



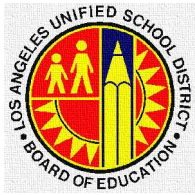
Safe School Plan

Volume 2 – Emergency Procedures

Main Document Revision: January, 2009

**Polytechnic High School
12431 Roscoe Blvd
Sun Valley, CA 91352
818-394-3600**

Generated On: 10/13/2010



Homeland Security Advisory Recommendations Adapted for LAUSD Schools

(Based on American Red Cross Homeland Security Advisory)

SEVERE <i>(Red)</i>	<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. — Close school <u>ONLY</u> 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.
HIGH <i>(Orange)</i>	<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. — 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.
ELEVATED <i>(Yellow)</i>	<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. — Ensure all emergency supplies are stocked and ready. — Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.
GUARDED <i>(Blue)</i>	<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. — 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.
LOW <i>(Green)</i>	<ul style="list-style-type: none"> — Develop school emergency plans per District Bulletins <i>REF 1314.1 (Emergency Drills and Procedures)</i>, <i>REF 801.1 and 802 (School Site Emergency Disaster Supplies)</i>, <i>REF 1242.5 (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

January, 2009

THE FOUR PHASES OF COMPREHENSIVE EMERGENCY MANAGEMENT

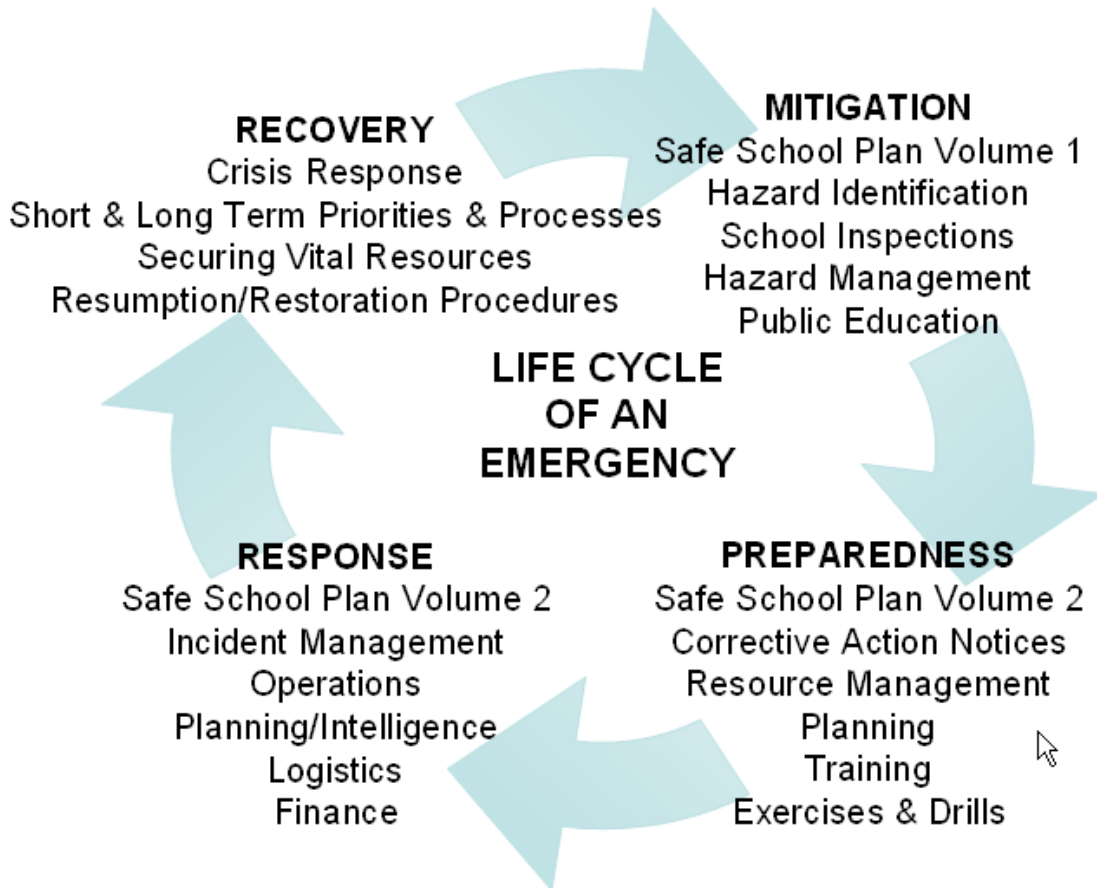


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INSERT DIVIDER #1

Avery Ready Index Dividers

Product #11451

(12 Dividers)

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 (08-07)* 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.

1.2 Plan Organization

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into six 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 20 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. Much of this section is covered by Safe School Plan Volume 1. For assistance and guidance, please refer to the most current copy of REF-1242.

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).

_____ Schedule and publish the meeting dates for School Safety Committee.

Safe School Plans Volume 1 and 3 are Due October 1 Every Year

_____ Send out a survey to faculty to ascertain who has the training, skills, interest and aptitude for each assignment in the Safe School Plan Log on to: www.lausdoehs.org/emergencyservices.asp.

Look “Administrator’s Corner” for “Staff Survey”. You can also find examples of other memos you can use.

_____ Make the staff assignments based on the results of the survey, recommendations from the School Safety Committee and consultation with the principal.

- _____ Once the Safe School Plan has been adopted the plan must reviewed with the school staff. All staff members should be aware of their individual and collective responsibilities in the Safe School Plan and as "Disaster Service Workers" under section 3100 of the civil code. All staff should make sure that they and their families are prepared for emergencies. For additional information contact the Office of Emergency Service or the American Red Cross.
- _____ The School Safety Committee shall work with the site administration to clarify how employees will be released during an emergency. As student is required with parent or guardians, school staff can be released according to an established school protocol. Site administrators are advised that they need to keep any employees who have specific skills that are critical to the school's mission of protecting children. Schools should also strive to keep enough staff to maintain a 35:1 supervision ratio.
- _____ School Administration will provide a copy of the Quick Reference Guide that is published With the Safe School Plan to all faculty and staff.
- _____ A current copy of the Model Safe School Plan – Volume 1 and Volume 2 is available for public review in the Main Office. Additional copies are in the faculty cafeteria or lounge(s).
- _____ 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]).

- _____ Check all emergency supplies in the earthquake bin, nurses' office, classrooms and school emergency response box. Order replacement supplies from the warehouse.
- _____ Establish a "Continuity of Operations Plan" (COOP). Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For an example of a COOP, see the OEHS web site:
www.lausd-org/emergencyservices.asp
- _____ Check all school radios. If there is a problem contact the Radio Unit at (323) 224-2411.
- _____ Have faculty pick their neighboring classroom "buddy" that will check on each other during an evacuation.
- _____ Create/update the staff cell phone contact list and add them to the plan under Appendix B.
- _____ Check your school's emergency contact phone list of District Offices and support personnel to make sure it is current and accurate.
- _____ Schedule Fire Drills and Emergency Drills on the school's Master Calendar.
- _____ Insure that the school emergency response box contains current and accurate lists (See REF-3284).
- _____ Review the school's emergency response procedures with your office/ clerical/ custodial and support staff. Make sure they are prepared.

_____ Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print them copies of the Safe School Plan, Volume 2.

1.3.2 Plant Inspections

Inspecting and ensuring that all schools are clean, secured, all paths of egress are open and well lit is 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.

_____ The complete routes used by all students to travel to and from the assembly area used in an emergency should be inspected. Insure that there is no barrier to students with specific mobility needs.

_____ 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.

_____ Gerardo Loera 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. (See Form I - Safe Classroom Chart, found in Appendix A.)

- § All damage to fences will be reported and corrected 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

1.3.3 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.

1.3.4 Preparation and Mitigation for Students with Specific Needs

School Administration needs to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with specific needs. These students are not the same group as the Special Education population; this group includes students who may be part of your general education population but, during an emergency, may need additional assistance. These students fall into one or more of five general groups, based on their disability:

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech or Communication Impairments
- Cognitive Impairments

As part of the preparation and mitigation process at every site the needs of these students must be analyzed and used to evaluate the following emergency procedures: Emergency Notification, Evacuation, and Sheltering.

1.3.4.1 Identification of Specific needs Individuals

School administration will work with their school Safety Committee and stakeholders to compile a list of students with specific needs on the school site.

The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for Special Education services, but who are still going to need additional assistance during or immediately after an emergency. The information for this list can be kept in the Welligent database that is used to store LAUSD student medical conditions. In Welligent, the information is stored in the “Emergency Conditions” field. On a periodic basis the site administrator can print out a list of students who need additional assistance during an emergency.

Identifying these students and their needs before an event will pay great dividends during the response to an event. Knowing the most fragile and dependent members of the school population will allow site administrators to prepare for the challenge and be successful

Information about the students with specific needs can be gathered from many sources, they include:

School Nurse	Parents	Teachers	IEP meetings
LRE Counselors	Counselors	Students	504 Meetings

This list should be kept in the School Emergency Response Box(es) (REF-3284) and, during an emergency, shared with the Operation Chief who is in charge of the Search and Rescue Teams and the First Aid Teams. Both of these groups will need to know the names and challenges faced by these students because it will directly impact their responsibilities.

Students who may need assistance can also be noted in ISIS in one of the “Flex Fields” that is specifically designated by the school for this purpose. Once students are identified in ISIS, lists can be generated that can guide Search and Rescue Teams to look in the correct buildings or classrooms and First Aid teams to prepare for specific needs.

The following items should be stored in the School Emergency Response Box (REF-3284) in folders marked “Confidential”:

Class schedules for specific needs students so that Search and Rescue Teams will know where to look for students.

Student emergency contact information for each identified specific needs student.

Welligent (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or First Aid Team.

During an emergency activation, this information should also be shared with the Logistic Section Leader to make sure that specific supplies are available such as diapers, wheelchairs, etc. The Logistic Section should also be aware of the general count for this population in the event that they need to order resources, such as busses, etc.

_____ All students with specific needs during an emergency have been identified. The list of these students and their needs has been placed in the School Emergency Response Box.

_____ The leaders of the Search and Rescue Teams, First Aid Teams and Logistics Section Chief know where to get copies of the list so that their sections can adequately address the schools specific needs population.

1.3.4.2 Emergency Notification for Students with Specific Needs

As part of the planning process school administration must insure that the emergency notification system at the school site is functional for all students on the whole campus. Conducting regular drills incorporating the schools emergency notification system will test the system and identify any non-functional elements. Using the school's emergency notification system, as well as the school's P.A. System during drills will also familiarize specific needs students with the sounds and lights associated with emergencies.

_____ All students are familiar with the sound that the emergency alert system makes as well as the location of alarms and lights.

_____ All students, including students with communications challenges, are aware of the procedures used to report an emergency.

As part of the regular campus inspection process, attention should be paid to all elements of the emergency notification system for all students. Administration should make sure that all alarm systems, P.A. systems, and telephone systems are functional. Back-up plans, such as a cell phone list should note individuals with specific needs.

Employees who will assist students with specific needs need to be identified before the emergency. These people will need to rehearse their role in assisting the notification and evacuation of specific needs students. They need to understand the capabilities and limitations of the population that they serve. They need to rehearse their role at every drill so that they and the child they serve will have confidence in the process.

1.3.4.3 Evacuation Concerns for Students with Specific Needs

Under normal, daily school operations, some specific needs students are found on the upper floors of buildings; these students regularly use the building's elevator to access the upper floor classrooms. In the event of an emergency that includes a power failure, these students will need to be rescued. In addition, other students who normally use the stairs may not be able to go down the stairs because of the nature of the emergency; for example, an earthquake can cause damage that would disorient a blind person who would normally use the stairs.

During such an emergency, it may be physically impossible for a classroom teacher to move a student in a wheelchair or on crutches down a set of stairs without assistance. Rather than risk injury to the student or the teacher, a student should be sheltered in a **Safe Area** until the Search and Rescue Team can come to assist.

As part of the pre-planning for emergencies, site administrators will need to identify **Safe Areas** on every floor that students can use while they wait to be rescued. These areas should provide some protection for students while they wait. Safe Areas can be specific classrooms, landings next to stairs, corners of floors or landings in emergency stairwells. They should provide some protection and be free of hazards that can fall or go flying in an earthquake as well as ventilation in the event of a fire. The exact location of these identified areas must be communicated to the students and teachers who are assigned to classes on that floor and with the Search and Rescue Teams. Site administrators can mark their locations on school maps/floor plans and put those plans in the School Emergency Response Box.

As they evacuate the school, teachers are to use the buddy system so that one teacher can take two or more classes to the safe **Assembly Area** while the second teacher or designated adult aide waits with the student(s) at the **Safe Area**.

During an emergency the Search and Rescue Teams may need to rescue students who are trapped and can not evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check Safe Areas first for any students who can not go down stairs.

As part of their planning process schools will need to consider how they will rescue specific needs students who can not evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue team. For rescue techniques, see the illustrations in the appendix section of this Safe School Plan. Schools can invest in stretchers or sleds designed to move students who are non-ambulatory. These make the rescue process easier by providing the Search and Rescue team with specific tools.

To make sure that these students and Search and Rescue team members are familiar with each other, all students must take part in all campus drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of different challenges such as blocked stairways and compromised access to direct exits so that students and staff learn alternate routes to the Safe Area and Assembly Area.

_____ All students with mobility challenges have been identified and know how they will be rescued during an emergency.

_____ All adults who will be responsible for rescuing these students are familiar with their responsibilities using the buddy system, Safe Areas, and rescue techniques. As part of daily campus inspections it is critical that all staff make sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

_____ Any person in a wheelchair can travel without additional assistance directly to the school site Assembly Area

1.3.4.4 Preparing to Sheltering Students with Specific Needs.

Once all Specific Needs students have been evacuated from the building, the next challenge will be to maintain their physical and emotional safety until they can be reunited with a custodial parent. As part of the identification of students who have specific, chronic needs, site administrators must identify what specific supplies or materials will be needed to care for these students. Much of this information is

already available in the Welligent student database. The greater the student's needs, the more supplies that may need to be cached in a safe place in anticipation of an emergency. These supplies may be items as standard as diapers, plastic disposal bags, wipes and a changing table cached in the emergency bin.

Students who have greater or more specific needs will need additional support. It is recommended that for these specific students that school staff creates a backpack "go kit" with the necessary supplies in it and put a tag on it with the student's name. The backpack should contain any and all materials needed to support that student as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. Schools can use the backpacks sold in the warehouse (CC # 345-32-48370) and add a tag (CC # 615-86-77115) with the student's name. The bag can be stored in the classroom with the teacher or in the emergency bin if it does not contain supplies that can be damaged by heat. Whenever the students evacuate the building, they must bring their backpack with them. These backpacks can be kept with the student when they transfer to another school.

INSERT DIVIDER #2

Avery Ready Index Dividers

Product #11451
(12 Dividers)

2.0 STANDARDIZED EMERGENCY MANAGEMENT (SEMS)/NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

2.1 Emergency Planning With SEMS/NIMS

School personnel can learn more about SEMS by taking the "Master of Disaster" class through the LAUSD Office of Emergency Services. Call (213) 241-3949 to reserve a seat.

An on-line class is offered by FEMA: Introduction to the Incident Command System I-100, For Schools (Class 1S-100.SCa) is available at

<http://training.fema.gov/EMIWeb/IS/IS100SCA.asp>.

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 aptitude and 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 teams participating in response to an emergency. SEMS consists of the following five functions:

- 1 Command.
- 2 Planning/Intelligence.
- 3 Operations.
- 4 Logistics.
- 5 Finance/Administration.

2.1.1 Command Gerardo Loera

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities 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, as needed. The Incident Commander should use “management by objectives” by setting specific goals and objectives for the total response.

2.1.2 Planning/Intelligence Ari Bennett

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 Section also predicts future needs and trends and constantly answers the following questions:

- “How big is this problem?”
- “Who is affected?”
- “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 Gerardo Loera ____

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 April Hood

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 Jamille Kenion

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.

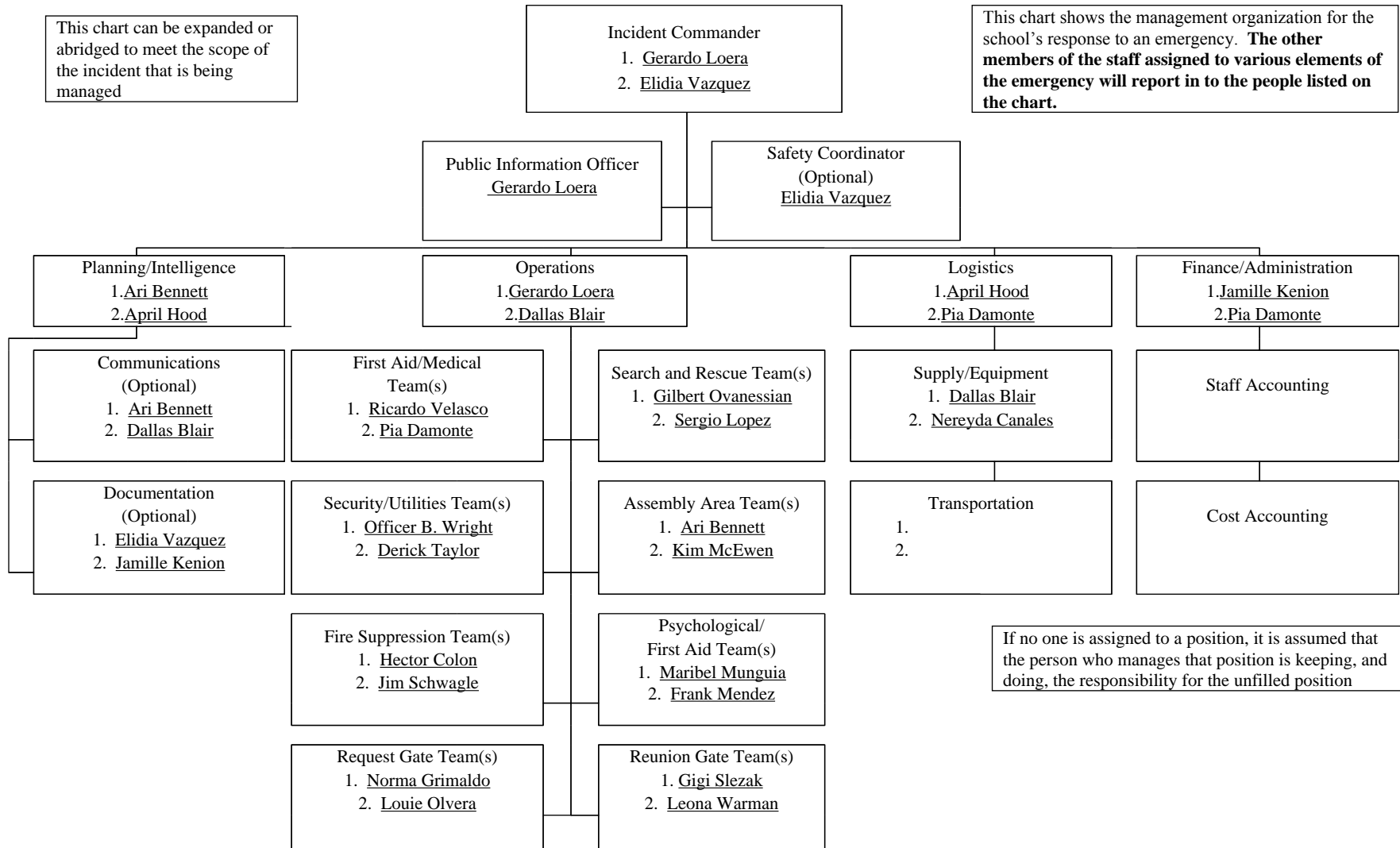
A natural person for this function would be your payroll clerk who knows everybody on campus. Another choice may be your financial manager. Figure 2.1 presents an Emergency Management Organization Chart modeled after SEMS and adapted for LAUSD schools. The organization depicted on the chart can be expanded 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. In that case, the Incident Commander is still responsible for the financial documentation.

Gerardo Loera **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***

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: Gerardo Loera

Public Information Officer: Gerardo Loera

Safety Coordinator: Elidia Vazquez

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

2.2.2 Roles and Responsibilities

2.2.2.1 Incident Commander Gerardo Loera

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.
- Determining the need for, and requesting, outside assistance.
- Communicating with the Local District Superintendent and central staff.

2.2.2.2 Public Information Officer Gerardo Loera

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 Elidia Vazquez

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 Supplies and Equipment for Emergency Management Team

- School Emergency Response Boxes (See REF-3284)
- Copy of the school’s Emergency Procedures and contact information.
- Campus maps.
- Staff cell phone lists.
- Staff e-mail lists.
- 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: Tennis Court

Outside: Baseball/Softball Field
Team Members will initially meet at the inside location unless there is a building evacuation. 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: Ricardo Velasco

Alternate Team Leader: Pia Damonte

First Aid/Medical Team Member: Jeremy Sonenschein

First Aid/Medical Team Member: Matt Yslas

First Aid/Medical Team Member:

School Nurse: Ricardo Velasco

2.3.2 Roles and Responsibilities

2.3.2.1 First Aid/Medical Team Leader Ricardo Velasco

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).

2.3.2.2 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 assumed that 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 critical injuries or deaths immediately to First Aid/Medical Team Leader.

2.3.3 Supplies and Equipment for First Aid/Medical Team

- 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, District Stores Warehouse commodity 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 emotional 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: Maribel Munguia

Alternate Team Leader: Frank Mendez

Psychological First Aid Team Member: Jay Longo

Psychological First Aid Team Member:

Psychological First Aid Team Member:

2.4.2 Roles and Responsibilities

2.4.2.1 Psychological First Aid Team Leader Maribel Munguia

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.

2.4.2.2 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 for the Psychological First Aid Team

- 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: *Gilbert Ovanessian*

Alternate Team Leader: *Sergio Lopez*

SAR Team 1 Members: *Lisa Donley-Jay, Artin Ahanian,*

SAR Team 2 Members: *Luthern Fuglsang, Josephine Chavez,*

SAR Team 3 Members: *Elton Feri, Mariana Munoz,*

SAR Team 4 Members: *Julie Grair, Hardip Singh,*

2.5.2 Roles and Responsibilities

2.5.2.1 Search and Rescue Team Leader *Gilbert Ovanessian*

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.

2.5.2.2 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.
- More information on Search and Rescue techniques can be found in Appendix D of the Safe School Plan – Volume 2.

2.5.3 Supplies and Equipment for Search and Rescue Teams

- 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 – for cutting grates from around windows.
- 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 school security officer, and members of the custodial and cafeteria staff.

2.6.1 Assignments

Security/Utilities Team Leader: *Officer B. Wright*

Alternate Team Leader: *Derick Taylor*

Security/Utilities Team Member: *Yesenia Pleitez*

Security/Utilities Team Member:

Security/Utilities Team Member:

2.6.2 Roles and Responsibilities

2.6.2.1 Security/Utilities Team Leader *Officer B. Wright*

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.

2.6.2.2 Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the 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 for Security/Utilities Team

- 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 and pictures of shut-off valves and switches.

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 supplies cached in the emergency bin and cafeteria storage room.

2.7.1 Assignments

Supply/Equipment Team Leader: *Dallas Blair*

Alternate Team Leader: *Nereyda Canales*

Supply/Equipment Team Member: *Hector Arteaga*

Supply/Equipment Team Member: *Paulina Gamon*

Supply/Equipment Team Member:

2.7.2 Roles and Responsibilities

2.7.2.1 Supply/Equipment Team Leader *Dallas Blair*

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.

2.7.2.2 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, 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 for Supply/Equipment Team

- 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: *Ari Bennett*

Alternate Team Leader: *Kim McEwen*

Assembly Area Team Member: *Adriana Maldonado-Gomez*

Assembly Area Team Member: *Jayne Couchois*

Assembly Area Team Member: *Ana Gutierrez*

2.8.2 Roles and Responsibilities

2.8.2.1 Assembly Area Team Leader *Ari Bennett*

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 makes them readily available to the Incident Commander.

2.8.2.2 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.
- Insuring that students are orderly and supervised so that they can be found quickly when parents arrive.
- 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 for Assembly Area Team

- 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

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: *Norma Grimaldo*

Alternate Team Leader: *Louie Olvera*

Request Gate Team Member: *Noel Villanueva*

Request Gate Team Member: *Patricia Mendoza*

Request Gate Team Member:

2.9.2 Roles and Responsibilities

2.9.2.1 Request Gate Team Leader *Norma Grimaldo*

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.

2.9.2.2 Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with the paperwork for identification 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 quickly 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”.
- Directing parents or guardians to the Reunion Gate.
- 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 for Request Gate Team

- Keys to main gate.
- Bullhorn.
- Tags or other identifications.

2.9.4 Team Assembly Location

Outside: *Girls' Softball Parking Lot*

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

2.9.5 Mass Reunion Planning

The Request and Reunion Gate Teams need to have an alternate plan for a massive influx of parents. During some campus emergencies, such as a lockdown, parents are staged and waiting for access to the school. When permission is given by the local first responders, the parents show up at the same time and overwhelm the Request Gate Team. The following activities should be part of every school's Request Gate preparedness program:

- Cross train other teams to assist. When the Search and Rescue Team members are done with their assignment they may be re-assigned by the Operations Section Chief to assist the Request Gate Team.
- Insure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Insure that there are sign making supplies to allow for the work load, any reorganization and the additional team members.

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. In the event that a child is injured, 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: *Gigi Slezak*

Alternate Team Leader: *Leona Warman*

Reunion Gate Team Member: *Karina Banuelos*

Reunion Gate Team Member: *Sylvia Gonzalez*

Reunion Gate Team Member:

2.10.2 Roles and Responsibilities

2.10.2.1 Reunion Gate Team Leader *Gigi Slezak*

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 should have them readily available to Operations.

2.10.2.2 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 Team Assembly Location

Outside: *Softball Field*

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 on how to operate a fire extinguisher.

2.11.1 Assignments

Fire Suppression and HazMat Team Leader: *Hector Colon*

Alternate Team Leader: *Jim Schwagle*

Fire Suppression and HazMat Team Member: *Bryce Pemble*

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

2.11.2 Roles and Responsibilities

2.11.2.1 Fire Suppression and HazMat Team Leader *Hector Colon*

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 having them readily available to Operations.

2.11.2.2 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 for the Fire Suppression and HazMat Team

- 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 shut-off 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

The Documentation Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

2.12.1 Assignments

Documentation Staff Member: *Elidia Vazquez* Alternate Documentation Staff Member: *Jamille Kenion*

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 Planning and Intelligence Section 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 or e-mail to: eoc@lausd.net

- 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

2.12.2 Supplies and Equipment for the Documentation Position

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

2.12.4 Assembly Location

The Documentation Staff Member will report to the Command Post.

2.13 Communications Position (Optional)

The Communications Position works under the Planning and Intelligence Section and 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: *Ari Bennett*

Alternate Communications Staff Member: *Jamille Kenion*

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. that may impact the campus.
- 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 his/her 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. They can be reached at (213) 241-3199 or the OEHS Hotline at (888) 455-4665.

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.

3. The principal will ensure that routine drills referenced in District Reference Guide 1314.1 and Section 6.7 are conducted at the school to rehearse emergency response operations. All drills will be reported at the District web site:

<http://emergencydrills.lausd.net>

- 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 801.1 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.

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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 20 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
- Public Health Emergency
- Suspected Contamination of Food or Water
- Threat of Violence
- Tsunami
- 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:

Drop, Cover and Hold.

Shelter-In-Place.

Campus Protection, also known as "Lock Down".

Evacuate Building.

Off-Site Evacuation.

All Clear.

Procedures for each of these are included in Section 4.0.

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4.0 IMMEDIATE RESPONSE ACTIONS

4.1 Drop, Cover and Hold

This action is taken to protect students and staff from flying or falling debris. Commonly used during an earthquake or explosion.

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., ending 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 DROP, 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 drop and duck under their desks and cover their heads with their arms and hold onto the desk legs.
- 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.
- 5 Students with specific needs or disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go to areas in the room away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall.

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, or 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, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.

4.3 Campus Protection, also known as “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 Campus Protection, students are to remain in the classrooms or designated locations at all times.

- 1 Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
- 2 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. Commonly used in response to a fire or earthquake or any emergency where the building and its contents are perceived to be a threat to student safety.

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. TEACHERS NEED TO CLOSE THE CLASSROOM DOOR WHEN ALL THE STUDENTS HAVE LEFT.”

- 2 The principal will initiate the fire alarm system.
- 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 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 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 TO 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.

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5.0 EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the twenty 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

Public Health Emergency

Psychological Trauma

Suspected Contamination of Food or Water

Threat of Violence

Tsunami

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 emergency management 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”. That person will become the Incident Commander using the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

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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 DROP, 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 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 for the protection of students and staff 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 Crisis Team and a 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.

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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 CAMPUS PROTECTION 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 only initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

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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 **CAMPUS PROTECTION** 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 with regular PA announcements 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, if it is safe for them to do so.
- 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 Crisis Team and 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.

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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 must 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 Crisis Team and the Psychological First Aid Team will convene on-site 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 Crisis Team or the Psychological First Aid Team will convene on-site 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.

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Speech pattern or abnormality: _____

Other characteristics: _____

BACKGROUND SOUNDS:

Street noises House noises Factory machinery PA system

Motor vehicles Animal noises Clear Music

Other: _____

THREAT LANGUAGE:

Foul Irrational Message Read By The Threat Maker

Taped Incoherent Well Spoken (Educated)

- 3 The school administrator will direct the volunteer members of the Search and Rescue Team(s) to search for unusual or 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 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.
- 6 The school administrator will notify the Local District Superintendent of the situation.
- 7 **No** attempt should be made to investigate or examine the object.

- 8 After the search, the school administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DROP, COVER AND HOLD, CAMPUS PROTECTION, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- 9 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.
- 10 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.
- 11 The Crisis Team or Psychological First Aid Team will convene on-site 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).

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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 DROP, COVER AND HOLD action as described in Section 4.0.
- 2 Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- 3 Set brake, turn off ignition, and wait for shaking to stop.
 - 1 Check for injuries and provide first aid as appropriate.
 - 2 If the bus is disabled, stay in place until help arrives.
 - 3 Contact the school administrator to report location and condition of students and the bus.
 - 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 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.
- 6 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.
 - 7 In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
 - 8 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

Park the bus in a safe location.

- 1 Set the emergency brake and turn off the ignition.
- 2 Evacuate the bus in the event of a fire.
- 3 Check for injuries and provide appropriate first aid.

- 4 Call “911” and School Police (213) 625-6631 and provide exact location of the bus and wait for arrival of emergency responders. Contact the school administrator and Bus Dispatch at 1-800-LABUSES to report location and condition of students.
- 5 The school administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
- 6 Stay with the disabled bus until help arrives.
- 7 The driver will account for all students and staff throughout the emergency.

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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. Witness should note and record all activity for follow-up by school administrator and/or School Police.
- 2 Staff will immediately notify the school administrator.
- 3 The school administrator will initiate the appropriate Immediate Response Actions, which may include CAMPUS PROTECTION, 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.

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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 DROP, 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 first aid station, check for injuries and provide appropriate first aid.
- 8 The school administrator will direct the Planning and Intelligence 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. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and Local District Superintendent.
- 11 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.
- 12 Any affected areas will not be reopened until the Local District Facilities Team provides clearance and the school administrator gives authorization to do so.
- 13 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 the 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 Superintendent.

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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 DROP, COVER AND HOLD as described in Section 4.0.
- 2 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.
- 3 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.
- 4 The school administrator will consider the possibility of another imminent explosion and take appropriate action.
- 5 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.
- 6 In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
- 7 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.

- 8 The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 9 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.
- 10 The Planning/Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 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 Superintendent.
- 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 DROP, 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 The school administrator will notify the Local District Superintendent of the situation.
- 6 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.
- 7 The school administrator will advise the Search and Rescue Team to initiate rescue operations.
- 8 The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 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 Superintendent.
- 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 Superintendent.

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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 students 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 the connected 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 Logistics Section Team Leader 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.

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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 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.
- 4 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.
- 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 Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local Fire Department arrives.
- 7 The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- 8 The Security/Utilities Team will notify the appropriate utility company of damages.
- 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 Superintendent.

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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. For more information school staff can refer to Reference Guide 1614, entitled *School Procedures During Heavy Rain or Flood Conditions*, dated March 11, 2005.

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 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.
- 4 The school administrator will keep a battery-powered radio tuned to a local radio station for information.
- 5 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.
- 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 As appropriate, the school administrator will activate the connected 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.

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5.13 Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds.

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.

Loss or Failure of Utilities - A School Without Water - Operational Checklist

The following are concerns that need to be addressed at a school that has lost its water supply. These are operational items and many can be easily solved if the school has adequate emergency supplies.

1. BATHROOMS

School personnel can make a regular toilet work by pouring a bucket of water in it to provide the “flush”. It will take about half a bucket or 2+ gallons. The water can be pumped out of the school’s earthquake supplies. This method is often

easier than setting up 5 gallon buckets with plastic bags in them. The bucket-toilets will generate bags of hazardous waste that need to be disposed of properly. If schools do use the buckets with bags, the contents can be dumped into the toilets when they are returned to service. Be advised that this method is messy at best.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies or waterless hand cleaner or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, schools must make sure that there is also hand cleaning stations set up. Mark at least two of the Porta-Potties “Faculty”.

2. CAFETERIA

To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier, it can be taken to the kitchen and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. DRINKING WATER

Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often DWP or Maintenance and Operations will get bottled water for the school.

If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put it out for consumption. For assistance, see REF-801.1, entitled *Emergency Water Storage*, dated June 10, 2008.

4. FIRE SUPPRESSION

The fire code requires that, if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions,

please see REF-1909, entitled *Procedures for Fire Protection*, dated July 28, 2005. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

Los Angeles City Fire Department (Valley)	(818) 347-1110
Los Angeles City Fire Department (Los Angeles)	(213) 978-3660
Los Angeles County Fire Department	(818) 962-5472

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they followed the Fire Code.

5. OTHER CONCERNS

At high schools, there may be a request to use the showers, but that is doubtful. The simple fact is that there will be no showers that day. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office.

Loss or Failure of Utilities - A School Without Power – Operational Checklist

The following are concerns that need to be addressed at a school that has lost electrical power.

1. LIGHTS

All schools are built to take advantage of natural light. Classrooms typically have one wall of windows, so, even without electricity, students and staff should not be in the dark. More and more classrooms are putting together emergency kits for events like lock downs, etc. These kits typically include flashlights. Often, during power outages, it is common practice to have the students remain in the classrooms where they are safe and continue without electricity.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights light the hallways, stairwells and exit signs. In most schools they are a series of large batteries and have the capacity to run for about an hour so that everyone will have adequate time to exit the building. Some schools do have emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, not such things as elevators and air conditioning. Some schools do have generators in the emergency supply bin. Typically, schools use these generators to light up the assembly area, charge batteries on radios, etc. At Special Education schools they supplement the battery powered medical devices.

On occasion, for an expected prolonged power outage, the Maintenance and Operations Branch will bring a generator to the school to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. PHONE SYSTEMS

School PBX phone systems have a battery back-up because they all run on computers. This will allow them to operate after the lights go out. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the PBX. In the event of a power outage, this line will still work and schools are asked to have a separate single line handset ready to plug into this line for use in an emergency. In the event of a major disaster, such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

3. SCHOOL RADIOS

Each school has a portable radio system that allows the school to communicate with people on that campus, neighboring campuses, and ultimately with school police. These portable radios work when the power goes out and because the District owns the license for the radio channel, they work throughout the District. Every year schools test the ability of every elementary school to contact a secondary school and the ability of secondary school to talk directly with school police dispatch. In the event of a disaster, the District we will use this system to get damage assessment from schools. Cell phones, text messages and other public access communication tools can supplement all of the above.

4. STUDENTS ON VENTILATORS

Schools that house certain specific disabled children are given generators for those children. Typically, these students are dependent on medical devices to live. The most common examples are students who are in wheelchairs that include a ventilator. These wheelchairs have a two-hour battery that runs both the chair motor and the ventilator. The District provides a small portable generator so that if the battery runs low on the wheelchair, the student will not be harmed. More and more of these students have been “mainstreamed” into traditional schools and the District has supported their safety with generators.

5. FIRE ALARMS AND SUPPRESSION SYSTEMS

The fire alarms and notification systems at a school without power will not work.

The Fire Code requires that, if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, please see REF-1909, entitled *Procedures for Fire Protection*, dated July 28, 2005. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department and the Office of Environmental Health and Safety must be notified and logs should be kept documenting who patrolled the

building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

Los Angeles City Fire Department (Valley)	(818) 347-1110
Los Angeles City Fire Department (Los Angeles)	(213) 978-3660
Los Angeles County Fire Department	(818) 962-5472

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided the Fire Code.

6. FOOD SERVICE

The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from the Newman Nutrition Center or neighboring campuses. On occasion, for an expected prolonged power outage, the Maintenance and Operations Branch will bring a generator to the school to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

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: *Use 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:

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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 DROP, 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 any 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 with barricade type or other appropriate means 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 If there is need, the school administrator will direct the Fire Suppression and/or 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.

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5.15 Public Health Emergencies

During public health emergencies schools will be faced with parent, teachers and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies are events that create a great deal of anxiety and misinformation.

Schools can reduce the impact and spread of a public health emergency event by reinforcing basic healthy habits. These habits include:

Wash hands often. Require that students wash their hands after visiting the restroom and before and after eating. Use soap and water. If soap and water are not available schools can purchase non-alcohol waterless hand cleaner from the District Warehouse with CC # 435-70-38045. Schools are discouraged from using alcohol based hand cleaner because it can get into cuts and eyes and cause extreme discomfort to students.

Schools will need to stock the supplies needed to make sure all restrooms have soap and paper towels. Schools will need to aggressively instill in students the importance of good hygiene and hand-washing. Teachers should direct students to wash their hands after going to the restroom and before and after eating.

Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve. Classrooms should be stocked with Kleenex to facilitate this activity. Schools can, when possible, practice social distancing to reduce the spread of airborne germs. By keeping students at least three feet apart the spread of germs from an uncovered cough or sneeze will be greatly reduced.

Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose or other symptoms, should be excluded and sent home until they recover. Students who come down with these symptoms while at schools should be moved to isolate them from coming into contact with others and then sent home with a parent or guardian.

Activate the School's Continuity-of-Service Plan In the event of a wide-scale or pandemic illness critical school employees could be absent for days, weeks or months. This failing of the human infrastructure will challenge the continuity of operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator or Assistant Principal. Every school should have a plan to make sure that the important tasks normally performed by these critical employees can still be done while they are absent. School sites are asked to designate at least two people who have been cross-trained on basic operations to fill in for missing co-workers.

To assist in the planning process schools can use the on-line Continuity of Service form on the OEHS web site. To access the form go to www.lausd-oehs and go to the Emergency Services division. The form is in the “Administrators Corner” section entitled: Continuity-of-Service Plan. Once the template has been filled out for all critical employees, the form should be saved and printed out to go in the Safe School Plan, Volume 2 binder.

Develop Alternative Lessons During major health emergencies students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time. Schools should have in place multiple ways of communicating to students and parents the missed lessons so that students can make some progress while they are at home convalescing. These can include the following:

- Allowing students to take home school books and class materials.
- Posting lesson on school internet web sites with materials.
- Using Connect-ED telephone messages to homes.
- Use of KLCS Channel 58 programming.
- Use of other approved internet education web sites.
- Mailing home printed materials.
- Having printed materials available for families to pick up at school.

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5.16 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 Program; Volume 3 - Recovery*; Bulletin 962.1, entitled *Organizing for Crisis Intervention*, dated December 7, 2005; and Bulletin 1119.1, entitled *Organizing for Assessing and Managing Threats*, dated December 7, 2005.

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 Crisis Team will assess the range of crisis intervention services needed during and following an emergency.
- 3 The Crisis 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 Crisis 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 Crisis Team members will limit exposure to scenes of trauma, injury and death.
- 7 The Crisis Team will provide on-going assessment of needs and follow-up services as required

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5.17 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 and secure 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, the Office of Environmental Health and Safety (213) 241-3199, and Nursing Services (213) 765-2800.
- 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.

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5.18 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 1119.1, entitled *Organizing for Assessing and Managing Threats*, dated December 7, 2005.

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 1119.1, entitled *Organizing for Assessing and Managing Threats*, dated December 7, 2005. A school police officer should be part of this team.
- 3 Consistent with Bulletin 1119.1, 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.

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5.19 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. Specific schools located inside the known Tsunami inundation area will have a Tsunami annex for their safe school plan. All of the effected schools have been issued weather alert radios controlled by NOAA (National Oceanic and Atmospheric Administration).

Procedure

- 1 The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, depending on how close the school is to the ocean, 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 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 connected 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.

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5.20 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 CAMPUS PROTECTION 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 with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
- 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.

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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

Number	Subject	Date	Emergency Procedure	Sect.
Bulletin C-32 (Rev.)	Possible Food Borne Illness or Contamination	02/14/01	Suspected Contamination of Food or Water	5.16
Bulletin C-51 (Rev.)	Responsibilities of Cafeteria Employees During Periods of Emergency	04/24/01	Loss or Failure of Utilities	5.13
Bulletin 1119.1	Organizing for Assessing and Managing Threats	12/07/05	Psychological Trauma	5.15
Bulletin 962.1	Organizing for Crisis Intervention	12/07/05	Threat of Violence	5.17
REF-1314.1	Emergency Drills and Procedures	10/15/08	Emergency Drills	6.7
Bulletin 1614	School Procedures During Heavy Rains or Flood Conditions	03/11/05	Flooding	5.12

Bulletin N-46 (Rev.)	Procedures and Plan of Action for Handling Disturbances, Disorders, or Demonstrations on or Adjacent to School Sites	01/01/03	Unlawful Demonstration / Walkout	5.18
Bulletin N-47 (Rev.)	Landing of Aircraft on School Sites	04/27/08	Aircraft Crash	5.1
Bulletin N-49 (Rev.)	Bomb Threats	07/13/01	Bomb Threat	5.5
Bulletin Z-72	Bioterrorism Preparedness Response: Health Perspective	09/03/02	Biological or Chemical Release	5.4
REF-801.1	Emergency Water Storage	06/10/08	Emergency Supplies and Equipment	6-6
REF-802	School Site Emergency / Disaster Supplies	02/05/04	Emergency Supplies and Equipment	6-6

6.2 Alert System 1 (Parent)

Parent contact information is maintained in the main office and managed by *Zobeida Montes*

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 shut-off 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.

L.A. CITY EMERGENCY CONTACT NUMBERS

American Red Cross – Public Information	(310) 445-9900
Animal Services	(888) 452-7381
Building Inspection	(888) 524-2845
Gas Service	(800) 427-2200
L.A. City Information Line	(818) 756-8121
Park-related emergencies.	(323) 913-7390
Power Service (24 Hours)	(800) 342-5397
Refuse Collection (24 Hours)	(800) 773-2489
Road Closures (Cal Trans)	(800) 427-7623
Sewer Problems	(213) 485-7575
Storm Damage/mud slide reports	(888) 524-2845
Storm Drain Problems	(213) 485-5392
Street Lights	(866) 452-2489
Traffic Signals	(213) 580-1177
Water Service (24 Hours)	(800) 342-5397

Table 6-2: Emergency Phone Numbers

School Name	<i>Polytechnic High School</i>		
School Address	<i>12431 Roscoe Blvd</i>		
School Phone	<i>818-394-3600</i>	Location Code	<i>8636</i>
District			
Principal	<i>Gerardo Loera</i>	<i>818-795-6422</i>	
Assistant Principal	<i>Elidia Vazquez</i>	<i>818-378-4980</i>	
Local District Facilities Director	<i>Harry Hilty</i>	<i>818-252-5400</i>	
Local District Superintendent	<i>Alma Pena-Sanchez</i>	<i>818-252-5400</i>	
Office of School Operations	<i>Susan Brandt / John Gamboa</i>	<i>818-252-5400</i>	
Public Information Officer	<i>Gayle Pollard-Terry</i>	<i>213-241-6766</i>	
School Nurse	<i>Ricardo Velasco</i>	<i>818-394-3600</i>	
Bus Dispatch	<i>LAUSD Bus Dispatch</i>	<i>800-522-8737</i>	

Office of Communications	(213) 241-6766
Office of Emergency Services	(213) 241-3889
Office of Environmental Health and Safety	(213) 241-3199
School Mental Health	(818) 997-2640
School Police	(213) 625-6631
Student Medical Services	(213) 763-8342

NON-DISTRICT		
Air Quality Management District		(909) 396-2000
American Red Cross – Public Information		(310) 445-9900
Animal Services		(888) 452-7381
Building Inspection		(888) 524-2845
California Highway Patrol		(323) 906-2424
County Department of Health Services		(213) 974-1234
Electric Company	<i>Department of Water & Power</i>	800-821-5278
Fire And Medical Emergencies		911
Gas Company	<i>Southern California Gas Company</i>	800-427-2000
Gas Service	(800) 427-2200	
L.A. City Information Line		(818) 756-8121
Local Fire Station	<i>Los Angeles Fire Department</i>	911
Local Hospital	<i>Pacifica Hospital</i>	818-767-3310
Local Police/Sheriff Dept	<i>LAPD</i>	911
Medical Clinic (Nearest)	<i>Serra Medical</i>	818-768-3000
Park-related emergencies.		(323) 913-7390
Power Service (24 Hours)		(800) 342-5397
Refuse Collection (24 Hours)		(800) 773-2489
Road Closures (Cal Trans)		(800) 427-7623
Sewer Authority	<i>City of Los Angeles</i>	800-540-0952

Sewer Problems	(213) 485-7575	
Storm Damage/mud slide reports		(888) 524-2845
Storm Drain Problems		(213) 485-5392
Street Lights		(866) 452-2489
Traffic Signals		(213) 580-1177
Water Company	<i>Department of Water & Power</i>	213-342-5397
Water Service (24 Hours)		(800) 342-5397

6.6 Emergency Supplies and Equipment

Emergency supplies will be maintained in each classroom and in 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
2" roller bandage	1	
3" roller bandage	1	
Backpack (commodity code 345-32-48380)	1	
Batteries	2	
Bottle of hydrogen peroxide	1	
Box of Band-Aids	1	
Box of sanitary napkins	1	
Box of Telfa pads	1	
Box of toilet tissue	1	
Box of triangular bandages	1	
First Aid instruction summary sheet	1	
Flashlight	1	
Light stick	1	

Package of 10 gums	1 package	
Package of 10 life savers	1 package	
Package of paper cups	2 packages	
Package of plastic trash bags	6 packages	
Package of pre-moistened towelettes	1 package	
Package of safety pins	1 package	
Package of small paper bags	2 packages	
Pad of paper (for name tags, etc.)	1	
Pair of disposable gloves	10	
Pair of scissors	1	
Pair of tweezers	1	
Pen	1	
Pencil	1	
Roll of adhesive tape	1	
Solar blanket	1	
Whistle	1	
Ziploc sandwich bags	2	

Table 6-4: Recommended School Emergency Supplies

[Suggested quantities are for 100 people for a period of 72 hours]

Pre-packaged first aid kit can be ordered from the District Warehouse Commodity Code #345-32-48276)

Type	Item	Recommended Quantity	Quantity at Hand
First Aid			
	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	
	First Aid Manual (Red Cross, up-to-date)		
	Household bleach (6 drops in 1 gallon of water)	2 gallons	
	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	
	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 (cc: 966-12-26135)	150	
	Tweezers – large	9 pairs	

Rescue Team Member	Item	Recommended Quantity	Quantity at Hand
	Axes	1	
	Back Pack	1	
	Boots	1	
	Duct Tape	1	
	Extra Batteries	1	
	Fire Extinguisher 3-A:40-B:C	1	
	Flashlight	1	
	Gloves	1	
	Goggles	1	
	Helmet	1	
	Heavy Clothing	1	
	Marker Pens	1	
	Note Pad and Pen	1	
	Orange Vest	1	
	Personal First Aid Kit	1	
	Pocket Knife	1	
	Pry Bars – 36 and 66 Inches Long	1	
	Sledge Hammer 5-8 lb.	1	
	Utility Shut-off Tools	1	
	Walkie-Talkie	1	

Type	Item	Recommended Quantity	Quantity at Hand
	Water and Paper Cups		
	Whistle		
Other	Bed sheet strips (use as optional bandages)	4	
	Can openers – manual	5	
	Clipboards	4	
	Emergency blankets (cc: 345-30-25575)	100	
	Heavy duty flashlights with batteries and bulbs	4	
	Ink pens	6	
	Large 3-ply garbage bags (20 count)	4 packages	
	Large battery operated radio with batteries	1	
	Medium garbage bags (40 count)	4 packages	
	Pads of paper	4	
	Paper plates (100 count)	6 packages	
	Plastic buckets – 5 gallon	6	
	Plastic cups (100 count)	6 packages	
	Plastic spoons, knives and forks (100 count)	6 packages	
	Scotch tape	4 rolls	
	Whistles (for communicating with staff and students)	4	

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.
- 2 Familiarize yourself with the route your class will take 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 to prevent the spread of smoke or fire.
- 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 by putting laminated posters over vents.
- 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 DROP, 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 SHAKE STOPS OR ARE GIVEN FURTHER INSTRUCTIONS.”

Procedure:

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

INSERT DIVIDER #7

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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 _____

INSERT DIVIDER #8

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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 _____

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

FORM E
STUDENT RELEASE LOG

[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 DATA WORKSHEET

EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then go to emergencydrills.lausd.net (please note that you must be on the LAUSD network for this address to work); enter the data and receive your certificate.

(Choose one)

- | | |
|---|--|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Drop/Cover/Hold or "Drop" |
| <input type="checkbox"/> Earthquake drill with evacuation | <input type="checkbox"/> Campus Protection or "Lockdown" |
| <input type="checkbox"/> Shelter in Place | |

Date: ___/___/___

Name: _____ Position: _____

E-Mail: _____ Location Code: _____

- 1 What type of Alert system did you use to Alert students/staff of the drill?
 Fire Alarm/Bell Voice through Intercom/PA Bull Horn Whistle

(Omit #2 for Drop/Cover/Hold or "Drop")

- 2 Time Drill Started: (am / pm) Time Drill Completed: (am / pm)

- 3 Total number of Staff involved in the drill activity?
4 Total number of Students involved in the drill activity?
5 Did any special needs students participate in the drill? If yes, about how many?
6 Did you encounter any challenges with the special needs children? (Y/N)
7 If yes, Please describe challenges: _____

(Omit #8 for Drop/Cover/Hold" or "Shelter-in-Place", "Drop" & "Lockdown")

- 8 How long did it take to evacuate all buildings? (minutes)
(Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or "Drop")

- 9 Did you establish an Incident Command Post? (Y/N)
10 Did staff bring the School Emergency Response Box to the assembly area?(Y/N)
11 Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during:

- (Check all that apply)
- | | |
|---|---|
| <input type="checkbox"/> Yes, during the planning of the drill. | <input type="checkbox"/> Yes, during the execution of drill. |
| <input type="checkbox"/> Yes, after the drill. | <input type="checkbox"/> No, we did not use the Safe School Plan. |

(Omit #12, 13&14 for Drop/Cover/Hold or "Drop")

- 12 Did you use any supplies during the drill? (Check all that apply)
- Yes, our staff took supplies out their storing area.
 - Yes, our staff used the supplies during the drill.
 - No, we did not use emergency supplies.

- 13 Were parents notified either before or after the drill? (Y/N)
 14 How were parents notified? (method)
 15 Did any parents participate in drill? If yes, about how many?
 16 What did parents do? _____
 17 Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

- 18 Did you encounter problems with any of the following?
(Omit # "d, e, & f" for Drop/Cover/Hold or "Drop")
(Omit # "f" for Campus Protection or "Lockdown")

	Yes	No	Briefly describe these problems:
a. Alert system			
b. Students			
c. Staff			
d. Parents			
e. Supplies			
f. Evacuation route			

- 19 Using a grading scale from A through F, please grade the following:
(Omit "a, b, & c" for Drop/Cover/Hold or "Drop")
(Omit "a" for Campus Protection or "Lockdown")

	A	B	C	D	F
a. Student behavior during evacuation procedure					
b. Student accounting					
c. Staff accounting					
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

- 20 Did you debrief after the drill? (Y/N)

- 21 What were the three top lessons learned?

1. _____
 2. _____
 3. _____

- 22 How can this drill be improved in the future?

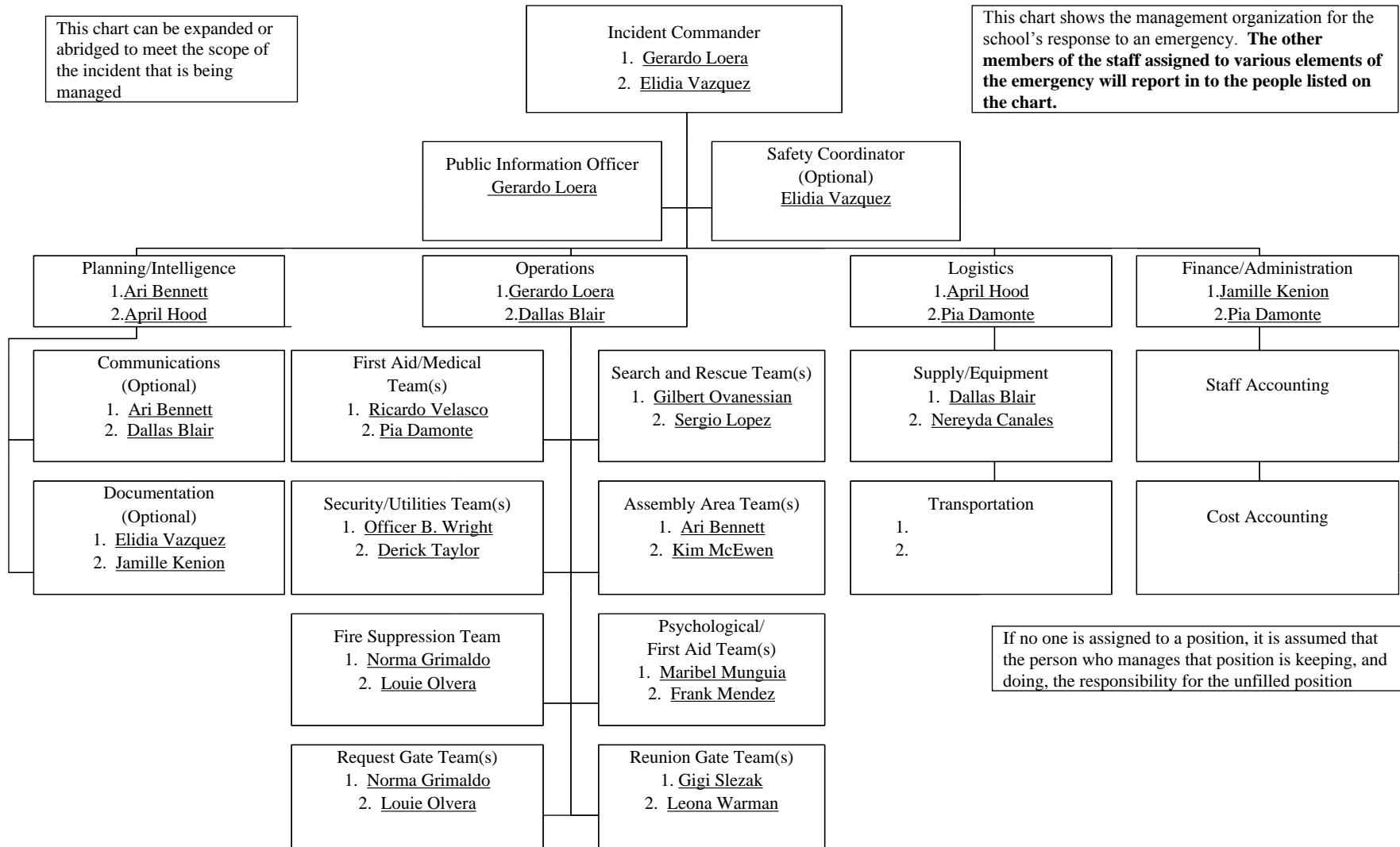
For questions on how to use this form see REF-1314.1 or call Emergency Services at (213) 241-3889. This form may also be downloaded at www.lausd-oehs.org/emergencyservices.asp

FORM H
EMERGENCY MANAGEMENT ORGANIZATIONAL CHART

Gerardo Loera **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***

FORM I
SAFE CLASSROOM CHART

INSERT DIVIDER #9

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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.

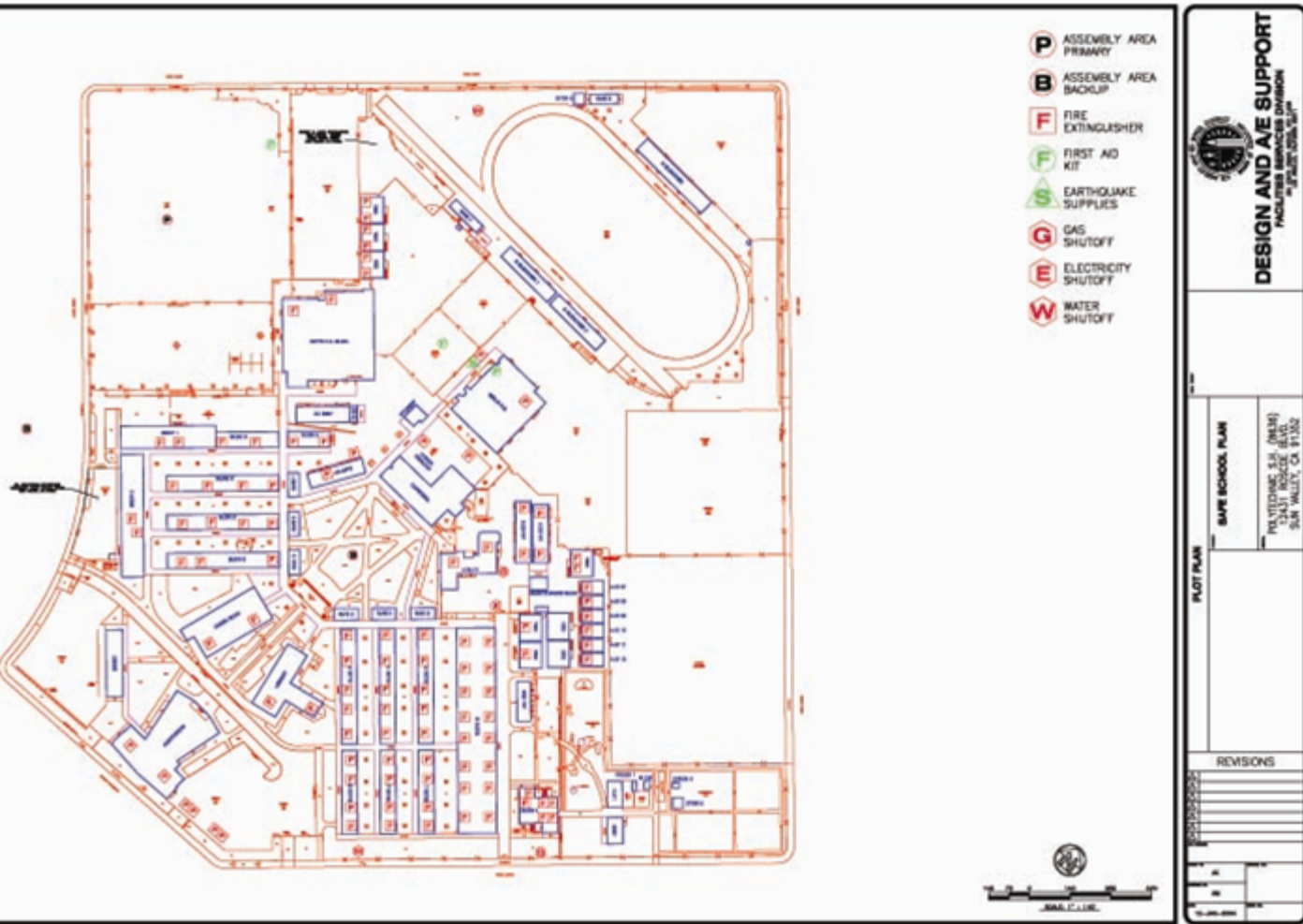
INSERT DIVIDER #10

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Product #11451
(12 DIVIDERS)

APPENDIX C MAPS

Executive Summary

These maps are intended to be copied 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 via school mail to: Office of Emergency Services, Beaudry Building, 20th floor.





DESIGN AND A/E SUPPORT
FACILITIES SERVICES DIVISION
14500 COLLETT

PLAT NAME: SAFE SCHOOLS PLAN

PROJECT: PLYMOUTH S.H. (NLMN)
12411 INDOCE BLVD.
SAN VALLEY, CA 91752

REVISIONS

NO.	DESCRIPTION	DATE

Image File Not Found

THOMAS BROS. MAP

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INSERT DIVIDER #12

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