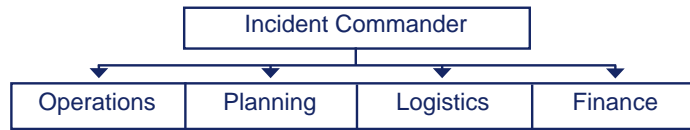




EMERGENCY REFERENCE CHART OFFICE OF EMERGENCY SERVICES

Quick Guide

INCIDENT COMMAND SYSTEM (ICS)



EARTHQUAKE PROCEDURE - DROP, COVER, AND HOLD-ON

Frequency: Monthly practice

Emergency Signal: Command of **DROP** given by teacher or staff member

Inside classroom: Upon command of "**DROP**," drop to knees, facing away from windows; take cover by getting body under/below equipment (desk, chair, table, etc.); grasp equipment (furniture leg, etc.) with hands and hold tightly; wait quietly for further instructions.

On school grounds, outside buildings: Stay clear of buildings, power lines, light poles, etc.; drop to the ground, cover head if possible, and hold onto a stable object if available; remain clear of obstacles and wait until situation stabilizes and staff member gives all clear

On the way to or from school: Move away from all buildings, other structures, and trees; assume "**Drop/Cover/Hold-on**" position if possible; use hand to cover head if other protection is not available

All Clear: Given by teacher or staff member



FIRE DRILL PROCEDURE

Frequency: First week of **ELEMENTARY** and **MIDDLE SCHOOL** until proficient, then once per month; each semester and summer session of **SENIOR HIGH SCHOOL**



Signal: Bell for 10 seconds; pause for 5 seconds; bell for 10 seconds – repeat bell sequence

Drill Procedures: Students will evacuate to designated areas in a quiet, safe, and expeditious manner; teachers will take their attendance cards or roll books, account for all students and report any inconsistencies to the Incident Commander; students and teachers will wait in their designated areas for instructions

All Clear: One long (10 seconds) bell or oral notification by staff that drill is over

LOCK DOWN PROCEDURE

Armed Suspect near School

Frequency: Review once a semester and summer school

Signal: One long continuous bell, PA announcement, phone call, messenger, or e-mail

Inside classroom: Bring any students inside, Close and lock all doors and windows, close blinds, turn off lights, move students away from windows, and remain in the classroom until emergency is over. Take roll and report missing students. **Outside of the**

Classroom: Proceed to the closest room and remain inside until the all-clear signal. **All Clear:** One long (10 seconds) bell or oral notification by staff that drill is over

SHELTER-IN-PLACE

Hazardous Materials Spill

Frequency: Review once a semester and summer school

Signal: One long continuous bell, PA announcement, phone call, messenger, or e-mail

Inside classroom: Bring any students inside, close and lock all doors and windows, turn off HVAC system, cover vents to the outside and cracks by doors and windows, close blinds, and remain in the classroom until emergency is over. Take roll and report missing students. **Outside of the Classroom:** Proceed to the closest room

and remain inside until the all-clear signal. **All Clear:** One long (10 seconds) bell or oral notification by staff that drill is over

TAKE COVER PROCEDURE

Frequency: Review once per semester and summer school

Signal: Alternating long and short bells; command of **DROP** given by teacher or staff member

Inside classroom: Upon command of "**Drop/Take Cover**," drop to knees with back to window, place head in lap and clasp hands behind the neck; wait quietly for instructions

On school grounds, outside buildings: Seek any type of protection; drop to the ground with back to hazard and clasp hands behind the neck; remain in this position for a brief period, then seek, if necessary, protective cover

On the way to or from school: Seek any type of protection (curb, bench, ditch, gutter, etc.); drop to the ground with back to hazard and clasp hands behind the neck; remain in this position for a brief period, and then seek, if necessary, protective cover; go to the nearest available place of shelter and remain there quietly until instructed to leave by a recognized authority

All Clear: One long (10 seconds) bell or oral notification by staff that drill is over



**An oral review of purpose and procedure may be done in lieu of actual practice.*

INDIVIDUAL EMERGENCY RESPONSE TIPS

- ✓ Your initial response is critical
- ✓ Don't panic
- ✓ Stay calm
- ✓ Take a deep breath
- ✓ Know your specific job responsibility
- ✓ Look for immediate danger(s)
- ✓ Incidents usually don't follow any set of rules
- ✓ Be ready to assume new duties at any time – be flexible
- ✓ Ask for assistance if needed
- ✓ See the job through to the end



FIRST AID TIPS

- Unconscious victims:** Always call 911; begin CPR, if needed
- Severe muscle, bone, or joint injuries:** Immobilize injured parts
- Major open wounds:** Cover with dressing (preferably sterile); elevate affected area if no broken bones; bandage; if needed, apply pressure
- Shock:** Always call 911; lay victim flat; elevate legs if no injuries to head, neck or back; maintain normal body temperature; cover with blanket or jacket



SUPPLIES

- ✓ Schools have a three-day supply of water and food for students and staff
- ✓ Schools have search and rescue equipment
- ✓ Schools have storage containers for emergency supplies
- ✓ Schools/offices have emergency first aid kits
- ✓ Schools/offices have emergency procedure guidelines and quick reference charts

INDIVIDUAL PREPAREDNESS TIPS

- ✓ Prepare your family at home – store 7 days of food, water, medications, and other essential items, and make a family disaster plan.
- ✓ Stash personal emergency supplies – keep your own essential supplies in your car and in your classroom/office.
- ✓ Train for emergency situations – take the Safety Training for Emergency Preparedness at Schools (STEPS) series of short, online courses offered through the Learning Zone. A full course list is found at: steps.lausd.net

INTERVENTION ACTIVITIES AFTER A CRISIS

- ✓ Avoid media stories about the event
- ✓ Engage in play activities
- ✓ Paint or draw pictures reflecting feelings.
- ✓ Write in a journal
- ✓ Read and discuss stories
- ✓ Create a mural or banner reflecting positive recovery events
- ✓ Make a memory book or chart reflecting positive thoughts and actions
- ✓ Take part in individual and group counseling
- ✓ Take care of yourself; get proper rest, nutrition, exercise, and medical care

RELEVANT WEB SITES

- Safety Training for Emergency Preparedness at Schools:** steps.lausd.net
- You're On Your Own for 7 Days:** yoyo7.lausd.net
- Parent Emergency Information for LAUSD:**
ParentEmergencyInformation.lausd.net
- American Red Cross of Los Angeles:** www.redcrossla.org
- California Emergency Management Agency (CalEMA):** www.calema.ca.gov
- Community Emergency Response Team (CERT):** steps.lausd.net/cert
- Earthquake Country Alliance:** www.earthquakecountry.org
- Emergency Preparedness for People with Disabilities:**
disability.gov/emergency_preparedness
- ESP:** www.espfocus.org
- Federal Emergency Management Agency (FEMA):** www.fema.gov
- Great California ShakeOut:** www.shakeout.org
- LA City EMD:** <http://emergency.lacity.org/>
- LA County Emergency Survival Program:** www.lacoeoc.org/esp/
- LA County Public Health:** www.publichealth.lacounty.gov
- National Weather Service:** www.weather.gov
- Personal and Family Emergency Management for Schools:** www.ready.gov
- Readiness and Emergency Management for Schools:** rem.sed.gov
- Southern California Earthquake Center:** www.scecdc.scec.org
- SCEC:** www.scec.org (only earthquake data)
- United States Geological Survey:** www.usgs.gov



PLANNING FOR STUDENTS WITH FUNCTIONAL NEEDS

- ✓ Create an individual evacuation and care plan for all students with disabilities that may need extra assistance in an emergency. Consider the following needs:
 - ✓ Notification of an emergency and communication
 - ✓ Evacuation
 - ✓ Personal care assistance and supervision
 - ✓ Shelter
 - ✓ Medication and medical protocols

LEGAL REFERENCES

Disaster Service Workers, Section 3100 of the California Government Code

Declares that public employees are Disaster Service Workers, subject to such disaster service activities assigned to them by their superiors or by law. Public employees include all persons employed by the state, county, and city, and state agencies or public districts, excluding aliens legally employed. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

Katz Bill, California Assembly No. 2876, 1984

Mandates a school plan for earthquakes, conducting drills, hazard mitigation and training.

Petris Bill, California Senate Bill No. 1841, 1993

Requires school districts to be prepared to respond to emergencies using the Incident Command System (ICS). All school personnel shall be trained to use the system and ICS during drills and exercises. (See ICS Chart on reverse side.)

