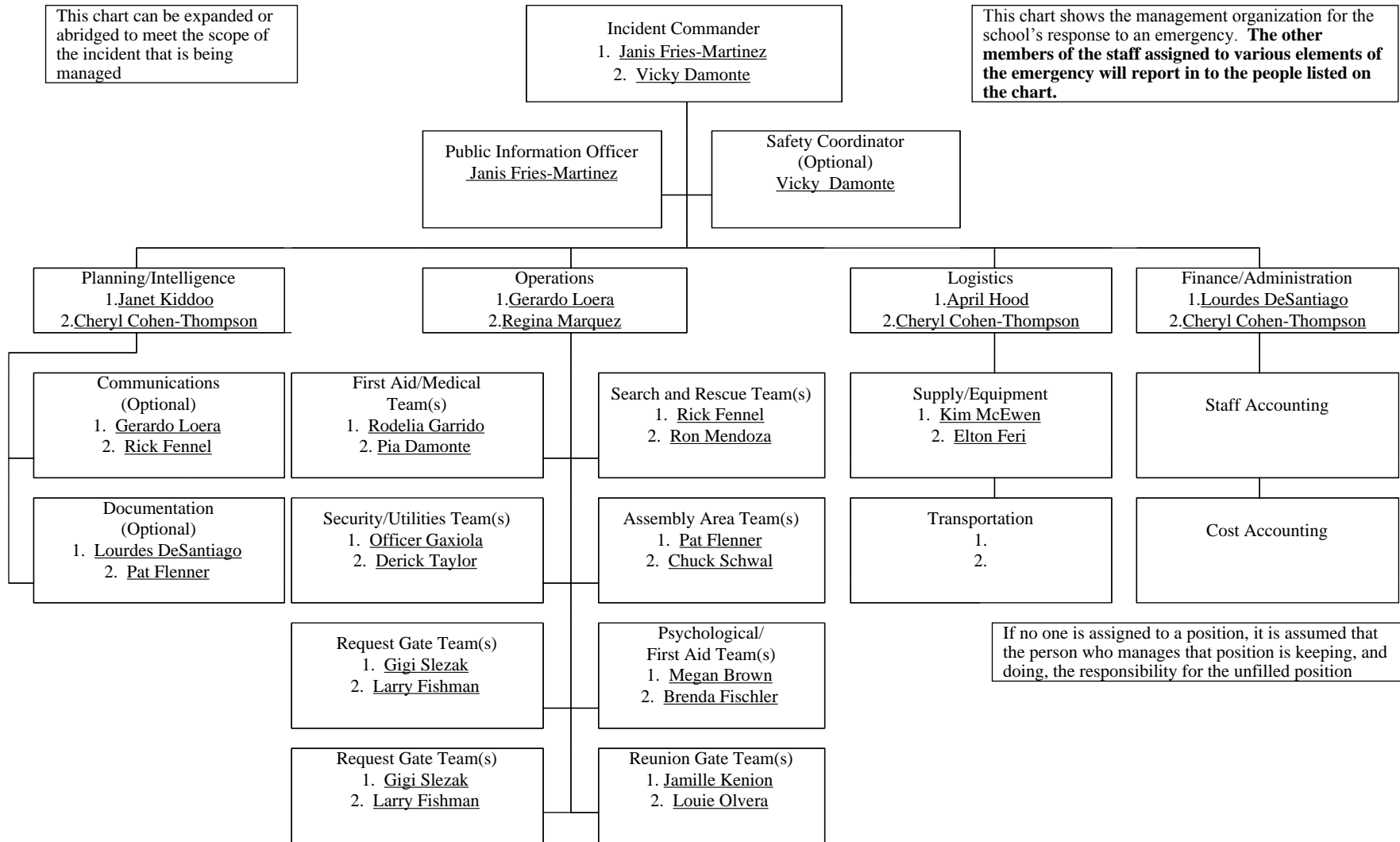
Note: Alarm system must be used for drill and complete evacuation is required.

Form H
Emergency Management Organizational Chart

SCHOOL SITE EMERGENCY MANAGEMENT ORGANIZATION CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

This chart shows the management organization for the school's response to an emergency. **The other members of the staff assigned to various elements of the emergency will report in to the people listed on the chart.**



If no one is assigned to a position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position

The Standard Emergency Management System

Note: This Organization Chart is based on SEMS, and adapted for LAUSD use. The Principal and School Safety Planning Committee should use discretion in making further

modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup

APPENDIX B ALERT SYSTEMS

Executive Summary

This section is set aside for school contact lists. These lists can include, but are not limited to, Phone Lists (for notification), Cell Phone Lists (for lock-down or Shelter-in-Place events), E-mail lists, Outside agency contact lists, Local Government services lists, etc

ALERT SYSTEM 2

School Personnel

APPENDIX C

MAPS

Executive Summary

These maps are intended to be copies and shared with team members. Be advised that copies will also be electronically shared with School Police and Local Government Police and Fire. In the event that these maps need to be updated, please make a copy, write the correction on the copy and send it to Office of Emergency Services, 333 South Beaudry, 20th floor.



Thomas BroS. Map