



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE:	Emergency Procedures, Drills, and District-Wide Emergency Exercises	ROUTING Local District Superintendents Community of Schools Administrators Administrators of Operations Operations Coordinators School Administrators Non-School Site Administrators School Administrative Assistants
NUMBER:	REF-5803.5	
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DATE:	October 26, 2020	
PURPOSE:	The purpose of this Reference Guide is to inform schools, Local Districts, and District offices about required emergency drills and procedures, including the District-wide emergency exercises that take place each semester.	
MAJOR CHANGES:	This Reference Guide updates REF-5803.4 <i>Emergency Drills and Procedures</i> , dated August 29, 2018 and replaces both REF-5216.11 <i>District-Wide Earthquake Exercise and Radio Test</i> and REF-5380.9 <i>Spring Semester 2020 Alternate Emergency Exercise</i> , which have been consolidated into this document. Schools must conduct one lockdown drill each semester within the first 30 days of the start of student in-person classes each semester. A standardized week for each District-wide exercise has been established, with specific drill dates available at http://achieve.lausd.net/drills . New guidance distinguishing between an “Indoor Activity Schedule” and a “Shelter-in-Place” is provided.	
INSTRUCTIONS:	The following guidelines apply: I. BACKGROUND Continuous review, revision, and practice of emergency response procedures are essential for the safety of students and employees. Numerous previous disasters have illustrated the need for emergency preparedness. II. DISTRICT EMERGENCY STANDARDS Administrators must be thoroughly familiar with the information contained in this reference guide and in their school’s current Integrated Safe School Plan (ISSP). Site administrators are to share online ISSP access procedures with all	



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employees to ensure a common understanding of relevant protocols and decision-making continuity in the event the site administrator is absent during an emergency or drill and to ensure that all school stakeholders follow the school's most updated plan. Administrators should also encourage all employees and parents/guardians to download the Los Angeles Unified Emergency Plan mobile apps, using resources at <http://achieve.lausd.net/emergencyapps>.

Administrators shall ensure that emergency drills and procedures are conducted in compliance with pertinent laws and District policies as described here and in the ISSP.

Administrators shall remind all employees that as public employees, all Los Angeles Unified employees are disaster service workers. All charter school employees (independent and affiliated) are also disaster service workers. Because we serve a population that is dependent on our services, we cannot abandon this critical responsibility. We need to be prepared to protect all of our students during an emergency. As disaster service workers, employees may be asked to do work outside the normal scope of duties.

Note: Per Board Rule 1103, only the Superintendent of Schools has the authority to close schools.

Administrators must ensure that the following actions take place:

- A. Verify that all equipment provided for fire alarm, public address, and bell system emergency signals is tested at least monthly to make sure that it is fully functional, as described in REF-1909.2 - *Procedures for Fire Protection Systems*.
- B. Instruct all students, employees, and visitors to evacuate as required to the designated emergency assembly area during drills or emergencies requiring evacuation. This procedure allows for the accurate accounting of students and staff, the ability to quickly render first aid and/or rescue to those in need, efficient information dissemination, and resource provision.
- C. Ensure that during an emergency, students shall remain on the school site until reunited with a custodial parent, legal guardian, or designees, and/or the administrator determines that the environment and time of day are safe to disperse students to their homes. Schools are expected to use the Request and Reunion Gates and Reunification procedures as specified in the ISSP for the release of students to custodial adults.
- D. Place the Emergency Procedures/Drill in Progress sign(s) by the front entrance of the school during all emergencies and drills, unless it is unsafe for staff members to access the area(s).



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- E. Submit an online Emergency Drill Evaluation within five days of every required emergency drill at <http://emergencydrills.lausd.net>. (Evaluations can be completed for actual emergencies in lieu of a required drill of the same type.) The evaluation may be completed online via cell phone during the drill, or a printed *Emergency Drill Evaluation Worksheet* (available at <http://achieve.lausd.net/drills>) may be completed during the drill, and the information subsequently entered online after the drill has concluded. (Note: evaluation platform functionality is most optimal when using a cell phone.) A verification email with a certificate is generated by the drill evaluation process and shall be saved, printed, and retained in the emergency drill log book for proof of compliance during an inspection, particularly since these cannot be regenerated by the system. District, Local District Operations, and Community of Schools (COS) staff will also periodically monitor drill completion using these drill evaluation data.
- F. Review regularly and familiarize staff with all current emergency procedures and staff emergency assignments, including before/after school program staff and other entities on campus.
- G. Ensure that adequate measures are in place to address the emergency needs of students with disabilities, including evacuation and care during a disaster. Consult the ISSP and <http://achieve.lausd.net/afn> for guidance.
- H. Remind employees to maintain updated emergency contact information, including a cell number, in Employee Self Service at ess.lausd.net.
- I. Ensure that designated staff can properly operate the public address, fire alarm, central monitoring, and bell systems.
- J. Participate in District-wide emergency exercises each semester as described in section IV of this Reference Guide. The "Fall District-wide Earthquake Shakeout Exercise Checklist" (Attachment A) and "Spring District-wide Lockdown Exercise Checklist" (Attachment B) are also available at <http://achieve.lausd.net/drills>.
- K. Conduct drills and reviews of emergency procedures and policies as per the below drill frequency chart. Consult <http://achieve.lausd.net/drills> for specific dates of District-wide emergency exercises and other resources. Emergency drills are only required in months that students attend classes in person.



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Type	Elementary	Middle	Sr. High and Adult
Fire	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per month* at minimum, including summer school.	First week* of school until proficient, then once per semester* at minimum, including summer school.
Lockdown	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.	Within the first 30 days* of student in-person classes once per semester at minimum, including summer school.
Earthquake (Drop/Cover/Hold On)	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.	Once per month* at minimum, including summer school.
Shelter-in-Place	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.
Take Cover	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.	Oral review or drill once per semester* at minimum, including summer school.

*Emergency drills are only required in months that students attend classes in person.

Note: Review with only staff once per semester, the Rapid Relocation Procedures for active shooter incidents meeting the specific criteria in BUL-5469.2.

L. Participate in District-wide emergency exercises each semester as described in section IV of this Reference Guide. The "Fall District-wide Earthquake Shakeout Exercise Checklist" (Attachment A) and "Spring District-wide Lockdown Exercise Checklist" (Attachment B) are also available at <http://achieve.lausd.net/drills>.

M. Verify that all emergency drills have been conducted as required by state, city, fire department regulations, and District policy through the following:

1. Conduct fire drills by activating one of the manual pull stations on a rotating basis. This will test both the station and the fire alarm system, including all audible and visual alarm indicating components. Schools with the fire alarm system connected to the Central Monitoring Station must put their alarm system in test mode; this will allow the school to trigger an alarm without summoning the fire department. Schools should not attempt to simulate a fire alarm signal using the passing bell signal because it will not trigger all alarm components, nor will it educate students and staff to true fire alarm sounds, and it will not test the fire alarm system and pull stations. Fire alarm training is available on MyPLN in the STEPS 418 course, *Operating the School Fire Alarm System*.



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2. Complete an online drill evaluation for every required emergency drill within five (5) days and keep verification of all emergency drills and fire alarm tests at schools in a log book available for inspection by state, fire department, and the Office of Environmental Health and Safety (OEHS) inspectors. The log book may also include any memos/directions to staff from the site administrator listing dates, times, or procedures pertaining to the drills, as well as any written drill notifications to parents. The records for emergency drills must be kept for two (2) years.
3. Early Education Centers must post their emergency drill log next to their permit as part of their Los Angeles City Child Care Permit requirements.

III. EMERGENCY PROTOCOLS

Procedures are the same whether used for a drill or an actual incident. A list of online training classes for these procedures is available on the STEPS website at <http://steps.lausd.net>.

Emergency Type and Related Function:

A. Fire Evacuation (Fire on or directly threatening campus).

This action provides protection if a school building or an adjacent area is burning. Teachers should be familiar with the approved path of travel from the evacuation map in their classrooms and notify the principal if there is no evacuation map.

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes. For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited. This is a drill."

Fire Evacuation Procedures:

1. When the signal is given, form a single line outside the classroom (a double line may be used for large classes).
2. Check to see that everyone has exited the classroom. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Take the student roster and close all doors to prevent the spread of smoke or fire.



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3. Walk quietly in single file to the Assembly Area, with the teacher at the rear of the line.
4. Form a single or double line in the designated section of the Assembly Area.
5. Take and report attendance.
6. Wait for the All Clear announcement or other signal, and then return quietly to classrooms in single file.

B. Drop/Cover/Hold On (Earthquake).

This action provides maximum protection during an earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. During earthquake drills, teachers should supervise students and be alert to the position of each student during the entire drill.

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

"Your attention please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions. This is a drill."

Indoor Earthquake Procedures:

1. Drop to the knees, facing away from windows.
2. Get under desks or tables and hold on to the furniture where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees and grasp the furniture legs.
5. Stay in this position until shaking stops.
6. Evacuate using the safest route or evacuation routes practiced during the fire drill and follow evacuation procedures listed above. Teachers are to account for any students with a cognitive disability that may not have understood the directions.

Outdoor Earthquake Procedures:

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees, cover crown of the head with hands.
3. Remain clear of obstacles and wait until the situation stabilizes and a staff member gives all clear. Move to the emergency Assembly Area. Teachers are to account for any students with a cognitive disability that may not have understood the directions.



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If an earthquake occurs during non-classroom hours, i.e., passing periods, nutrition, or lunch, after the shaking stops, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability that may not have understood the directions.

C. Lockdown (Violence/threat of violence on or near campus).

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. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

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

"Your attention, please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone's protection, all students should go into to the nearest classroom. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. You should be in a protected position, away from doors and windows and anything that can hurt you. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed into the nearest building or classroom. Hold this position until you are given further instructions. This is a drill."

Lockdown Procedures:

1. All classes will remain in their rooms.
2. Direct any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room and lock the door.
5. Have students face away from windows and keep their backs toward windows.
6. Close and lock all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off lights, power equipment, appliances, and silence cell phones.



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8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability that may not have understood the directions.
9. Remain in the secured room until further instructions are received from official sources.

D. Shelter-in-Place (Outdoor airborne contaminant or other hazard).

The Shelter-in-Place action protects students indoors from airborne contaminants or other environmental dangers that are present outside. Shelter-in-Place includes the shutdown of classroom and building Heating, Ventilation, and Air Conditioning (HVAC) systems, as no one should be exposed to outside, contaminated air. Ensure that multiple people on campus are trained and designated to shut off all HVAC systems in the event of an incident and that these members practice the shutdown procedures each semester. Schools are encouraged to clearly label shut-off switches so that they will be easy to find and operate, and pictures of switches and shutdown directions can be stored in a binder with a school map and uploaded to the ISSP for the Security/Utilities emergency team.

Note: Administrators may manage environmental discomforts that do not require Shelter-in-Place measures (such as inclement weather or smoke odors from a wildfire) by implementing an Indoor Activities Schedule. This is accomplished by closing all doors and windows and running the air conditioning, as school Heating, Ventilation, and Air Conditioning (HVAC) systems can improve air quality, due to better filtration than typical home systems. An Indoor Activities Schedule can be implemented as necessary by an administrator.

The difference between Shelter-in-Place and Lockdown is that a Shelter-in-Place includes the shutdown of 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 during a Shelter-in-Place.

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

"Your attention, please. This is a drill. We are implementing a Shelter-in-Place, due to an outdoor environmental hazard. 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 who are outdoors are to immediately move to the protection of a room indoors. As soon as we have further information, we will share it with you. This is a drill."



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Shelter-in-Place Procedures:

1. All classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Turn off Heating Ventilation and Air Conditioning units/systems.
7. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
8. Turn off gas, lights, power equipment, and appliances.
9. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability that may not have understood the directions.
10. Remain in a protected area until further instructions are received from official sources.

E. Gunfire or blast nearby (Take Cover).

This action provides protection during hazards such as a bomb blast explosion, airplane crash, gas storage, tank explosion, or shooting incident. There is typically no advance warning or signal given.

Indoor Take Cover Procedures:

1. Drop to the knees with back to a window, place head in lap and clasp hands behind the neck.
2. Wait quietly for further instructions. Teachers are to account for any students with a cognitive disability that may not have understood the directions.

Outdoor Take Cover Procedures:

1. Seek any type of protection (curb, bench, ditch, gutter, etc.).
2. Drop to ground with back to hazard and clasp hands behind the neck.
3. Remain in this position until the immediate danger passes and seek more protective cover if necessary. Teachers are to account for any students with a cognitive disability that may not have understood the directions.



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IV. DISTRICT-WIDE FALL AND SPRING SEMESTER EMERGENCY EXERCISES

A. District-wide Exercise Schedule.

A District-wide emergency exercise is held each semester, in addition to the other required emergency drills in the Section II drill table. All schools shall participate in the District-wide exercises and include all below actions as part of their participation each semester to ensure disaster readiness. Access Attachments A (Fall) and B (Spring) for a comprehensive list of steps to take prior, during, and after the District-wide emergency exercises.

Fall Semester: All Los Angeles Unified schools will practice their response to a large earthquake. The exercise provides an opportunity to simulate a full disaster response and to evaluate the site's emergency plan. This exercise is conducted annually on the third Thursday in October of every year, as part of the State-wide earthquake drill, The Great California ShakeOut. A District-wide radio test will be held on the Tuesday of the ShakeOut exercise week and is described in REF-6537 *Inter-campus District-wide Safety Communications Test*. The exact dates for these emergency exercises are listed on the Emergency Services website at <http://achieve.lausd.net/drills>.

Spring Semester: All Los Angeles Unified schools will practice lockdown procedures for a threat to campus safety. The exercise provides an opportunity to evaluate the site's emergency plan. The lockdown drill must take place within the first 30 days of instruction each semester. For the Fall Semester, the exact date of the lockdown drill within the 30-day timeframe is at the discretion of school site administration. During the Spring Semester, a District-wide lockdown exercise is conducted on the third week of the semester. A District-wide radio test will be held on the Tuesday of the Spring lockdown exercise week and is described in REF-6537 *Inter-campus Districtwide Safety Communications Test*. The exact dates for these District-wide emergency exercises are listed on the Emergency Services website at <http://achieve.lausd.net/drills>.

B. Pre-Exercise Preparation/Activities.

Prior to the District-wide emergency exercise each semester, school site administrators should complete the following activities:

1. Review relevant sections of the school's Integrated Safe School Plan (ISSP) with all employees to familiarize them with their responsibilities. Include before/after school program staff and all



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entities on campus in the review. Remind staff that they can all view and download the ISSP for emergency team assignments, responsibilities, and procedures, including these sections:

- Incident Command System (ICS) Reference and ICS Team chart (STEP 4, Planning View)
 - School Emergency and Crisis Team charts (Emergency View/Planning View)
 - Emergency Threats and Hazards (Emergency View)
 - Emergency Functions (Emergency View)
 - Develop Plan: Special Needs (STEP 4, Planning View)
 - Training/Exercise (STEP 6, Planning View)
2. Assess the needs of all students and staff with disabilities and other special needs. This includes, but is not limited to, students on the Welligent list of students with a life-threatening condition. Ensure that those with disabilities have the resources in place to successfully endure emergencies.
 3. Inventory campus emergency supplies, including emergency bin and classroom supplies. Use this drill to inspect and update emergency supplies and to plan for classrooms that may not have emergency supplies.
 4. Inform parents of the District-wide emergency exercise. Parent notification may be via the school's newsletter or website, a letter home, a Blackboard Connect message, or other means.
 5. Provide information on Extreme Event, a valuable, free resource for classrooms, staff, and parent groups. This earthquake role-playing game was developed by the National Academy of Sciences and emphasizes community resilience. Materials can be downloaded at <http://extreme-event.org>.
 6. Encourage all school staff, particularly those on key emergency teams, to access the Safety Training for Emergency Preparedness at Schools (STEPS) program website for training resources, including a list of MyPLN online training on emergency procedures. Each course generates a certificate upon completion, which can assist administrators in tracking employee training. A full list of STEPS courses is available at <http://steps.lausd.net>.
 7. Remind employees to update their contact information, including a cell number, in Employee Self Service at ess.lausd.net. During a District-wide emergency, important messages for employees will



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be sent through the numbers provided. Providing a current cell number is the most reliable method of communicating urgent safety information during commute times and when employees are in the field.

8. Refer parents to resources about the actions that Los Angeles Unified schools take in various emergency situations. Resources include the Los Angeles Unified Parent Emergency Information website at <https://achieve.lausd.net/pei> and Los Angeles Unified Community Emergency Plan app in English and Spanish at <http://achieve.lausd.net/emergencyapps>.
9. Discuss with all staff your school's plans for an active shooter event, including Rapid Relocation options as described in BUL-5469.2 and in the ISSP, Emergency Functions: Rapid Relocation (Emergency View). Invite the Los Angeles School Police (LASPD) to be part of the discussion.
10. Review any available site security assessments and share pertinent information with staff and others, as appropriate.

C. Day of the Exercise.

The exact procedures practiced during the District-wide Emergency Exercise vary based on the drill type required each semester as identified below.

Earthquake: Fall Semester.

1. Earthquake Exercise Scenario:

Today, at 10:15 a.m., a magnitude 7.2 earthquake occurs on the South San Andreas fault, causing a rupture from the Salton Sea all the way north to Lake Hughes. The slip along the fault measures 24 feet in some areas. The shaking lasts over two minutes. The physical damage to Los Angeles County's infrastructure is catastrophic. There is no electrical power. There are many water main breaks that reduce the availability of water. A "boil water" order has been issued to areas that do have water. Gas and sewer lines are also damaged. Caltrans and California Highway Patrol close all freeways and highway bridges until they can be inspected. Several pipelines carrying petroleum products across the fault line have ruptured and caught fire. The resulting large brush fires can be seen from all over Los Angeles. It is estimated that over 300,000 people are homeless because of extensive damage to their homes.



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The school's telephone system is inoperable but all handheld radios work. Traffic comes to a halt as surface streets are severely impacted by excess traffic volume and inoperable traffic lights. Numerous fires have started, caused by severed underground gas lines. The Superintendent declares a State of Emergency and orders employees to remain at their sites and shelter all students at schools until they can be reunited with a parent or legal guardian. Police and fire departments are overwhelmed by 911 calls and dispatchers will not say if or when units will respond. School staff must assume that they will be on their own to shelter and care for students and staff.

2. Earthquake Exercise Standards.

Implement earthquake and related functions procedures as per the ISSP Emergency Threats and Hazards: Earthquake and Emergency Functions: Drop, Cover, and Hold On, Evacuate Building, Accounting for Students/Staff and All Clear. The drill must continue long enough to determine the effectiveness of the school's emergency plan as described in the ISSP.

3. Activate and practice the following elements of the ISSP, ensuring that skills have been mastered and everyone understands the relevant protocols and procedures:

- a. Drop, Cover, and Hold On for all students and staff
- b. Total building evacuation to the designated emergency Assembly Area
- c. Implement the school's ICS and activate all supporting teams to set up their stations and practice their roles, including:
 - Assembly Area Team
 - Medical Emergency Team
 - Request and Reunion Gate Teams
 - Crisis/Psychological First Aid Team
 - Search and Rescue Teams
 - Security/Utilities Team
 - Fire Suppression/HazMat Team
 - Access and Functional Needs Team
 - Hygiene Team
- d. Issue [LAUSD School Emergency Forms](#) as appropriate to each activated emergency team to document events for evaluation. In actual emergencies, these forms will also be used to document costs that the District may submit to state and/or federal agencies for reimbursement.



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- e. Place a sign at all entrances informing the visitors of the exercise. Send a Blackboard Connect message to all parents from the Safe Assembly Area providing an update and reassurance that all are safe.
 - f. Designate areas for triage, toilets, morgue, media, etc.
 - g. Initiate an All Clear message once all exercise activities have concluded.
4. Every effort should be made to make this drill as robust as possible so that all school members will be prepared to respond appropriately to a true catastrophic event. Site administrators are encouraged to include the following and to consider varying some of these elements from year to year:
- Earthquake sound effects can be used during your ShakeOut drill. A 40-second sound file can be downloaded from <https://shakeout.org/drill/broadcast> and played over the intercom during the drill.
 - Simulate that some stairwells or exits are blocked so that participants will be forced to consider alternate exits.
 - Select students and staff to portray injured victims to practice and evaluate how well emergency teams will work to rescue, transport, treat, and document cases. Use the Emergency Drill Triage Kit (Victim Tags) materials previously sent to schools. Download replacement materials from <https://achieve.lausd.net/drills>.
 - Simulate changes in weather or other conditions that would require the emergency response team to adapt and modify their response.
 - Assemble one portable toilet and privacy screening to practice emergency set-up and to remind students and staff that this will be part of the school's emergency response.
 - Pump water from one water barrel and distribute it to one class to test the school's ability to provide water to students.
 - Set up any tarps, tents, or canopies that are in the emergency bin so that staff will know that these supplies are on campus and have practice using them before an actual emergency.

In the event of inclement weather during the scheduled time of the drill, the outdoor portions of the drill can be modified and/or rescheduled by the school site administrator but should not be cancelled. The purpose of this drill is to practice the procedures and skills that will be needed in response to a major event. While the event may be rescheduled within a few days of the given date to



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accommodate individual school needs, the drill must take place during the week of the District-wide drill event and an evaluation submitted within five (5) days of the drill.

Lockdown: Spring Semester.

1. Lockdown Exercise Scenario:

Your school has been notified by the LASPD that there is widespread police activity near your school but not on campus at this time. On the advice of authorities, you are directed to place your students and staff in lockdown until there is no longer a safety concern. Based on information received by the LASPD, it is estimated that students and staff will have to remain in lockdown for at least 30 minutes.

2. Lockdown Exercise Standards:

Implement lockdown and related functions procedures as per the ISSP Emergency Threats and Hazards: Gunfire and Emergency Functions: Lockdown, Accounting for Students/Staff and All Clear. The drill must continue long enough to determine the effectiveness of the school's emergency plan as described in the ISSP.

3. Activate and practice the following elements of the ISSP, ensuring that skills have been mastered and everyone understands the relevant protocols and procedures:

- a. Lockdown for all students and staff, including initial announcement over the PA system.
- b. Accounting for students/staff.

4. Issue [LAUSD School Emergency Forms](#) as appropriate to each activated emergency team to document events for evaluation. In actual emergencies, these forms will also be used to document costs that the District may submit to state and/or federal agencies for reimbursement.

5. Place a sign at the school entrance informing visitors of the exercise.

6. Establish at least two (2) methods of communication with each classroom. Options should include school phone system, school radios, cell phones, and e-mail distribution lists. This type of emergency makes communication with classrooms very challenging and one exercise goal is to get information to and from



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classrooms and accurately and efficiently account for everyone on campus using multiple communication methods.

7. Practice the plan for responding to the needs of students, employees, and visitors with medical or physical conditions.
8. Confirm that all students, employees, and visitors are protected in a safe environment. All doors, windows, and gates should be checked to verify that they are closed and locked.
9. Walk through the school's plan for responding to an extended lockdown, including meal service, dismissal, or other elements.
10. Simulate changes in weather or other conditions that would require the emergency response team to adapt and modify their response. Consider varying this from year to year.
11. Assemble one portable toilet and privacy screening to practice emergency set up and to remind students and staff that this will be part of the school's emergency response.
12. Send a Blackboard Connect message about the drill to all parents from a cell phone, providing reassurance that all are safe.
13. Initiate an All Clear message once all exercise activities have concluded.

D. Post-Exercise Actions for all District-wide Exercises.

1. Debrief with key emergency team members to identify successes and lessons learned, as well as inform any necessary changes to the ISSP and input for the evaluation.
2. Complete the online Emergency Drill Evaluation at <http://emergencydrills.lausd.net> within five (5) days of the exercise. File emailed certificate of completion and other related documentation in the log book for at least two (2) years. District, Local District Operations, and Community of Schools (COS) staff will also periodically monitor drill completion using these data.

E. District-wide Radio Communications Test.

A District-wide radio communications test is scheduled for the Tuesday of the week of each District-wide emergency exercise. Detailed guidance is available in REF-6537.0, *Inter-Campus/District-Wide Safety Communications Test*. Specific dates of the emergency communications test are found



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online at the Emergency Services website at <http://achieve.lausd.net/drills>. A District-wide Blackboard Connect emergency test message will also be sent to all parents, guardians, and employees during the week as part of the District-wide emergency exercise.

About one week prior to the radio test, schools can download the District's updated "Radio Tree" and other documents from the radio unit web site at <http://achieve.lausd.net/radiounit>. Within five (5) days of concluding the radio test, school site administrators are to complete the Radio Test Evaluation at <http://emergencydrills.lausd.net>.

The Information Technology Division Telecommunications Branch will conduct a communications test of the following systems:

- School radio system used to contact LASPD.
- Backup phone system (using the fax line for incoming calls).
 - Voice message will be sent to all school fax lines.
- Superintendent's Emergency Notification System.
 - Reminder message will be sent to all principals.

Schools are expected to submit an online School Emergency Status Report (SESR) and conduct a test of all back-up school communication systems, such as:

- Internal campus radios.
- Phone line on fax machine (backup phone system for outgoing calls.)
- Cell phone contact list for staff.
- E-mail distribution list for staff.

V. TRAINING FOR SCHOOL EMERGENCY PROCEDURES

The STEPS program includes over 35 short, online MyPLN classes for District employees, designed specifically to provide emergency response training for employees at school sites. School-based employees, particularly those on key emergency teams, should take or review these classes before emergency drills. Each course generates a certificate that can be used to document the training. A complete list of courses is available at <http://achieve.lausd.net/steps>

Courses particularly applicable to emergency drills include:

For all employees:

- STEPS 101: Employee Duties during an Emergency
- STEPS 102: Basic Emergency Preparedness for Home



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For classroom-level staff:

- STEPS 201: What to Do if There is a Fire at School.
- STEPS 202: What to Do if There is an Earthquake at School.
- STEPS 203: What to Do if There is a Lockdown at School.
- STEPS 204: What to Do if There is a Shelter-in-Place at School.
- STEPS 206: Classroom Hazard Mitigation: Making Classrooms Safer Before the Emergency.
- STEPS 210: Assisting Students with Special Needs during an Emergency.
- STEPS 211: Common Pediatric Medical Emergency Considerations.
- STEPS 213: Duties of the School Emergency First Aid Team.
- STEPS 214: Duties of the School Search and Rescue Team.

For school-level staff:

- STEPS 400: Basics of School Site Emergency Management.
- STEPS 401: Planning for and Responding to a Fire at School.
- STEPS 402: Planning for and Responding to an Earthquake at School.
- STEPS 403: Planning for and Responding to a Lockdown at School.
- STEPS 404: Planning for and Responding to a Shelter-in-Place at School.
- STEPS 407: Communication Methods during an Emergency.
- STEPS 419: Student Release and Parent Reunification Procedures Following an Emergency.
- STEPS 420: Incident Command System: Structuring your Emergency Response Plan.
- STEPS 421: Principles of Unified Command: Working with First Responders and Outside Agencies.

Administrators are asked to also complete the four (4) Federal Emergency Management Agency (FEMA) emergency management classes listed on the STEPS website at <https://achieve.lausd.net/fema>.

RELATED RESOURCES:

California Government Code, Section 3100
California Government Code, 8607
California Education Code, Sections 35295-35297
California Disaster Assistance Act.
California Code of Regulations, Title 19, Section 3.13.
California Code of Regulations, Sections 2400-2450.
California Administrative Code, Title 5, Educational facilities.
Los Angeles Municipal Code, Section 57.111.06.



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REF-6537 Inter-Campus/District-Wide Safety Communications Test.
REF-1909.2 Procedures for Fire Protection System.
Los Angeles Unified Board Rule 1103 Amended 4-16-90.

ASSISTANCE:

For assistance or further information, please contact the Division of District Operations-Emergency Services at (213) 241-5337 or emergencyservices@lausd.net.

For specific information regarding a school site's fire alarm system, administrators should contact the local Maintenance and Operations Area.