

What to do in case of an EMERGENCY

There are numerous types of emergencies, and drills for each kind:

Fire Drill

- A. General Information
1. The signal that indicates a fire drill is a steady, or intermittent bell for 10 seconds; followed by 5 second silence; then repeating the steady or intermittent bell for 10 seconds. This sequence repeated for a minimum of one (1) minute.
 2. The return to the school will be at the direction of the administrator in charge. The return signal will be one steady long bell.
- B. Teacher responsibility during fire drill:
1. Know your specific exit routes and assembly area. See attached exit routes for each room.
 2. See that all students leave the room and building in a quiet, orderly manner.
! No talking!
 3. Have alternate exit route planned in case fire blocks your assigned fire exit.
 4. No students should stop less than twenty- five (25) feet from a building.
 5. No students should stop in front of gates or other entrances.
 6. Teachers must keep their roll book with them, and take roll when the class reaches it's assigned destination.
 7. In certain fire emergencies, students will be escorted to the assembly area which is located on the south area of the physical education field. Teachers will be instructed when to continue to this area. A map indicating where classes should meet on the field is attached to this bulletin.
- C. Fire Drill during " non- class time":
1. In case a fire drill signal occurs during lunch, nutrition, before school, after school, or during a passing period, students are to report to the assembly area on the quad. Students are to meet their homeroom teacher in a pre-determined designated area in the quad. The map at the end of this section will show where homerooms assemble.
 2. No students should stop in front of gates or other entrances.
 3. Teachers must keep their roll book with them, and take roll when the class reaches it's assigned destination. Have class seated in pre- determined order.

Drop Drill

- A. General Information:
1. This drill is to provide maximum protection in case of an earthquake or surprise attack.
 2. This drill involves no school- wide signal (only the command of "Drop"). There is a possibility that in case of an authentic earthquake or surprise attack fire bells will accidentally alarm. Ignore them. Teacher direction takes these situations until administrative direction is received.
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B. Student Earthquake “Drop/Hold” Procedures inside the classroom - Teacher’s Responsibility:

1. See that the command “Drop” is given.
2. See that students drop to knees with backs to windows.
3. See that students get under equipment (desk, tables, etc., where available.)
4. See that students hold onto an object after dropping to their knees, and that they keep their down.
5. See that students follow instructions quickly and orderly. These instructions may come from any adult and its nature will depend upon circumstances and the extent of damage to building (fire drill following earthquake drill could occur.)
6. Wait for further instructions.

D. Student Earthquake “Drop/Hold” Procedures to and from school:

1. Move away from all buildings, trees or structures.
2. Assume “Drop.Hold” position if possible.

Emergency “Drop/Take-Cover” Procedures:

The emergency “Drop/Take Cover” procedure is used at the school/site during the following events: Bomb blast in the vicinity; gas truck explosion adjacent to the school; airplane crash near or on the school ground; gas storage tank explosion near the facility; shooting incident affecting the school/site; railroad tank car explosion; gasoline refinery explosion, etc.

A. The “Drop/Take-Cover” signal shall be an alternate long and short bell.

1. This sequence should be repeated for a minimum of one (1) minute.
2. The long bell should last a minimum of three (3)seconds.
3. The short bell should be a marked contrast to the long bell.
4. The “All Clear” signal will be one steady long bell.

B Student Emergency “Drop/Take-Cover” Procedures inside the classroom:

1. Upon command of “Drop/Take-Cover”, drop to knees with back to a window, place head in lap and clasp hands behind the neck.
2. Wait for further instructions.

C Student Emergency “Drop/Take-Cover” Procedures outside the classroom:

1. Seek any type of protection (curb, bench, ditch, or gutter).
2. Drop to knees, back to hazard, place head in the lap and clasp hands behind neck.
3. Wait for further instructions.

D Student Emergency “Drop/Take-Cover” Procedures to and from school:

1. Seek any type of protection (curb, bench, ditch, or gutter).
2. Crouch and lie down in a “Drop/Take-Cover” position with eyes and back protected.
3. Remain in this protective position for a brief period, and then get under cover.
4. Go to the nearest available place of shelter and remain there until instructed to leave by recognized authority.

Additional Emergency Information

1. Selected staff members with classes in various areas of the plant will make a preliminary check as they leave the building. This is to check that all classes have left their area. they will make a report to “Sweep and Rescue” personnel when they reach the designated assembly area.
2. “Special Teams” will be activated in a verified emergency. Please cooperate fully with them.
3. Staff members who have classes and are members of a “Special Team” are to escort their classes to the designated assembly area and remain with them until relieved. They will then report to their special assignment.
4. First aid will be administered to those in need by qualified personnel.
5. Students must be kept calm in order that they will hear communications.
6. Teachers with conference periods will report immediately to the command post for instructions.
7. Read this “Emergency Bulletin.”
8. Review those sections of this bulletin which refer to each of your classes.
Example: Exit routes, alternate routes, behavior, class location on field during a drill or emergency. Discuss this information with the students in all classes.
9. Keep the “Emergency Drill Procedures” sign in your classroom up to date.
Contact Mrs. Schrader if you need a corrected or additional sign.
10. Keep this bulletin in a place where it is easily accessible and ready for immediate use.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Psychological Services

FIRST AID STRATEGIES: EARTHQUAKE

As an outgrowth of almost any disaster, individuals who experienced the situation are likely to present a variety of psychological reactions. Once the major crisis situation has subsided and the immediate physical safety needs have been met, it is important that the psychological needs of these persons be addressed.

It is the school staff and team who may be left alone to handle a disastrous situation for the first 72 hours before additional help may arrive. Because of the nature of disastrous situations, it has been noted by disaster workers that individuals who live in areas frequently hit by earthquakes, tornados, or floods, and who have made preparations for impending danger suffer the same initial reactions as others, but adjust better in a problem solving way to the recovery needs.

The following descriptions of children's basic as well suggestions toward meeting them will assist school personnel dealing with children's reactions to an earthquake.

Children and adults need facts.

Give a realistic orientation of what an earthquake is, how and when it happens.
Prepare students that aftershocks will occur. Remind students that only certain areas may have been affected.

Children and adults need opportunities to share feelings and experiences.

Students and adults need opportunities to talk and share their feelings and experiences; talking help diminish anxieties. Adults need to admit to their own feelings so children will have "permission" to share theirs. This is especially true with older boys. Drawing what the earthquake looks like and describing pictures may help get at unexpressed feelings.

Children need to be together with adults and family members.

Children are not as fearful of their own personal safety as they are of being separated from their parents and not knowing that if they are safe or will see them again. Let students know that parents will get to them as soon as they are able. In the meantime, assure students they will be cared for. Implement a buddy system with classmates. **DO NOT LEAVE CHILDREN ALONE!**

Children need to be engaged in activities.

Activities are important to help gain some control over the situation. Encourage students to straighten up the room, rearrange tables, etc., for greater safety during aftershocks. Use classroom materials, recreational games to structure time.