


















LAUSD Employee Emergency Plan
Version as of 8/12/2014 11:18:39 AM
Los Angeles Unified School District



This plan was created using
In Case of Crisis
<http://incaseofcrisis.com>

LAUSD Employee Emergency Plan

 <u>Emergency Planning ICS</u>	 <u>Immediate Actions</u>	 <u>Disabilities</u>
 <u>Active Shooter / Gunfire</u>	 <u>Aircraft / Vehicle Crash</u>	 <u>Animal Disturbance</u>
 <u>Bio Chem/ Hazmat</u>	 <u>Bomb Threat / Susp. Package</u>	 <u>Bus Disaster</u>
 <u>Demonstration / Walkout</u>	 <u>Disorderly Conduct</u>	 <u>Earthquake</u>
 <u>Explosion</u>	 <u>Fire</u>	 <u>Food / Water Contamination</u>
 <u>Psychological Trauma / Crisis</u>	 <u>Public Health Emergency</u>	 <u>Threat to Self/Others</u>
 <u>Tsunami</u>	 <u>Utility Failure</u>	 <u>Weather</u>



Emergency Planning ICS

[Table of Contents](#)

Quick Reference Links:

[Incident Command System](#)
[Incident Command Team](#)
[First Aid/Medical Team](#)
[Psychological First Aid/Crisis Team](#)
[Search and Rescue Team](#)
[Security/Utilities Team](#)
[Supply/Equipment Team](#)
[Assembly Area Team](#)
[Request/Reunion Gate Teams](#)
[Fire Suppression/Hazmat Team](#)
[Public Shelters](#)

Incident Command System

The Incident Command System (ICS) is used by first responder and government agencies to manage emergencies, crises, and disasters nationwide. LAUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone [ICS School Organization Chart], which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

All district employees, and especially those staff members assigned to an ICS team, are highly encouraged to download this app. Employees can also be supplied with a [pdf of this material](#). It is also recommended that team members and other district employees take [CERT training](#).

Disaster supply lists can be found in the LAUSD [School Site Emergency/Disaster Supplies](#) Reference Guide.

LAUSD personnel can learn more about ICS by taking online video training courses [STEPS](#) 400, 420 and 421, available through the [Learning Zone](#).

Additional on-line Emergency Management classes appropriate for district employees are offered by the [Federal Emergency Management Agency \(FEMA\)](#).

[Top](#)

Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

Incident Commander

The Incident Commander (principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. 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 Command Team.
- Determining the need for, and requesting, outside assistance.
- Communicating with the Educational Service Center Administrator of Operations and central staff.

Public Information Officer

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

- Periodically receiving updates and official statements from the Incident Commander.
- Posting approved messages to Blackboard Connect for parents
- 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.

Safety Coordinator

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

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

Supplies and Equipment for Command Team

- School Emergency Response Boxes (LAUSD [School Emergency Response Box](#) Reference Guide)
- Copy of the Safe School Plan volumes 1, 2, and 3 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 two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat

- Vest or position identifier
- Large campus map

[Top](#)

First Aid/Medical Team

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

First Aid/Medical Team Leader

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

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage 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

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. All team members should have First Aid/CPR/AED training. Supplemental online training course [STEPS 213](#) is offered through the [Learning Zone](#). Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- 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
- Recording information on transport to hospital by first responders

Supplies and Equipment for First Aid/Medical Team

- Vest or position identifier
- First aid supplies
- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

In a disaster, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Safe School Plan.

[Top](#)

Psychological First Aid/Crisis Team

The Psychological First Aid Team, or Crisis Team, is responsible for the emotional care 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.

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed, and coordinating appropriate training. Information is available in the LAUSD [Organization of Crisis Intervention](#) Bulletin. Supplemental online training courses [STEPS](#) 212 and 409 are offered through the [Learning Zone](#).

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 students 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

Supplies and Equipment for the Psychological First Aid Team

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

[â€‹Top](#)

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 at a school. Each team must have four members.

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Supplemental online training course [STEPS](#) 214 is offered through the [Learning Zone](#). Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response.
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

Search and Rescue Team Members

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

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- 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

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

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 to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power and water utilities as necessary 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, campus aides, and members of the custodial and cafeteria staff.

Security/Utilities Team Leader

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

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. 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 water lines and shutting down water supply lines if leaking
- Checking gas meter/lines 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

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard Hat, gloves and any Personal Protective Equipment
- Master keys
- Hand-held two way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

[â€ˆTop](#)

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.

Supply/Equipment Team Leader

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

- Reporting equipment and supply needs.

- Estimating the number of persons requiring food/shelter/care
- Work with Planning & Intelligence Coordinator to determine the length of time care will be needed.
- Inventory supplies on hand

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

- Hand-held two way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

[â€‹Top](#)

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.

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

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

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive
- Gathering Missing Persons Report from each teacher and submitting forms to the Assembly Area Team Leader
- Assisting the Reunion Gate Team as required

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

- Bullhorn
- Clipboard and pens for forms

[â€ˆTop](#)

Request/Reunion Gate Teams

Request Gate Team

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

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course [STEPS](#) 419 is offered through the [Learning Zone](#).

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. 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.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to Request Gate
- Student Lists
- Office Supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Crosstrain 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 or Reunion Gate Team.
- Ensure 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.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and 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. 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.

Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, 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 from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

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

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader /span>

Supplies and Equipment

- Hand-held two way radios.
- Tables and chairs
- Office Supplies –pens, paper, clipboards, release forms, etc.
- Student Lists
- Flashlights
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log

[â€ˆTop](#)

Fire Suppression/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 Forms from the Team Members and have them readily available to Operations. Instructions for operating a fire extinguisher is covered in [STEPS 201](#), available on the [Learning Zone](#).

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form 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. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Ensure the use of proper type of extinguishers:
 - Class A, B or C for ordinary combustibles
 - Class B or C for fires involving flammable liquids
 - Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment for the Fire Suppression and HazMat Team

- Vest or position identifier
- Hard Hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two way radio
- Master keys on lanyard
- Clipboard with job duties and Damage Assessment forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

[Top](#)

Public Shelters

Please note that there are procedures that are followed by LAUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all shelter operations are coordinated through the [Office of Emergency Services](#). Information is available in the LAUSD [Use of School Facilities in an Emergency or Disaster Situation](#) Bulletin.

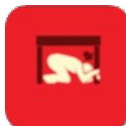
[Top](#)



Immediate Actions

[Table of Contents](#)

Drop, Cover, Hold On



Evacuate



Lockdown



Relocate



Immediate Actions



Shelter In Place



All Clear



Immediate Response Actions

Please note: Only the Superintendent of the school district has the authority to cancel or close LAUSD school(s).

Training for all emergency procedures can be found through the [STEPS](#) program on the [Learning Zone](#).

The LAUSD [Emergency Drills and Procedures](#) Reference Guide has more information on emergency response actions and required emergency drills.

Response actions should be accompanied by the following notifications:

- [911](#)
- Los Angeles School Police [Watch Commander's Office](#) at [213-625-6631](#)
- Educational Service Center
- BlackBoard Connect notification for parents and/or staff
- [ISTAR incident report](#)

[â€‹Top](#)

Drop, Cover, and Hold On

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

Procedure

1. The principal or designee becomes the **Incident Commander**, activates the school ICS Team, and 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 **Incident Commander** (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions.

YOUR ATTENTION PLEASE. WE ARE HAVING AN EARTHQUAKE. DROP, COVER AND HOLD ON 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.

- If inside, **teachers** will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
- 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.
- Teachers** and students should move away from windows.

5. **Students with 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 into a structural corner of 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), lock the wheels on any wheelchairs and protect their head and neck with their hands.

6. The [Incident Commander](#) will follow drop, cover, and hold on with [evacuation](#) to the assembly area and [notifications](#) to the district and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

Online training about earthquakes is available on the [Learning Zone](#) in courses [STEPS](#) 202 and 402.

[Top](#)

Lockdown

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 a lockdown, students are to remain in the locked classrooms or designated safe locations at all times.

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the [Incident Commander](#) (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

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

2. If inside, [teachers](#) will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.
3. If outside, [teachers](#) will direct students to 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, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. [Teachers](#) and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. All 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.
6. The [Incident Commander](#) will call the Los Angeles School Police Department [Watch Commander's](#) Office. The [Watch Commander](#) will provide advice and support for the School [Incident Commander](#) by interfacing with municipal police and fire departments and sending an [LASPD officer](#) to the school.
7. The [Incident Commander](#) will make appropriate [notifications](#) to the district and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

Supplemental online lockdown training courses [STEPS](#) 203, 302, and 403 is offered through the [Learning Zone](#).

Details are available in the LAUSD [Lockdown and Rapid Relation Procedures for All Schools](#) Bulletin.

[Top](#)

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 heating/air conditioning systems**. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place involves shut down of heating and air conditioning (HVAC) systems, and allows for the free movement of students within a building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the [Incident Commander](#) (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 ARE IMPLEMENTING A SHELTER-IN-PLACE, DUE TO AN AIR QUALITY ISSUE. STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND HEATING 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, [teachers](#) will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest 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. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their

names.

4. **Teachers** are responsible for securing individual classrooms and 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.

5. The **Incident Commander** will make appropriate [notifications](#) to the district and parents.

6. The **Incident Commander** will monitor news media for information about the incident.

7. Once the incident has concluded and the campus has been determined to be safe, the **Incident Commander** will initiate the [All Clear](#) action.

Online training about shelter in place is available on the [Learning Zone](#) in courses [STEPS](#) 204 and 404.

[Top](#)

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

Procedure

1. The principal or designee becomes the **Incident Commander**, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the **Incident Commander** (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 EVACUATE ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS AND ROLL BOOK TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO CLOSE THE CLASSROOM DOOR WHEN ALL THE STUDENTS HAVE LEFT.

2. The **Incident Commander** will activate the fire alarm system as a signal to evacuate.

3. **Teachers** will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. **Teachers** will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report

5. Once assembled, **teachers** and students will stay in place until further instructions are given.

6. The **Incident Commander** will make appropriate [notifications](#) to the district and parents.

7. Once the incident has concluded and the campus has been determined to be safe, the **Incident Commander** will initiate the [All Clear](#) action.

Online training that includes building evacuation is available on the [Learning Zone](#) in courses [STEPS](#) 201 and [STEPS](#) 401. Fire alarm system training is available on the [Learning Zone](#) in [STEPS](#) course 418.

[Top](#)

Relocation (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 such as during a tsunami or large hazardous materials release.

Procedure

1. The principal or designee becomes the **Incident Commander**, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the **Incident Commander** (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 RELOCATION. TEACHERS ARE TO TAKE THEIR STUDENTS ROLLBOOK, AND EMERGENCY SUPPLIES, AND REPORT TO THEIR DESIGNATED OFFSITE RELOCATION POINT. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS ARE TO LOCK THE CLASSROOM AFTER ALL STUDENTS HAVE EXITED.

2. The **Incident Commander** 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 the Safe School Plan. Teachers and students will stay together during the evacuation.

3. **Teachers** will take student rosters and any classroom emergency supplies 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. The **Incident Commander** will make appropriate [notifications](#) to the district and parents.

6. Once clearance is received from appropriate agencies, the **Incident Commander** may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.

7. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

All Clear

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

Procedure

1. The [Incident Commander](#) (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the [Incident Commander](#) will use other means of communication, i.e., sending messengers to deliver instructions.

YOUR ATTENTION PLEASE. YOU MAY NOW [RETURN TO YOUR CLASSROOM AND] RESUME USUAL ACTIVITIES. THANK YOU ALL FOR YOUR COOPERATION.

3. The [Incident Commander](#) will convene the school [Psychological First Aid/Crisis Team](#) if the incident was traumatic to the school community.

2. The [Incident Commander](#) will make a final [notification](#) update to district offices and parents.

4. The [Incident Commander](#) will complete an [ISTAR report](#) to document the incident, including follow-up actions.

3. If appropriate, [teachers](#) should immediately begin discussions and activities to [address students' fears, anxieties, and other concerns](#).

[Top](#)



Disabilities

[Table of Contents](#)

Quick Reference Links:

[Preparation](#)
[Identification](#)
[Emergency Notification](#)
[Evacuation Concerns](#)
[Shelter](#)

Preparation and Mitigation for Students with Specific Needs

Additional information is available on the [Learning Zone](#) in [STEPS](#) courses 210 and 410.

Educators need 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 include some special education students as well as general education students who may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs

The needs of these students must be analyzed to accommodate student needs in emergency procedures including emergency notification, evacuation, and sheltering.

Employees who will assist students with specific needs need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

[Top](#)

Identification of Students with Specific Needs

The [School Safety Committee](#) and other stakeholders should compile a list of students with specific needs. 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. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

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

The list of students with specific needs can be entered in the "Emergency Conditions" field of the Welligent database that stores LAUSD student medical condition information. Specific equipment and supplies needed to care for for each student should be listed here as well. Periodically, the site administrator can print out an updated list. Details on using the Emergency Conditions field in Welligent are in the online [Learning Zone](#) course [STEPS](#) 422.

Lists of students with specific needs should be kept in the School Emergency Response Box(es) and shared with the [Operations Team Leader](#), who is in charge of the [Search and Rescue Teams](#) and the [First Aid/Medical Teams](#). Both of these teams need to know the names and challenges faced by these students as it directly impact the response actions of those teams.

The following items should be stored in the School Emergency Response Box in folders marked "Confidential":

- Class schedules for students with specific needs, so that [Search and Rescue Teams](#) will know where to look for students.
- Student emergency contact information for each identified student with specific needs.
- 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/Medical Team](#).

Information is available in the LAUSD [School Emergency Response Box](#) Reference Guide.

Before an emergency, this information should also be shared with the [Logistics Team Leader](#) to make sure that specific supplies are available such as diapers, wheelchairs, etc. The Logistic Team should also be aware of the approximate number this population in the event that they need to order resources, such as buses, 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/Medical Team](#) and the [Logistics Team Leader](#) know where to get copies of the list so that their sections can adequately address the needs of students with specific needs.

[Top](#)

Emergency Notification for Students with Specific Needs

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. Supplemental online alarm systems training courses [STEPS](#) 411 and 418 are offered through the [Learning Zone](#).

☐ All students are familiar with the sound of emergency alert systems, 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.

☐ All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.

Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list should note individuals with specific needs.

[Top](#)

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist specific needs students who cannot 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](#). Rescue technique training is available online through the [Learning Zone](#) course [STEPS](#) 210. Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the [Office of Emergency Services](#).

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult aide assists or waits with students who cannot evacuate on their own.

During an emergency, [Search and Rescue Teams](#) may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the [Search and Rescue Teams](#) need to check for any students who cannot go down stairs.

To make sure that these students, identified assistants, and [Search and Rescue Team](#) members are familiar with each other, all students must take part in all campus emergency 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 challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the LAUSD [Emergency Drills and Procedures](#) Reference Guide.

☐ All students with evacuation challenges have been identified and know:

- who will assist them during an emergency,
- how they will be rescued during an emergency
- where they should wait, if there is a designated location

- what equipment will be used (Rescue, Seat, Evac+ Chair, etc.)
- where assistive evacuation equipment is kept

☐ All **staff** members responsible for assisting students during evacuations are familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making 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 using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area.

[Top](#)

Preparing to Shelter and Care for Students with Specific Needs

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in the Welligent student database, although items only needed outside of school hours may not be included. The greater the student's needs, the more supplies that may need to be stored for emergency use.

Students who have greater or more individual needs will need additional support. School staff can create a backpack "go kit" with the necessary supplies in it, tagged 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. The bag can be stored in the classroom with the teacher, or in the emergency bin if none of supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them.

[Top](#)



Active Shooter / Gunfire

[Table of Contents](#)

Quick Reference Links:

[Active Shooter on Campus](#)
[Rapid Relocation](#)
[Lockdown](#)

Active Shooter on Campus

More information is available in the LAUSD [Lockdown and Rapid Relocation Procedures for all Schools](#) bulletin.

If there is a threat of violence to campus or gunfire is heard in the area, implement [Lockdown](#) procedures.

An **Active Shooter on Campus** involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm **AND at least one of the following applies:**

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedure

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the [Incident Commander](#).
2. The [School Incident Commander](#) (principal/designee) will initiate a [Lockdown](#), the recommended appropriate Immediate Response Action.
3. The [School Incident Commander](#) will call [911](#) and School Police [\(213\) 625-6631](#), and provide the exact location and nature of the incident. The [School Incident Commander](#) should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The [School Incident Commander](#) activates the Incident Command (ICS) Team.

The [Planning and Intelligence Team Leader](#) will:

- Notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) and request assistance.
- Prepare a message for parents to be sent on Blackboard Connect.
- Prepare to communicate with classrooms using school phones, e-mail or cell phones or radios. Establish a means of keeping all classrooms informed.

The [Operations Team Leader](#) will:

- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.

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. If there is an active shooter on campus as defined above and students are in imminent danger, the [Incident Commander](#) may initiate [Rapid Relocation](#) if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

[Top](#)

Rapid Relocation

Procedure

1. The [School Incident Commander](#) will:
 - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
 - Inform the [LASPD Watch Commander \(213\) 625-6631](#) of the decision to leave campus and the destination. Keep [Watch Commander](#) updated with information about any students and staff who do not arrive at the designated relocation point.

- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
- Refer to [steps 6-10](#) below for additional [Incident Commander](#) actions

2. In response to the school's notification, the [LASPD Watch Commander](#) will:

- Research the nature of the event by contacting LAPD, LAFD, LASD, outside municipal law enforcement, LASPD Field Units or Transportation Dispatch. Some events may be easily explained to the [School Incident Commander](#), others may be more complex.
- Dispatch an officer to the relocation point to advise and support the [School Incident Commander](#).
- Dispatch a field officer to the municipal Incident Command Post to interface with the municipal [Incident Commander](#) and gather intelligence for the schools.
- Inform the [School Incident Commander](#) of what is known about the incident and provide the name and arrival time of the [LASPD officers](#) dispatched to the school.
- Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
- Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.

3. [LASPD officers](#) dispatched to the scene will:

- Establish a liaison with the municipal [Incident Commander](#) and/or the Command Post/Unified Command/[Watch Commander](#) and determine the threat to the school and its immediate community.
- Provide guidance to the [School Incident Commander](#) about the ongoing threat level to students and staff.
- Maintain a perimeter at the offsite relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the [Watch Commander](#) the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Educational Service Center [Operations Coordinator](#) will:

Connect with the [School Incident Commander](#) in person, by phone or radio and provide resources from the Educational Service Center that might include the following:

- Dispatch the ESC Crisis Team to the school relocation point.
- Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
- Send out a Blackboard Connect message to parents from the ESC office with additional information.
- Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the ESC Office.
- Assist with reunification.

5. The [First Aid/Medical Team](#) will work with first responders and local authorities to ensure injured students and staff receive medical attention.

6. The [School Incident Commander](#) will prepare a verified list of any wounded, and the locations to which they were transported. The [Incident Commander](#) will confer with the [Crisis / Psychological First Aid Team](#) to ensure notification of parents and family members of the wounded.

7. All media inquiries will be referred to the designated [Public Information Officer](#).

8. The [School Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.

9. Once the incident has concluded and the campus has been determined to be safe, the [School Incident Commander](#) will initiate the [All Clear](#) action.

10. The [School Incident Commander](#) will debrief with staff and school police officers.

[Top](#)



Aircraft / Vehicle Crash

[Table of Contents](#)

Aircraft or Motor Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to [Utility Failure](#) as needed.

Procedure

1. The principal or designee acts as the [Incident Commander](#), activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include [Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation](#).
2. If the [Incident Commander](#) 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 [Incident Commander](#) will call [911](#) and School Police [\(213\) 625-6631](#) and 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 [Utility Failure](#).
6. If needed, the [Incident Commander](#) will direct the [Fire Suppression/HazMat Team](#) to organize fire suppression activities for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The [First Aid/Medical Team](#) will check for injuries and provide appropriate first aid.
8. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident. An ESC representative 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 [Incident Commander](#) issues authorization to reopen.
10. The [Psychological First Aid/Crisis Team](#) will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the [Incident Commander](#) will initiate an [Off-Site Relocation](#).
12. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
13. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)



Animal Disturbance

[Table of Contents](#)

Animal Disturbance

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

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include [Lockdown](#) or [Evacuate Building](#).
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. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the [Incident Commander](#) will call [911](#), School Police [\(213\) 625-6631](#), Animal Control [\(888\) 452-7381](#), and/or the Department of Fish and Game [\(888\) 334-2258](#) and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or [First Aid/Medical Team](#) will provide treatment and notify parents of the injured.
5. The [Incident Commander](#) will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The [Incident Commander](#) will notify and update parents via Blackboard Connect if necessary.
7. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)



Bio Chem/ Hazmat

[Table of Contents](#)

Quick Reference Links:

[Biological or Chemical Release:](#)

[Indoors](#)

[Outdoors](#)

[Surrounding Community](#)

Biological or Chemical Release

A **Biological or Chemical Release** involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases 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
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

[Top](#)

Substance Released Inside a Room or Building

Procedure

- 1.The principal or designee becomes the [Incident Commander](#), activates the school ICS Team and will initiate the [Evacuate Building](#) action. [Staff](#) will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
- 2.The [Incident Commander](#) 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 [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
- 4.The [Incident Commander](#) 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. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
7. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
- 8.Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The [First Aid/Medical Team](#) should evaluate and monitor exposed individuals.
- 9.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 Team will provide the list to the [Incident Commander](#) and emergency responders.
- 10.The [Incident Commander](#) will complete the Biological and Chemical Release Response Checklist
- 11.The [Psychological First Aid/Crisis Team](#) will convene on-site and begin the process of counseling and recovery.
- 12.Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the [Incident Commander](#) gives authorization to do so.

13. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

Substance Released Outdoors and Localized

Procedure

- 1.The principal or designee becomes the [Incident Commander](#), activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The [Incident Commander](#) will, as necessary, initiate the [Shelter in Place](#) or [Evacuate Building](#) action.
- 2.The [Security/Utilities Team](#) will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
- 3.The [Incident Commander](#) 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 [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
- 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. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
7. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and [staff](#) whose skin touched the contaminant should be isolated from the rest of the school population. The [First Aid/Medical Team](#) should evacuate and monitor exposed individuals.
- 9.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 Team will provide the list to the [Incident Commander](#) and emergency responders.
- 10.The [Incident Commander](#) will complete the Biological and Chemical Release Response Checklist.
- 11.The [Psychological First Aid/Crisis Team](#) will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the [Incident Commander](#) gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

Online training about Shelter in Place is available on the [Learning Zone](#) in [STEPS](#) courses 204 and 404.

[Top](#)

Substance Released in Surrounding Community

Procedure

- 1.The principal or designee becomes the [Incident Commander](#), activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the [Incident Commander](#) will initiate a [Shelter in Place](#).
2. Follow all [Shelter in Place](#) procedures.
- 3.The [Incident Commander](#) will complete the Biological and Chemical Release Response Checklist.
- 4.The [Incident Commander](#) will monitor local news for information about the incident.
- 5.The school will remain in [Shelter in Place](#) until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the [Incident Commander](#).
6. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

Online training about Shelter in Place is available on the [Learning Zone](#) in [STEPS](#) courses 204 and 404.

[Top](#)



Bomb Threat / Susp. Package

[Table of Contents](#)

Quick Reference Links:

[Bomb Threat](#)
[Bomb Threat - Telephone](#)
[Suspicious Package](#)

Bomb Threat

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion. Information is available in the LAUSD [Bomb Threat](#) Bulletin.

Bomb Threat - Telephone

Procedure

1. The calltaker should attempt to keep the caller on the telephone as long as possible and alert someone else to call [911](#). The staff member calling 911 informs the operator of:
 - Nature of threat on phoneline
 - Name of school
 - Phone number of line receiving threat
 - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.

Bomb Threat Form Questions include:

- Where is the bomb (building, location)?
- When is it going to explode?
- What kind of bomb is it? What does it look like?
- Who set the bomb? Why was the bomb set?
- What can we do for you to keep the bomb from exploding?
- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

Caller Characteristics:

- Gender
- Age
- Accent
- Slurred/impaired speech
- Recorded/disguised voice
- Familiarity
- Irrational/incoherent

Background Noise:

- Office
- Outdoors
- Traffic
- Other

3. The principal or designee becomes the **Incident Commander**, activates the school ICS team, and calls School Police [\(213\) 625-6631](#) who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The **Incident Commander**, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include [Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation](#).

4. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the **Incident**

[Commander](#) while the remaining team members attempt to secure the immediate area without touching or disturbing the object.

5. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
8. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
9. After the search, the [Incident Commander](#) will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include [Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation](#).
10. When a suspicious object or bomb is found, or if advised by Law Enforcement, the [Incident Commander](#) shall issue the [Evacuate Building](#) action. Staff and students will evacuate the building using safe routes to the Assembly Area.
11. 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.
12. The [Psychological First Aid/Crisis Team](#) will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.
14. The [Incident Commander](#) may initiate an [Off-site Relocation](#) if warranted by changes in conditions.
15. After the incident is over, the [Incident Commander](#) will complete the Bomb Threat Report.

[Top](#)

Suspicious Package

Procedure

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the [Incident Commander](#), activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The [Incident Commander](#) will call [911](#) and School Police [\(213\) 625-6631](#) and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
5. No attempt should be made to investigate or examine the object.
6. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
7. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
8. The [Incident Commander](#) will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include [Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation](#).
9. If [Evacuate Building](#) is initiated, [staff](#) and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
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 [Psychological First Aid/Crisis Team](#) will convene 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. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.
13. The [Incident Commander](#) may initiate an [Off-Site Relocation](#) if warranted by changes in conditions.
14. After the incident is over, the [Incident Commander](#) will complete the Bomb Threat Report.

[Top](#)



Bus Disaster

[Table of Contents](#)

Quick Reference Links:

[Bus Disaster:](#)

[During an Earthquake](#)

[During a Flood](#)

[Serious Crash or Bus Fire](#)

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 school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or [1-800-LABUSES](#) or the nearest school.

[Top](#)

Earthquake

Procedure

1. The **driver** will initiate the [Drop, Cover, Hold On](#) action for all persons on the bus.
2. The **driver** will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The **driver** will check for injuries and provide first aid as appropriate.
4. The **driver** will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. If instructed by the bus supervisor to continue the route, the **driver** will:
 - 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 or it is impossible to get to school, the **driver** will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.

8. In all instances, the **driver** should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
9. The **driver** will account for all students and staff throughout the emergency.

[Top](#)

Flood

Procedure

1. The **driver** will NOT drive through flooded streets and/or roads.
2. The **driver** will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the **driver** will stay in place until help arrives.
4. The **driver** will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
6. The principal or designee will notify and update parents via Blackboard Connect.
7. In all instances, the **driver** will not attempt to cross damaged bridges or overpasses.
8. The **driver** will account for all students and staff throughout the emergency.

[Top](#)

Serious Crash or Bus Fire

Procedure

1. The **driver** will park the bus in a safe location.
2. The **driver** will set the emergency brake and turn off the ignition.
3. The **driver** will initiate the [Evacuation](#) action for all persons on the bus in the event of a fire.
4. The **driver** will check for injuries and provide appropriate first aid.
5. The **driver** will call [911](#) and School Police [\(213\) 625-6631](#) and provide exact location of the bus and wait for arrival of emergency responders.
6. The **driver** will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
7. The principal or designee will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
8. The principal or designee will notify and update parents via Blackboard Connect.
9. The **driver** will stay with the disabled bus until help arrives.
10. The **driver** will account for all students and staff throughout the emergency.
11. The Bus Supervisor or other authorized user will open an [ISTAR report](#) on the incident.

[Top](#)



Demonstration / Walkout

[Table of Contents](#)

Demonstration/Walkout

A **Demonstration/Walkout** is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized, and may be unlawful. Students are sometimes encouraged by protesters (in person, or via social media) to participate in a demonstration as it passes by a school. Information is available in the LAUSD [Procedures for Handling Disturbances, or Demonstration on or Adjacent to School Sites](#) Bulletin.

Procedure

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the **Incident Commander**, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified **Lockdown**.
3. The **Incident Commander** will notify School Police [\(213\) 625-6631](#) to request assistance and will provide the exact location and nature of emergency.
4. The **Incident Commander** will notify the ESC **Administrator of Operations** and/or **Operations Coordinator** of the incident.
5. 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.
6. If students leave the campus, the **Incident Commander**, in consultation with the **Security Team**, 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.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the **Incident Commander**. **Teachers** will close and lock classroom doors to protect students from a demonstration that becomes unruly. Students and **staff** should be protected from broken window glass by closing available window coverings.
8. **Planning and Intelligence Team's** Documentation Unit should keep accurate record of events, conversations, and actions.
9. All media inquiries will be referred to the school's designated **Public Information Officer**, who will also monitor local news outlets and initiate further actions as appropriate.
10. The **Incident Commander** will notify and update parents via Blackboard Connect.
11. The **Incident Commander** will direct the **Planning and Intelligence Team Leader** or other authorized user to open an **ISTAR report** on the incident.
12. The **Incident Commander** should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.
13. Once the incident has concluded and the campus has been determined to be safe, the **Incident Commander** will initiate the **All Clear** action.



Disorderly Conduct

[Table of Contents](#)

Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in the LAUSD [Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and [Threat Assessment and Management \(Student-to-Student, Student-to-Adult\)](#) Bulletins. Online training about threats is available on the [Learning Zone](#) in courses [STEPS](#) 208 and 408.

Procedure

1. Upon witnessing 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. Witnesses should provide written statements for follow-up by school administrator and/or School Police.
2. **Staff** will immediately notify the principal or designee.
3. The principal or designee becomes the **Incident Commander**, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include [Lockdown, Evacuate Building or Off-site Relocation](#).
4. The **Incident Commander** will call School Police [\(213\) 625-6631](#), and provide the exact location and nature of the incident. If determined to be appropriate, the **Incident Commander** will call [911](#).
5. If an immediate threat is not clearly evident, the **Incident Commander** or other **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 **Incident Commander** will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
8. The **Incident Commander** will notify and update parents via Blackboard Connect, as necessary.
9. The **Incident Commander** will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
10. The **Incident Commander** and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the **Incident Commander** will initiate the [All Clear](#) action.



Earthquake

[Table of Contents](#)

Quick Reference Links:

[Earthquake](#)

[Earthquake during non-school hours](#)

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; the following procedures should be implemented in response to all earthquakes, regardless of magnitude.

Online training about earthquakes is available on the [Learning Zone](#) in courses [STEPS](#) 202 and 402. Other resources are available through the [Emergency Services](#) and [STEPS](#) websites.

Procedure

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, **teachers** should direct students to [Drop, Cover and Hold On](#).
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with 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 into a structural corner of 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), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the **Incident Commander**, activates the school ICS Team, and initiates the [Evacuate Building](#) action. **Staff** and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, **teachers** will bring their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the **Assembly Area Team** of missing students or any student that was left behind.
6. The **Incident Commander** will direct the **Security/Utilities Team** to post guards a safe distance away from building entrances to prevent access.
7. The **Security/Utilities Team** will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The **First Aid/Medical Team** will set up the first aid station, check for injuries and provide appropriate first aid.
9. The **Incident Commander** will direct the **Planning and Intelligence Team** to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. 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.
11. The **Incident Commander** will contact the ESC **Administrator of Operations** and/or **Operations Coordinator** to determine additional actions that may be necessary. ESC personnel will communicate conditions to the District's Emergency Operations Center.
12. The **Planning and Intelligence Team** will fill out a damage assessment report and transmit it to the School Police and ESC **Administrator of Operations**.
13. The **Incident Commander** will contact the ESC 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. Any damaged areas will not be reopened until the ESC Facilities Team provides clearance and the **Incident Commander** gives authorization to do so.
15. The **Incident Commander** may initiate an [Off-Site Relocation](#) if warranted by changes in conditions at the school.
16. The **Incident Commander** will direct the **Planning and Intelligence Coordinator** or other authorized user to open an [ISTAR report](#) on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the **Incident Commander** will initiate the [All Clear](#) action.

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

Procedure

1. The principal or designee becomes the **Incident Commander**, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the **Fire Suppression/HazMat Team** to participate in the assessment.

Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the [School Police Watch Commander's Office](#) at [\(213\) 625-6631](#) that you are on campus before beginning a site assessment.

2. The [Incident Commander](#) should confer with the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the [Incident Commander](#) and ESC [Administrator of Operations](#) will determine an alternate location for affected buildings and programs, and the [Incident Commander](#) will contact staff members and parents via Blackboard Connect.
4. The [Planning and Intelligence Team](#) will fill out a damage assessment report and transmit it to the School Police and ESC [Administrator of Operations](#).

[Top](#)



Explosion

[Table of Contents](#)

Quick Reference Links:

[Explosion/Risk of Explosion:](#)

[Explosion on School Property](#)

[Risk of Explosion on School Property](#)

[Explosion or Risk of Explosion in Surrounding Area](#)

[Nuclear/Radiological Blast](#)

Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

[Top](#)

Explosion on School Property

Procedure

1. In the event of an explosion, all persons should initiate [Drop, Cover and Hold On](#).
2. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will call [911](#) and School Police [\(213\) 625-6631](#) to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident. The ESC office will call the Office of Communications with information on the situation.
4. The [Incident Commander](#) will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include [Shelter-in-Place, Evacuate Building or Off-Site Relocation](#). Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, [staff](#) and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, [teachers](#) will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the [Assembly Area Team](#) of missing students.
7. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
8. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
9. The [First Aid/Medical Team](#) will check for injuries and provide appropriate first aid.
10. The [Fire Suppression/HazMat Team](#) should attempt to suppress small fires with extinguishers, if it is safe to do so.
11. The [Planning and Intelligence Team Leader](#) will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
12. The [Security/Utilities Team](#) will secure the building entrance to prevent persons entering the school buildings.
13. **If** it is determined safe to enter affected areas, the [Incident Commander](#) will direct the [Search and Rescue Team](#) to initiate search and rescue activities.
14. The [Incident Commander](#) will contact the area Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the [Fire Suppression/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](#).
15. The [Planning and Intelligence Team](#) will complete a damage assessment report and transmit it to the School Police and ESC [Administrator of Operations](#).
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the [Incident Commander](#) gives authorization to do so.
17. The [Incident Commander](#) may initiate an [Off-Site Relocation](#) if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

Risk of Explosion on School Property

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include [Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation](#).
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 rosters and any classroom emergency supplies, 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 ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
6. [Staff](#) should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The [Incident Commander](#) 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. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
10. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
11. 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.
12. The [Planning and Intelligence Team](#) will complete a damage assessment report (attach form) and transmit it to School Police and the ESC [Administrator of Operations](#).
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The [Incident Commander](#) may initiate an [Off-Site Relocation](#), if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

Explosion or Risk of Explosion in Surrounding Area

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate the [Shelter-in-Place](#) response action.
2. The [Incident Commander](#) will notify [911](#) and School Police [\(213\) 625-6631](#) and provide the exact location (e.g., building, area) and nature of emergency.
3. The [Incident Commander](#) will take further actions as needed or advised by authorities.
4. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
5. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
6. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
7. 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.
8. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

Nuclear Blast or Explosion Involving Radioactive Materials

Procedure

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.

More information about radiological incidents is available on the Learning Zone in courses STEPS 205 and STEPS 405.

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate the [Shelter-in-Place](#) action.
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 [Incident Commander](#) 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, ICS teams should provide first aid and extinguish fires. The [Incident Commander](#) will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
5. The [Security/Utilities Team](#) will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and 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 [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident.
7. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
8. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
9. The [Incident Commander](#) or [Public Information Officer](#) will monitor local news outlets and initiate further actions as appropriate.
10. At the [Incident Commander's](#) discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
11. The school will remain in [Shelter-in-Place](#) until the Los Angeles County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. [Relocation](#) may be advised by authorities.
12. The [Planning and Intelligence team](#) will complete a damage assessment report (attach form) and transmit it to School Police and the ESC [Administrator of Operations](#).
13. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)



Fire

[Table of Contents](#)

Quick Reference Links:

[Fire on School Grounds](#)
[Fire in Surrounding Area](#)

Fire on School Grounds

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on the [Learning Zone](#) in courses [STEPS](#) 201 and 401. Online training about fire alarm systems is available on the [Learning Zone](#) in course [STEPS](#) 418.

Procedure

1. Upon discovery of a fire, [teachers](#) or [staff](#) will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will immediately initiate the [Evacuate Building](#) action. [Staff](#) and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The [Incident Commander](#) 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 [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the fire. ESC personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, [teachers](#) will bring student rosters and any classroom emergency supplies, 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/HazMat Team](#) will suppress fires and initiate rescue procedures as it is safe to do so 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. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
10. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
11. If needed, the [Logistics Team Leader](#) will notify Bus Dispatch [1-800-labuses](#) to request buses for staff and student evacuation.
12. 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.
13. For fires during non-school hours, the [Incident Commander](#) and the ESC [Administrator of Operations](#) will determine if the school will open the following day.
14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
15. The [Planning and Intelligence Team](#) will complete a damage assessment report (attach form) and transmit it to the School Police and ESC [Administrator of Operations](#).
16. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

Fire in Surrounding Area

This procedure addresses a fire 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 principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include [Shelter-in-Place](#), [Evacuate Building or Off-Site Relocation](#).
2. The [Incident Commander](#) will notify [911](#) and School Police [\(213\) 625-6631](#) and will provide the location and nature of emergency.
3. The [Incident Commander](#) 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. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident. ESC personnel will call the Office of Communications with information on this situation.
6. If the [Incident Commander](#) 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.
7. In the event of an evacuation, [teachers](#) will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the [Assembly Area Team](#) of missing students.
8. The [Incident Commander](#) or [Public Information Officer](#) will monitor local news outlets and initiate further actions as appropriate.
9. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
10. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an ISTAR report on the incident.
11. If needed, the [Logistics Team Leader](#) will notify Bus Dispatch [1-800-labuses](#) to request buses for staff and student evacuation.
12. The [Incident Commander](#) will initiate an [Off-Site Relocation](#) if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)



Food / Water Contamination

[Table of Contents](#)

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 or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on the [Learning Zone](#) in course [STEPS 416](#).

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The [Incident Commander](#) will notify:
 - [911](#)
 - School Police [\(213\) 625-6631](#)
 - County Department of Health Services [\(213\) 974-1234](#)
 - Office of Environmental Health and Safety [\(213\) 241-3199](#)
 - Food Services Division [\(213\) 241-2993](#)
 - District Nursing Services [\(213\) 202-7580](#)
 - Educational Service Center [Administrator of Operations](#) and/or [Operations Coordinator](#)
3. The [Planning and Intelligence Team Leader](#) 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 [Planning and Intelligence Team Leader](#) 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 [Incident Commander](#) will confer with the County Department of Health Services before resuming normal operations.
7. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
8. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)



Psychological Trauma / Crisis

[Table of Contents](#)

Quick Reference Links:

[Psychological Trauma:](#)

[Effects](#)

[Procedure](#)

[School Crises:](#)

[Multi-Tiered Crisis Team Model](#)

[School Site Crisis Team Protocols](#)

[Psychological First Aid Response](#)

Psychological Trauma

Psychological trauma involves an emergency that may have a psychological impact on students and staff. Such events may occur at school or in the community, and might include an act of violence, the death of a student or staff member, an earthquake or other natural disaster, a serious environmental problem, ethnic and/or racial tensions.

[Top](#)

Emergencies like those described above may also include one or more of the following effects:

- 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. **Safe School Plan Volume 3 specifically addresses these issues.** Online training about crisis events is available on the [Learning Zone](#) in courses [STEPS](#) 207 and 409.

[Top](#)

Procedure

1. The principal or designee becomes the [Incident Commander](#) and activates the school ICS Team, including the [Psychological First Aid/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. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#), and request additional resources as necessary.
5. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open or update an [ISTAR report](#) on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the [Incident Commander](#) to restore regular school functions as efficiently and as quickly as possible.
7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

[Top](#)

School Crises

A school crisis is a sudden, unexpected, or unanticipated critical incident that disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear. Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults. Some examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school and/or involving students or staff

- A suicide of a student or staff
- The death of a student, staff or one of their family members
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism
- Other situations impacting the functioning of the school

After a school crisis/emergency, students and staff may experience a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, attention must turn to meeting the social-emotional needs of students and staff. Safe School Plan (SSP) Volume 3 provides resources and strategies for supporting students and staff after critical incidents, including how to provide psychological first aid in responding to crisis incidents.

Multi-Tiered Crisis Response Team Model

Tier I: School Site Crisis Response

At this level, School Site Crisis Teams are responsible for initiating and monitoring crisis response.

Tier II: ESC Crisis Response

If the crisis response required is beyond the scope of what the School Site Crisis Team can provide or will significantly overwhelm the resources of the school site, the administrator/designee contacts the ESC Operations staff for support and assistance from the ESC Crisis Response Team.

Tier III: Central Office Crisis Response

In the event that a crisis significantly impacts a large number of students and staff, the Central Crisis Response Team will offer assistance to the school, at the request of the ESC Operations Administration.

[Top](#)

General Protocol for School Site Crisis Teams

When providing response, the crisis situation will dictate the order and applicability in which subsequent steps are followed.

☐ **Establish a School Site Crisis Team**

In accordance with the SSP Volume 3, School Site Crisis Team members should be comprised of school staff, such as administrators and out-of-classroom support staff. The team should be established at the beginning of each school year.

☐ **Secure Campus/Office Safety**

- Call [911](#) for immediate, emergency life threatening situations.
- Call School Police [\(213\) 625-6631](#) or local law enforcement for assistance at the school site or school-related activity.
- Secure site and/or implement lockdown, if necessary.
- For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services [\(213\) 241-3841](#).

☐ **Determine Facts**

Some questions to consider when gathering the facts include:

- What happened?
- Who was involved?
- How were they involved?
- How did it happen?
- Where and when did it happen?
- What caused the crisis?
- What is the prognosis for those involved?
- Other information and potential information sources.

☐ **Notify**

- ESC Administrator of Operations and/or Operations Coordinator.
- Administrator/designee of co-located schools on site, as appropriate.
- Other offices, as appropriate.
- Document the incident in an [ISTAR report](#) and update, as necessary.â€

☐ **Assess**

School Site Crisis Team meets to assess the impact and severity of the incident and determine the level of crisis response needed. The assessment of the situation will drive the response and recovery.

Some variables to consider when assessing the impact of the crisis include:

- Type of incident
- Number of students and staff that might be affected
- Popularity of the individuals involved
- Physical and/or emotional proximity to the crisis incident
- History and recency of other crises
- Time the crisis incident occurred
- School & community resources availableâ€

☐ **Develop Action Plan**

Crisis response and interventions will be determined by the impact and severity of the incident. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

- Communication
- Logistics/Operations
- Triage/Crisis Counseling
- Crisis Management
- Incident Debriefingâ€

☐ **On-Going Recovery Efforts**

The Crisis Team will provide on-going assessment of needs and follow-up services as required.

[Top](#)

Psychological First Aid: Responding to Crisis Incidents

1) LISTEN to what they say and how they act.

- Address the feeling(s)/behavior(s) as soon as possible.
- If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
- Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
- Express compassion and calmness in your statements as well as nonverbal behaviors.

2) PROTECT by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age-appropriate.

- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3) CONNECT through interaction, activities and resources.

- "Check in" with student(s) on a regular basis.
- Become familiar with learning support staff at your school (Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
- Encourage interactions, activities, team projects with friends and teachers.
- Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
- *Note:* Consult with DCFS if you suspect child abuse and/or neglect.

4) MODEL calm and optimistic behavior.

- Model healthy responses by remaining calm, courteous, organized and helpful.
- Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
- Take constructive actions to assure safety.
- Monitor conversations that students may engage in or hear.
- Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
- Practice self-care.

5) TEACH about normal changes that can occur when traumatized.

- Student(s) may have different reactions even to the same event.
- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "doable" goals and share in these achievements as "wins."
- *Note:* With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

[â€‹Top](#)



Public Health Emergency

[Table of Contents](#)

Quick Reference Links:

[Public Health Emergencies](#)
[Hand Washing](#)
[Coughing / Sneezing Protection](#)
[Separating Symptomatic Individuals](#)
[Continuity-of-Service Plan](#)
[Alternate Lesson Formats](#)

Public Health Emergencies

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with District Nursing Services (213) 202-7580. Online training about public health emergencies is available on the [Learning Zone](#) in course [STEPS 416](#).

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 can create a great deal of anxiety and misinformation.

Healthy Habits to Reduce Public Health Emergency Impact

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

[Top](#)

Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand-washing supplies for all restrooms.

[Top](#)

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 or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.

[Top](#)

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 separated from the general population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.

[Top](#)

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. Such a reduction in available staff will challenge the continuity of school 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 important tasks normally preformed by critical employees can still be done when those employees are absent. School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.

To assist in the planning process, schools can use the Continuity of Service form (attach form). 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.

[Top](#)

Develop Alternate 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, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:

- Allowing students to take home school books and class materials.
- Posting lesson on school websites with materials.
- Using Blackboard Connect telephone messages to homes.
- Use of KLCS Channel 58 programming.

- Use of other approved internet education websites.
- Mailing home printed materials.
- Having printed materials available for families to pick up at school.

[â€‹Top](#)



Threat to Self/Others

[Table of Contents](#)

Quick Reference Links:

[Threat to Others](#)

[Threat to Self](#)

[Responding to Students who Self-Injure](#)

Threat to Others

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the Information is available in the LAUSD [Workplace Violence, Bullying and Threats \(Adult-to-Adult\)](#) and [Threat Assessment and Management \(Student –to-Student, Student-to-Adult\)](#) Bulletins. **Safe School Plan Volume 3 specifically addresses these issues.** Online training about threats is available on the [Learning Zone](#) in courses [STEPS](#) 208 and 408.

Procedure

The following is a summary checklist of general procedures for the administrator/supervisor to respond to any reports of violence or threats. The urgency of the situation will dictate the order in which the subsequent steps are followed.

☐ **Secure Campus/Office Safety** -This may include calling law enforcement, the Los Angeles County Department of Mental Health, warning the intended victim(s), or consulting with Crisis Counseling and Intervention Services.

☐ **Notify** - ESC [Administrator of Operations](#) and/or [Operations Coordinator](#), other offices, and document in an [iSTAR report](#).

☐ **Investigate** - Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information about the person of interest, intended target(s) and any witnesses.

☐ **Convene the Threat Assessment Team** -The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional.

☐ **Assess for Risk to Self or Others**

- a. Administrator/designee or designated threat assessment team member meets with the individual making the threat.
- b. Multi-disciplinary threat assessment team determines the level of risk. Suicide risk indicators and appropriate actions can be found in the LAUSD [Suicide Prevention, Intervention, and Post-intervention](#) bulletin. There are three categories of risk:
 - **Low Risk:** Does not pose imminent danger to self or others; insufficient evidence for violence potential.
 - **Moderate Risk:** May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
 - **High Risk:** Poses imminent danger to self or others with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

☐ **Suspected Child Abuse** - When reporting child abuse, include information about the student's threat and suicide risk.

☐ **Determine Appropriate Action Plan** - Interventions and action plan should be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/ designee.

☐ **Additional Actions** may be required if the behavior falls under any of the following categories:

- Criminal Threat (bodily harm or an immediate physical threat)
- Disciplinary Action
- Mental Health Evaluation

☐ **Student Re-Entry Guidelines** - If the student has been out of school for any length of time, including mental health hospitalization, or will be transferring to a new school, the school site administrator/designee may consider using re-entry guidelines for a successful transition.

☐ **Provide Resources**

☐ **Monitor and Manage** - Monitor until it is determined that the individual no longer poses an immediate threat to self or others.

☐ **Document All Actions** - Maintain records, complete [iSTAR Report](#) and update as needed.

[Top](#)

Threat to Self

Procedure

The below guidelines apply when responding to students who are at risk for a threat to self.

☐ Respond Immediately

- Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee.
- Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student. Do not leave the student unsupervised.

⌂ ☐ Secure the Safety of the Student

- Supervise the student at all times.
- For immediate, emergency life threatening situations call 911.
- If a student is agitated, unable to be contained, or for immediate assistance, contact the Los Angeles School Police Department [\(213\) 625-6631](#) or the local law enforcement agency.
- District employees should not transport students exhibiting the behaviors noted above. This does not pertain to LASPD officers.
- Contact law enforcement to conduct a welfare check, as appropriate.
- For technical assistance and consultation, contact School Mental Health Crisis Counseling and Intervention Services [\(213\) 241-3841](#).

⌂ ☐ Assess for Suicide Risk

- The student should be supervised at all times by another designated staff member.
- The administrator/designee or the designated school site crisis team member should meet with the student to complete a risk assessment using the [Suicide Risk Assessment Checklist](#) as a guide to determine the [level of suicide risk](#).

⌂ ☐ Suicide Risk Checklist:

1. Current Ideation: Is the student thinking of suicide now?
2. Communication of intent: Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written.)
3. Plan: Does the student have a plan to harm/ kill themselves now?
4. Means and access: Does the student have the means/access to kill themselves?
5. Past Ideation: Has the student ever had thoughts of suicide?
6. Previous attempts: Has the student ever tried to kill themselves?
7. Changes in Mood/Behavior: In the past year, has the student ever felt so sad he/she stopped doing regular activities? Has the student demonstrated abrupt changes in behaviors? Has the student demonstrated recent, dramatic changes in mood?
8. Stressors: Has the student ever lost a loved one by suicide? Has the student had a recent death of a loved one or a significant loss (e.g., death of family member, parent separation/divorce, relationship breakup)? Has the student experienced victimization or been the target of bullying/harassment/discrimination?
9. Mental Illness: Does the student have a history of mental illness (i.e. depression, conduct or anxiety disorder)?
10. Substance Use: Does the student have a history of alcohol/substance abuse?
11. Protective Factors: Does the student have a support system of family or friends at school and/or home? Does the student have a sense of purpose in his/her life? Can the student readily name plans for the future, indicating a reason to live?

⌂ ☐ Levels of Suicide Risk:

- **Low Risk:** Does not pose imminent danger to self; insufficient evidence for suicide potential.

- **Moderate Risk:** May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
- **High Risk:** Poses imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

☐ **Determine Appropriate Action Plan**

- **Low Risk:** Reassure and supervise student; communicate concerns with parent/guardian; assist in connecting with school and community resources, including crisis lines; mobilize a support system; develop a safety plan that identifies caring adults, appropriate communication and coping skills; establish a follow-up plan and monitor, as needed.
- **Moderate and High Risk:** Supervise student at all times (including restrooms); contact the Los Angeles County Department of Mental Health ACCESS [\(800\) 854-7771](tel:8008547771) for a mental health evaluation to evaluate for possible hospitalization; notify and hand off student to parent/guardian who commits to seek immediate mental health assessment, law enforcement or psychiatric mobile responder; establish a follow-up and/or re-entry plan and monitor, as needed.

☐ **Determine Appropriate Follow-up Plan**

The follow-up plan will be based upon severity and potential risk. The follow-up plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

☐ **Develop a Safety Plan**

- Identify caring adults in home, school, and community environment.
- Discuss and identify helpful coping skills.
- Provide after-hours resource numbers. The Suicide Prevention Crisis Line is [\(877\) 727-4747](tel:8777274747).

☐ **Mobilize Support System and Provide Resources**

- Connect student and family with social, school, and community supports.
- For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.

☐ **Monitor and Manage**

- The administrator/designee should monitor and manage the case until it has been determined that the individual no longer poses an immediate threat to self.
- Maintain consistent communication with appropriate parties on a need to know basis.
- Plan for re-entry as needed.

☐ **Student Re-entry Guidelines**

In planning for the re-entry of a student who has been out of school for any length of time, including mental health hospitalization and drug or alcohol inpatient treatment, the school site may consider any of the following actions:

- ☐ Have parent escort student on first day back.
- ☐ Request discharge documents from hospital and/or Medical Clearance for Return to School from parent.
- ☐ Meet with key staff, parents and student to develop a safety plan.
- ☐ Identify on-going mental health resources in school and/or community.
- ☐ Modify academic programming, as appropriate.
- ☐ Consider assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program.
- ☐ If student is prescribed medication, monitor with parent consent.
- ☐ Discuss need for parent monitoring of student's personal communication devices, including social networking sites, as needed.
- ☐ Notify student's teachers, as appropriate.
- ☐ Identify adults they trust and can go to for assistance at school and at home.
- ☐ As needed, ensure that any bullying, harassment, discrimination is being addressed.
- ☐ Designate staff (e.g., PSW, PSA, School Nurse, Academic Counselor) to check in with student during the first couple weeks periodically.

☐ Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information.

☐ Manage and Monitor to ensure the student is receiving and accessing the proper mental health and educational services needed

☐ **Document All Actions**

- The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report and Risk Assessment Referral Data (RARD) in ISTAR.
- If the student is assessed by a member of the crisis response team who does not have reporting access to ISTAR, the crisis team member should complete Attachment I, RARD and submit it to the school site administrator within 24 hours or by the end of the next school day, for submission on ISTAR. The RARD should no longer be mailed to School Mental Health.
- Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
- If a student for whom a RARD has been completed transfers to a school within or outside the District, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition.

[â€‹Top](#)

Responding to Students who Self-Injure

Self-injury is the act of deliberately harming one's own body, such as cutting or burning oneself. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. Therefore, it is important to assess students who cut or exhibit other types of self-injurious behaviors for suicidal ideation.

☐ **Indicators of Self-Injury**

- Frequent or unexplained bruises, scars, cuts or burns.
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtle necks, especially in hot weather; bracelets to cover the wrists; not wanting to change for PE)
- Possession of sharp implements (e.g., razor blades, shards of glass, thumb tacks)
- Evidence of self-injury (e.g., journals, drawings, social networking sites)

Procedure

The below are the protocols for responding to a student who self-injures.

1. Respond immediately or as soon as possible.
2. Supervise the student.
3. Assess for suicide risk.
4. Communicate with and involve the parent/guardian, even if the student is not suicidal, so the behavior may be addressed as soon as possible. Provide the handout Self-Injury and Youth - General Guidelines for Parents. For handouts in additional languages, visit <http://suicideprevention.lausd.net>.
5. Encourage appropriate coping and problem-solving skills; do not discourage self-injury.
6. Listen with calm and caring; reacting in an angry or shocked manner or using punishment may inadvertently increase self-injurious behaviors.
7. Provide resources.
8. Identify a support system at home and at school.
9. Document all actions in the RARD tab on ISTAR.

☐ **Self-Injury and Contagion**

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

1. Respond immediately or as soon as possible.
2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. Each student should be assessed for suicide risk individually using the protocol outlined in Section IV.

5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have encouraged the behaviors of others. This behavior may be indicative of more complex mental health issues for this particular student.

☐ Other Considerations for Response to Self-Injury and Contagion

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in settings, such as student assemblies, public announcements, school newspapers, the classroom, or even in groups.
2. When self-injurious behaviors are impacting the larger school community, schools may respond by inviting parent(s)/guardian(s) to an information parent meeting at the school. Considerations should be made for supervising students and children during this time; the meeting should be reserved for parent(s)/guardian(s) only.
3. Consult and work with the LAUSD Office of Communications [\(213\) 241-6766](tel:213-241-6766) for dissemination of information, as needed.
4. For consultation and assistance with parent information meetings, contact ESC Operations staff or call School Mental Health Crisis Counseling and Intervention Services [\(213\) 241-3841](tel:213-241-3841).

[Top](#)



Tsunami

[Table of Contents](#)

Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet, and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

This procedure should be followed if a distant or local event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a tsunami annex in their safe school plan. All of the identified schools have been issued weather alert radios that are managed by [NOAA \(National Oceanic and Atmospheric Administration\)](#). Information is available in the LAUSD [NOAA Public Alert Systems](#) Bulletin.

Procedure

1. The principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include [Shelter-in-Place, Evacuate Building, or Off-Site Relocation](#). The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The [Incident Commander](#) or [Public Information Officer](#) will monitor local news outlets for information such as evacuation notices, and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone will have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the [Incident Commander](#) issues the [Evacuate Building](#) or [Off-Site Relocation](#) action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. 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 may continue for several hours and travel several times faster than walking, running or driving.
4. In the event of an evacuation, [teachers](#) will take students rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. Teachers will notify the [Assembly Area Team](#) of missing students.
5. The [Incident Commander](#) will notify School Police [\(213\) 625-6631](#) and the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the incident. ESC staff will inform the Office of Communications of the situation.
6. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
7. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
8. The [Incident Commander](#) will initiate an [Off-Site Relocation](#) if warranted by changes in conditions.
9. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

[Top](#)



Utility Failure

[Table of Contents](#)

Quick Reference Links:

[Loss or Failure of Utilities](#)

[Procedure](#)

[Gas Leak](#)

[Loss of Water Supply:](#)

[Bathrooms](#)

[Cafeteria](#)

[Drinking Water](#)

[Fire Suppression](#)

[Other Concerns](#)

[Loss of Power:](#)

[Lights](#)

[Phone Systems](#)

[School Two-Way Radios](#)

[Students on Ventilators](#)

[Fire Alarms and Suppression Systems](#)

[Food Service](#)

Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. Detailed utility plans specific to the school can be found in the Safe School Plan.

[Top](#)

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. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to [Explosion/Risk of Explosion](#) on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include [Shelter-in-Place](#), or [Evacuate Building](#).
4. The [Incident Commander](#) 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. Other personnel will be notified at the discretion of the [Incident Commander](#).
5. Local Maintenance Area personnel, working with the [Incident Commander](#), will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The [Incident Commander](#) will notify the ESC [Administrator of Operations](#) and/or [Operations Coordinator](#) of the loss of utility service.
7. If the [Evacuate Building](#) action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.
8. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
9. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an [ISTAR report](#) on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.
12. In addition to the procedures listed above, the [Incident Commander](#) will implement the protocols for specific concerns below as needed.

[Top](#)

Loss of Water Supply - Operational Checklist

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies.

[Top](#)

1. BATHROOMS

- School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush”. Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.
- Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, 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 are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties “Faculty”.

[Top](#)

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. The water carrier 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.

[Top](#)

3. DRINKING WATER

- Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often DWP or Maintenance and Operations will obtain 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. Details are available in the LAUSD [School Site Emergency/Disaster Supplies](#) Reference Guide.

[Top](#)

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 the LAUSD [Procedures for Fire Protection Systems](#) Reference Guide. 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 [\(213\) 241-3199](#) 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	(323) 881-2455

- 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 ensure they followed the Fire Code.

[Top](#)

5. OTHER CONCERNS

- At secondary schools, there may be a request to use the showers, but that cannot be accommodated. 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, or provide bottled water.

[Top](#)

Loss of Power – Operational Checklist

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

[Top](#)

1. LIGHTS

- Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; It is common practice for students to remain in classrooms during a power outage.
- 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 illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on 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 have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.
- Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.
- In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator 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.

[Top](#)

2. PHONE SYSTEMS

- School PBX phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. 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, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities. 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.

[â€‹Top](#)

3. SCHOOL TWO-WAY RADIOS

- Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.
- Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.
- Cell phones, text messages and public access communication tools can supplement two-way radio communications.

[â€‹Top](#)

4. STUDENTS ON VENTILATORS

- The schools of students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the [Office of Emergency Services](#).

[â€‹Top](#)

5. FIRE ALARMS AND SUPPRESSION SYSTEMS

- During a power outage, fire alarms and notification systems 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, see the LAUSD [Procedures for Fire Protection Systems](#) Reference Guide. 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 (213) 241-3199 must be notified and logs should document 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	(323) 881-2455

- 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.

[â€‹Top](#)

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 an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator 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.

[Top](#)



Weather

[Table of Contents](#)

Quick Reference Links:

[General Inclement Weather Procedures:](#)

[Rain](#)

[Flooding](#)

[Hail](#)

[High Winds](#)

[Funnel Clouds](#)

[Excessive Heat](#)

[NOAA Hazardous Weather Categories](#)

General Inclement Weather Procedures

Schools may implement general inclement weather procedures during heavy **rain, flooding, hail, or high winds**. More information is available in Reference Guide [School Procedures during Inclement Weather](#), Reference Guide [NOAA Public Weather Radios](#), and Bulletin [Guidelines for Preventing Heat Stress](#).

General Inclement Weather Procedure:

1. The principal for designee becomes the [Incident Commander](#), activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include [Shelter-in-Place](#), [Evacuate Building](#), or [Off-Site Relocation](#).
2. The [Incident Commander](#) will notify [911](#) and School Police [\(213\) 625-6631](#) and will describe the nature and extent of the incident.
3. The [Incident Commander](#) will notify the ECS [Administrator of Operations](#) and/or [Operations Coordinator](#) of the emergency situation. ESC personnel will call the Office of Communications with information on the situation.
4. The [Incident Commander](#) will direct the [Security/Utilities Team](#) or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The [Incident Commander](#) or [Public Information Officer](#) will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the [Incident Commander](#) issues the [Evacuate Building or Off-Site Relocation](#) action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, 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/Triage Team](#) will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The [Planning and Intelligence Team](#) will consider the impact of weather (including travel) on field trips and extracurricular activities, and advise the [Incident Commander](#) if activities should be curtailed.
10. The [Incident Commander](#) will direct the [Planning and Intelligence Team Leader](#) or other authorized user to open an ISTAR report on the incident.
11. The [Incident Commander](#) will notify and update parents via Blackboard Connect.
12. The [Incident Commander](#) will initiate an [Off-Site Relocation](#) if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the [Incident Commander](#) will initiate the [All Clear](#) action.

[Top](#)

Rain – can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning.

Before every rainy season, school plant managers should be reminded to:

- ☐ Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- ☐ Inspect roof scuppers and drains to make sure they work properly.
- ☐ Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

[Top](#)

Flood/Flash Flood

A Flash Flood may accompany rain, or may appear suddenly as a result of storm conditions elsewhere in Southern California, and may impede driving.

[Top](#)

Hail

Hail can damage buildings and equipment, possibly injure students (depending on the size of the hailstones), and may be accompanied by unusually cold weather.

[Top](#)

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

[Top](#)

Funnel Clouds

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

Procedure

1. The principal for designee becomes the **Incident Commander**, activates the school ICS Team, and will initiate the appropriate Immediate Response Action, **Shelter-in-Place**.
2. The **Incident Commander** makes the following announcement over the PA system, or using an alternate method of communication: YOUR ATTENTION PLEASE. WE ARE IMPLEMENTING A SHELTER-IN-PLACE, DUE TO SEVERE WEATHER. STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM WINDOWS. SIT ON THE FLOOR WITH YOUR BACK TO THE WALL, AND PROTECT YOUR HEAD WITH YOUR ARMS. 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.
3. If inside, **teachers** will keep students in the classroom until further instructions are given.
4. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
5. The **Incident Commander** will notify [911](#) and School Police [\(213\) 625-6631](#) and will describe the nature and extent of the incident.
6. The **Incident Commander** will notify the ECS **Administrator of Operations** and/or **Operations Coordinator** of the emergency situation. ESC personnel will call the Office of Communications with information on the situation.
7. The **Incident Commander** or **Public Information Officer** will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. **Teachers** will take attendance to account for students, and notify the office of missing students.
9. The **Incident Commander** will direct the **Planning and Intelligence Team Leader** or other authorized user to open an ISTAR report on the incident.
10. The **Incident Commander** will notify and update parents via Blackboard Connect.
11. The **Incident Commander** will initiate an **Off-Site Relocation** if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the **Incident Commander** will initiate the **All Clear** action.

[Top](#)

Heat

The intensity of exercise activities must be limited or they must be modified whenever the Heat Index (table attached, tap paperclip to view) is above 95°. Details are available in the LAUSD [Guidelines for Preventing Heat Stress](#) bulletin. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the [OSHA Heat Safety Tool](#). Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies For Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors when possible.
- Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
 - a. Students with history of previous heat illness
 - b. All current illnesses and/or health sensitive medical conditions
 - c. Students who have experienced recent injuries

[Top](#)

Categories of Hazardous Weather Alerts Issued by the National Weather Service

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the LAUSD [NOAA Public Weather Radios](#) Reference Guide.

WATCH - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- ☐ Review the Safe School Plan and confirm staff assignments for emergency positions
- ☐ Review field trips and extracurricular activities
- ☐ Review Blackboard Connect emergency contact lists for staff and students
- ☐ Monitor local weather via www.weather.gov and/or a NOAA weather radio
- ☐ Inspect the campus for conditions that could cause damage

ADVISORY - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- ☐ Review the Safe School Plan
- ☐ Check emergency supplies
- ☐ Examine extracurricular activities, field trips, and after-school programs
- ☐ Plan for modified activity schedule
- ☐ Move outdoor equipment out of harm's way
- ☐ Monitor local weather via www.weather.gov and/or a NOAA weather radio
- ☐ Check school site for hazards and exposures that can be mitigated
- ☐ Send a Blackboard Connect message if extracurricular activities may be impacted

WARNING - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- ☐ Activate Safe School Plan
- ☐ Stage emergency supplies in a location protected from weather
- ☐ Send Blackboard Connect message and update school website and school social media accounts to notify parents
- ☐ Notify ESC Operations of actions
- ☐ Take proactive steps to protect students and staff
- ☐ Cancel activities, field trips and after-school programs if expedient to do so

[Top](#)

Contacts for Weather

Air Quality Management District	Phone: 909-396-2000
American Red Cross Public Information	Phone: 310-445-9900
Animal Services - LA City	Phone: 888-452-7381
Blackboard Connect Client Care	Phone: 866-435-7684
Building Inspection - LA City	Phone: 888-524-2845
Bus Dispatch - LAUSD	Phone: 213-580-2900
Cal Trans Road Closures	Phone: 800-427-7623
California Highway Patrol	Phone: 800-835-5347
Department of Mental ACCESS - LA County	Phone: 800-854-7771
Department of Public Health - LA County	Phone: 213-240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	Phone: 213-485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	Phone: 818-752-5100
Department of Water and Power (DWP) - LA City	Phone: 800-342-5397
District - School Police Watch Commander	Phone: 213-625-6631
District Nursing - LAUSD	Phone: 213-202-7580
Educational Service Center East - LAUSD	Phone: 323-224-3100
Educational Service Center ISIC - LAUSD	Phone: 213-241-0100
Educational Service Center North - LAUSD	Phone: 818-654-3600
Educational Service Center South - LAUSD	Phone: 310-354-3400
Educational Service Center West - LAUSD	Phone: 310-914-2100
Fire And Medical Emergencies	Phone: 911
Health Services - LA County	Phone: 800-427-8700
Information Line - L.A. City	Phone: 311
Information Line - LA County	Phone: 211
Office of Communications - LAUSD	Phone: 213-241-6766
Office of Emergency Services - LAUSD	Phone: 213-241-3889
Office of Environmental Health & Safety - LAUSD	Phone: 213-241-3841
Office of School Operations - LAUSD	Phone: 213-241-5337
Park Rangers Hotline - LA City	Phone: 323-644-6661
Recreation and Parks - LA City	Phone: 213-978-4670
Sanitation: Refuse Collection - LA City	Phone: 800-773-2489
Sanitation: Sewer - LA City	Phone: 213-485-7575
Sanitation:Storm Drain/Stormwater - hotline LA City	Phone: 800-974-9794
School Mental Health - LAUSD	Phone: 213-241-3841
Sewer Maintenance - LA County NON-LA City	Phone: 1-800-675-4357
Southern California Edison - NON-LA City	Phone: 800-611-1911
Southern California Gas Company	Phone: 1-800-427-2200
Storm Damage/mud slides reports - LA City	Phone: 311
Street Lighting - LA City	Phone: 311
Student Medical Services - LAUSD	Phone: 213-202-7584