

# **EDMONDSON ELEMENTARY**

**15121 S. Grayland Avenue**

**Norwalk, CA 90650**

**(562) 864-9501**

**FAX (562) 929-4861**



**2014-2015**

**Emergency Plan**

**Norwalk-La Mirada Unified School District**

# Edmondson Elementary

## Safe School Plan

**I. School Crime/Safety Assessment**- The data supplied through the California State School Assessment (CSSA) Program has been reviewed by the district and site staff members. Information is submitted to the Norwalk-La Mirada School District's "Office and the Chief of Security" on a monthly basis. The data is on file in the school office.

Edmondson School has developed a comprehensive disaster plan which is referred to as the "Standardized Emergency Management System"(SEMS) Plan and is designed to ensure the safety of students and staff. See **Appendix A**.

**II. Child Abuse Policy**- Refer to district procedures in **Appendix B**.

**III. Disaster Procedures** - Refer to "Standardized Emergency Management System (SEMS) Plan" in **Appendix A**.

**IV. Suspension/Expulsion Policy** - Refer to the District's Suspension and Expulsion Policies in **Appendix C**. The following are totals for students suspended and expulsion recommendations for , 2010-11, 2011-2012, 2012-13 and 2013-2014.

	<u>Suspensions</u>	<u>Expulsions</u>
2011-12	05	0
2012-13	10	0
2013-14	09	0
2014-15	10	0

**V. Procedures to Notify Teachers of Dangerous Pupils** - Refer to District Procedures in **Appendix D**.

**VI. Sexual Harassment Policy** - Refer to District Procedures in **Appendix E**.

**VII. Dress Code Policy** - Refer to District "Appropriate Clothing and Grooming"(Dress Code) policy in **Appendix F**.

**VIII. Procedures for Safe Ingress and Egress of Pupils, Parents and Employees:**  
**On Foot:** Students/parents walking to and from school will enter and exit the campus through the following entrance/exit gates located on Grayland Avenue, next to the main office. Three first grade classes exit through the side gate located on Grayland Avenue in front of room 20.

**In Cars:**Faculty may park in one of the three parking lots located on the North, South, and East side of the school. Parents may park on the street or enter through the gate

located in the driveway at the North side of the campus. Faculty may enter through the main gate and/or gates located next to the parking lots. All parents may enter through the front school gate located on Grayland Avenue and/or they may enter through the parking gate located on the North side of campus.

**On Bikes:** Students in grades 3-5 riding bikes to school will enter/exit school through the main gate located at the front of the campus. There is also a bike rack located by the 70's wing, this is where students must lock up their bicycles. Note: All students must wear a bicycle helmet at all times.

**In Buses:** Students/staff arriving or departing on busses will enter/exit campus through the main gate located at the front of the campus on Grayland Avenue.

**Visitors on Campus:** (Penal Code 627.2, P.C. 627.5, NLMUSD Board Policy 5513) Visitors on school campus, including school volunteers, shall register in the front office upon arrival. Persons denied registration and/or entrance to a school may submit a written request for a hearing. The principal or superintendent is required to promptly mail a written notice of the date, time, and place of the hearing. **See Appendix G.**

**Students Permission to Leave Campus:** Parents wishing to remove their child early from school must check in to the main office and sign their child out of school. Parents/adults checking students out of school must be listed on the child's emergency card.

### **Component 1: Personal Characteristics of Student and Staff**

The students that attend Edmondson Elementary School in Norwalk, California (in Los Angeles County). The ethnic background of the student population and community is approximately 96% Hispanic or Latino, 1.5% Multiple/No Response, 1% White, not of Hispanic Origin, 0.7% Asian, 0.5% Filipino, and 0.3% African American. The school community is predominately working class with 93% of the student population socioeconomically disadvantaged. Edmondson has a certificated staff of 23 teachers and support staff. We have 16 teachers who are Hispanic or Latino, 1 Pacific Islander, with the remaining 6 White, not of Hispanic origin. Edmondson has a classified staff of 16. We have 14 classified employees who are Hispanic or Latino, 1 Filipino, and 1 White, not of Hispanic origin.

**Goal:** To create a nurturing and supportive environment that provides strong positive modeling and encouragement to promote ongoing academic, personal and social learning as well as cognitive and emotional growth using the child's primary language, while the student learns a second language.

#### **Objective 1:**

Students will demonstrate increased self-esteem and self-worth.

#### **Objective 2:**

To create school programs that promotes development of self-esteem and worth

#### **Activities:**

1 - Counseling Support/Student Success Team Meetings

- 2 - Monthly Flag Ceremony
- 3 - ASES After School Program
- 4 - Promise Mentoring Program (April Reutter, Advisor)
- 5 - Monthly Student of the Month Assemblies
- 6 - Observance of "Red Ribbon Week"

### **Component 2: The School's Physical Environment**

The Edmondson School campus is in a community that has served many generations of families. North, east, and western perimeters of the school are single-family housing. The community south of our school is called "One Ways". This is a section of streets that are predominantly rentals with multiple families residing in homes and physical extensions (garages, sheds and trailers). The NLMUSD and the staff take student safety very seriously and for that reason ensure that the school campus is well-maintained and safe. The grounds of the school are well-maintained. Needed repairs to the physical plant are reported in a timely manner to the district's maintenance department. During the school day, the school is secured. All gates are kept locked and signs are posted directing visitors to the school office. A gate guides parents directly into the school office where they must sign in prior to campus access. Students and staff take pride in their workplace and work hard to keep it attractive. A School Site Safety Committee meets through the year to review safety issues and determine steps to ensure a safe and orderly environment.

**Goal:** Ensure safety of all students and school personnel.

#### **Objectives:**

1. Incidences of vandalism and loitering will be kept at a minimum.
2. Give the community an increased sense of security regarding their school.

#### **Activities:**

1. Submit work orders in a timely manner.
2. Maintain an open line of communication with students and community regarding school safety/security.
3. Make repair of vandalism damage a priority for custodial staff as it occurs.
4. The school custodian will secure the school, making sure all gates are locked before and after school.

### **Component 3: The School's Social Environment**

The Edmondson School staff has been evolving during the past five years, with many new transfer teachers joining the staff. There is a great sense of collegiality, and all staff support students and one another. So many of our teachers have made the commitment to stay. The community has come to know them better and, as a result, and trusts them very much with not only their child's academic progress but with their safety as well. Students know one another well and develop strong relationships with the support of the school staff. The local police department, public library, businesses, and citizens support our school. Adults model appropriate behavior and a sense of friendship for students. Emergency plans include all students and staff and revolve around the need for everyone to cooperate with one another and to be responsible for themselves and others.

**Goal:** Develop a greater sense of "community" among parents/students and school personnel.

**Objective:** The number of parents, community members, and staff involved in school activities will increase.

**Activities:**

1. Appoint school staff to coordinate parent volunteer activities.
2. Appoint school staff to organize volunteers and activities.
3. Assist the Parent Groups in planning activities that bring school and community together.
4. Continue to encourage parent volunteerism and community support.
5. Hold Parent Volunteer Recognition at the end of the school year.
6. Plan two school activities of a social nature within the school year.
7. Create an open environment on campus that encourages parent/community involvement.
8. Founders Day Program

**Component 4: The School's Cultural Environment**

Edmondson School has worked to establish student outcomes for academic progress and has communicated clearly the expectations for student and professional conduct as well. All students and staff are valued for their uniqueness and are held accountable for their contributions to our success as a school. Those students with special needs are held equally accountable and are supported for the efforts they make. We have made a commitment to develop consistent procedures for accomplishing our goals that support students in the academic and social learning processes. Staff members are recognized for their good work and their commitment to students and families. There is a sense that students enjoy coming to school and take it seriously. Their families appreciate the many opportunities they have received from classroom teachers and the school office personnel. Students are rewarded in a variety of ways for academics, homework, attendance, and behavior.

**Goal:** To establish an environment where all stakeholders consider student achievement to be their first priority.

**Objective:** All students will experience academic success.

**Activities:**

1. Communicate school goals to students and community.
2. Utilize all available resources to the benefit of student success and achievement, including SB-65 and McKinney; increase community esteem and multicultural awareness.
3. Instill a sense of accomplishment in students for their own achievements.
4. Establish an environment of teamwork among all stakeholders.
5. Continue to express our belief that all students can and will experience success given a nurturing learning environment.

XI. **School Discipline Rules and Procedures**

The staff is committed to promoting positive student behavior. Teachers post and regularly discuss behavioral expectations in the classroom and on the playground. Parents are notified of any concerns.

**Discipline Policy:**

1. Classroom rules and consequences are posted in each classroom.
2. If, after the teacher has used an appropriate intervention, problems persist, the teacher will call the parent.
3. If, after calling the parents, problems continue, the teacher will refer the student to the principal.
4. If major problems occur, the student will be referred to the principal on the first offense.
5. If problems continue, the teacher and/or principal will contact the parents for an in-person parent conference. Continued discipline problems could result in suspension from school.

Refer to the "Norwalk-La Mirada Unified School District Wide Discipline Plan" in **Appendix H.**

X. **Hate Crime**

Refer to the District Procedures in **Appendix I.**

## **EMERGENCY PROCEDURES**

### **FIRE DRILLS**

**In the event of a fire, smoke from a fire or detection of a gas odor:**

- For small fires that you know you can control, use a fire extinguisher to extinguish the fire if you are trained to do so.
- Exit the classroom according to the evacuation procedures on the school map. Make sure to take your emergency backpack with you.
- Know the location of the fire alarms in your building and pull one of them as you leave.
- When you exit the building, close doors and windows if time permits. Do not lock doors.
- Place the colored emergency tags on the **outside** of the door to indicate injuries. (RED TAG), structural damage (YELLOW TAG), and all okay (GREEN TAG)
- Report any hazards to the school Damage Survey Team.
- Once your class is in line on the field, take attendance noting any students who are absent or have been left in the room due to injuries. A representative from the Response Team will be coming to each teacher to pick up the Attendance Report sheet.

**If all evacuation routes are blocked:**

- Stay in room and close door.
- Keep air as clean as possible.
- Seal door.
- Open or close windows as appropriate.
- Limit movement and talking in room.
- Communicate your situation to administration or emergency officials by whatever means possible.

# Edmondson Elementary Emergency Supplies

## 19- Classroom Lockdown Kits

-portable toilet kit included

## Emergency Supplies (not in bin):

2- blue water barrels across the MPR in the 70 wing storage area  
*(barrels need to be labeled when it's time to change water)*

## Emergency Supplies in Bin:

6 - Luggable Loo (porta-potty)  
15- old foam mats  
2 - blue container  
1- emergency chair  
2- stretchers (1) military canvas, (1) vinyl  
19 - yellow disposable emergency blankets 45" x 80"  
5 - boxes 12 ply 4x4 sterile gauze pads  
10 - pkgs. sanitary pads  
5 - rolls NON-sterile non-surgical bleached cotton rolls  
approx. 75 cardboard arm and leg splints  
200 - foil emergency blankets  
1- blue vinyl tarp  
8- small first aid kits

## Total of 3 Search and Rescue Gray Trash Cans

### Contents of 1st Search/Rescue Can:

5- hard hats  
1 - hack saw  
4 - pairs of gloves  
6 - plastic flashlight w/NO batteries (two size D required per flashlight)  
Misc. tools in small bag . . . screwdriver, pliers, wrench, etc.  
1 - hydraulic hand jack  
1- 6 pack small candles  
1- box face masks (new)  
4 - goggles  
3- orange vests  
heavy rope  
1 - hammer  
1- large screwdriver  
1- crow bar

### Contents of 2nd Search/Rescue Can:



- 4- hard hats
- 1 - hack saw
- 2 - pairs of gloves
- 4 -flashlights
- Misc. tools in small bag . . . screwdriver, pliers, wrench, hammer,
- 1- hydraulic hand jack
- 1- box face masks (new)
- 1- box face masks (used???)
- 4 - goggles
- 4 - orange vests
- heavy rope
- 1- crow bar
- 1- axe

**Contents of 3rd Search/Rescue Can:**

Basically the same as the to other two, but everything looks brand new and some things still wrapped in plastic.

**Orange Zipped Up Bag**

- 50- tags
- 1- working stethoscope
- 50 - antiseptic towelettes
- 10 packs - 6" cotton tipped applicators (each pack has qty. of 100)
- approx. 50 - vomit/urine bags
- Lots of small pkgs. antibacterial ointments
- Lots of boxes of bandaids (different sizes)
- Many Sterile gauze pads
- approx. 20 gauze 3" x 5 yards sterile rolls
- 10- rubber elastic bangages

## Recommended Emergency Supplies

(Drawn from lists created by the CA Senate Select committee on the Northridge Earthquake, Task Force on Education, August 1994)

Please check	HAVE	NEED / REPLACED	DATE (EXP)
<b>Water:</b>			
½ gallon per person per day times three days,	_____	/	_____
with 3 ½ oz. paper cups, 5/day/person	_____	/	_____
<b>First Aid:</b>			
4 x 4" compress: 1000 per 500 students	_____	/	_____
8 x 10" compress: 150 per 500 students	_____	/	_____
Kerlix bandaging: 1 per student	_____	/	_____
Ace wrap: 2-inch: 12 per campus	_____	/	_____
4-inch: 12 per campus	_____	/	_____
Triangular bandage: 24 per campus	_____	/	_____
Cardboard splints: 24 each (sm, med, lrg)	_____	/	_____
Steri-strips or butterfly bandages: 50 per campus	_____	/	_____
Aqua-Blox (water) cases: 0.016 x students + staff = #cases (for flushing wounds etc.)	_____	/	_____
Neosporin: 144 squeeze packs/campus	_____	/	_____
Hydrogen peroxide: 10 pints/campus	_____	/	_____
Bleach, 1 small bottle	_____	/	_____
Plastic basket or wire basket stretchers Or backboards: 1.5/100 students	_____	/	_____
Scissors, paramedic: 4 per campus	_____	/	_____
Tweezers: 3 assorted per campus	_____	/	_____
Triage tags: 50 per 500 students	_____	/	_____
Latex gloves: 100 per 500 student's	_____	/	_____
Oval eye patch: 50 per campus	_____	/	_____
Tapes: 1" cloth: 50 rolls/campus	_____	/	_____
2" cloth 24 per campus	_____	/	_____
Dust Masks: 25/100 students	_____	/	_____
Disposable blanket: 10 per 100 student's	_____	/	_____
First Aid Books 2 standard and 2 Advanced per campus	_____	/	_____
Space blankets: 1/student and staff	_____	/	_____
Heavy-duty rubber gloves (4 pair)	_____	/	_____
<b>Sanitation Supplies:</b>			
1 toilet kit per 100 students/staff, to include			
1 portable toilet, privacy shelter	_____	/	_____
20 rolls toilet paper	_____	/	_____
300 wet-wipes	_____	/	_____
300 plastic bags with ties	_____	/	_____
10 large plastic trash bags	_____	/	_____
Soap and water, in addition to the wet wipes is strongly advised!			



## **Emergency Procedure Shelter-In-Place**

### **If any of the following are perceived:**

- An unusual odor or sound
- Visible smoke, vapor cloud, or fire (outside school buildings)
- Skin or eye irritation
- Any breathing difficulty
- Gunfire
- Safety hazard reported by police
- Electrical hazard
- Intruder

### **Then these actions are taken:**

1. **One long two short bells** will be repeated to signal Shelter-In Place
2. Everyone will report to their own classrooms as fast as possible.
3. Hang “Sheltering-In-Place” sign on the outside of the door.
4. Close and lock classroom doors and windows.
5. Students not in the room are to report to alternate shelter site.
6. Tape around door and windows and vents if outside air is coming in, or place wet towels at bottom of door.
7. Do not open doors or windows until all-clear sounds.
8. Close drapes and stay away from windows.
9. Take attendance.
10. Electricity will be left on. Intercoms, radios and televisions may be used for getting information during the event.
11. Do not allow anyone to leave the classroom. Use emergency food and toilet facilities stored in the room, if necessary.
12. Wait for further instructions of the all-clear bell (**one long bell**)
13. Do not evacuate the room until told to do so.
14. When you evacuate, open all windows and doors to air out the room.

Principal:	Teacher and other members:
<p>Follow these steps:</p> <ol style="list-style-type: none"> <li>1. Determine whether to initiate Shelter-In-Place.</li> <li>2. Call 911</li> <li>3. Call the Superintendent's office.</li> <li>4. To initiate Shelter-In-Place, sound bell signal: One long and two short bells.</li> <li>5. All doors will be locked except the entrance to the Alternate Shelter Site for latecomers.</li> <li>6. Place Shelter-In-Place sign at main entrance.</li> </ol>	<p>A teacher may make the decision to Shelter-in-Place when he or she perceives any of the above conditions. Initiate Shelter-in-Place and notify the principal.</p> <p>Or, follow Shelter-in-Place procedures when the bell signal is heard.</p>

**Procedures:**

- Everyone reports to the assigned classroom as quickly as possible.
- Hang “Shelter-In-Place” sign on outside of the door.
- Close and lock classroom doors and windows.
- Students not in the room are to report to the alternate shelter site.
- Turn off pilot lights, air conditioners, and exhaust fans.
- Tape around doors, windows, and vents or place wet towels at bottom of door.
- Do not open doors or windows until all-clear (**one long bell**) sounds.
- Close drapes and stay away from windows.
- Take roll.
- Electricity will be left on. Intercoms, radios, and televisions may be used for getting information during the event.
- Do not allow anyone to leave the classroom. Use emergency food and toilet facilities store in the room if necessary.
- Wait for further instructions.
- Do not evacuate the room until told to do so.
- When you evacuate, open all windows and doors to air out the room.
- Send parent notification home with students on the day of the event, if possible.

**Principal’s Note:** Following the three steps will prompt the Fire Department to check out the cause of whatever has been observed. If the decision is not to Shelter-In-Place, that also should be reported. It may become necessary to Shelter-in-Place later.

Modify Shelter-In-Place procedures for the specific incident. The items listed above are for any hazardous materials released that emanate from outside the school buildings.

## Hazard Specific Procedures

Types of emergencies that can be anticipated in this area:

1. Earthquake
2. Fire
3. Smog Alert
4. Airplane crash
5. Bomb or bomb threat
6. Hazardous materials release
7. Sniper or gunfire
8. Severe storm

Response Procedures:

- Activate Emergency Plan and Duck, Cover and Hold
- Evacuate
- Modified Shelter-in-Place
- Duck, Cover and Hold
- Duck, Cover and Hold and Evacuate
- Shelter in Place
- Hit the Deck, Modified Shelter-in-Place
- Modified Shelter-in-Place

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the previous two parts of these Guidelines. The “Incident Commander”, as principal or designee is called at this point, will decide what to do, based on the situation. There are four basic safety procedures which can be utilized in responding to various emergencies:

1. Duck, Cover, and Hold (earthquake, explosion)
2. Evacuation (fire, explosion, hazardous materials, release, post earthquake)
3. Shelter-in-Place (hazardous materials release, gunfire, sniper, storms)
4. Drop flat to the ground – “hit the deck” (gunfire)

There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system used here is designed to be applied to any emergency. It is based on the Incident Command System, a proven emergency management to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS), the individual school will be linked to the responsible school district who will report to the City. The City will report to the Operational Area. The Operational Area will report to the Region. The Region will report to the State.

In general, the principal, site administrator, or his/her designee, will take the following steps in an emergency:

1. Direct immediate action to protect the students and staff.
2. Call 911.
3. Activate the plan. Activate functions as needed.
4. Call the school district.
5. When possible, send a letter home explaining the incident and other necessary information such as school being open or closed, health instructions, etc.

## Earthquake Procedures

(Need To be together for Drill or Real)

### Earthquake Procedures Inside

- DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
- COVER under or near desks, tables, or chairs in a kneeling or sitting position.
- HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.
- Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
- Check for injuries and assess the general safety of the room.
- Exit the classroom according to the evacuation procedures on the school map. Make sure to take your emergency backpack with you.
- Remain in your room ONLY if you cannot open your door. The Search and Rescue team will take care of any injured students or teachers.
- Prop the exit door open and place the colored emergency tags on the inside of the door to indicate injuries (RED TAG), structural damage (YELLOW TAG), and all okay (GREEN TAG).
- Report any hazards to the school Damage Survey Team..
- Once your class is in line on the field, take attendance noting any students who are absent or have been left in the room due to injuries. A representative from the Response Team will be coming to each teacher to pick up the Attendance Report sheet.
- Once the Attendance Report has been collected, report to your emergency response team and location.
- All other Emergency Response Teams (ERTs) should report to the School Administrators Office or pre-designated location
- Children must remain with their class until you receive specific directions to release them to the personnel from the Reunion Gate.
- Parents will meet their children at the large gate in front of the 60's wing.

### **Earthquake Procedures Outside**

- Move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands.
- Do not enter buildings until it is safe to do so.
- School staff should check for injuries.
- Report any hazards to the school Damage Survey Team.
- Once your class is in line on the field, take attendance noting any students who are absent or have been left in the room due to injuries. A representative from the Response Team will be coming to each teacher to pick up the Attendance Report sheet.
- All ERTs should report to the School Administrators Office or pre-designated location.

## **Edmondson Elementary School**

### **BUDDY LIST FOR EMERGENCY EVACUATION**

This list will determine who will/can go home first when an emergency occurs. Although guidelines have been made. Final decisions are flexible and will be made based on the number of students present and the specific conditions of the emergency.

**Note:** Numbers are given to a person's personal status--one being the first allowed to leave and five being the last to leave the campus. *It is assumed that the principal is the final person to leave school.*

1. Employees with children twelve (12) or under.
2. Employees with children twelve (12) to eighteen (18).
3. Employees with dependent adults who live with them.
4. Employees who live closest to the epicenter.
5. Married employees.
6. Single Employees.

### **Order of Release**

1. Conny Rodriguez (1)
2. Sharon Stewart (1)
3. Mayra Salguero (1)
4. Gabriela Contreras (1)
5. Tracy Bassaj (1)
6. Norma Erguera (1)
7. Tere Robledo (2)
8. Julissa Closson (2)
9. Elsa Covarrubias (2)
10. Loren Aguirre (2)
11. Robert Diaz (2)
12. Lee Mayorga (2)
13. Loretta Diaz-Infante (3)
14. Roxanne Aldana (5)
15. Ina Thurman (6)
16. April Reutter (6)
17. Martin Carapia (6)



**Edmondson Elementary**  
**CPR CERTIFIED**  
**2013-2014**

1. Mayra Salguero
2. Norma Erguera
3. Robert Diaz

# EDMONDSON ELEMENTARY SCHOOL

## BUDDY LIST FOR EMERGENCY EVACUATION

TEACHER/STAFF ROOM	ROOM	TEACHER/STAFF	
Randy Enkhoen	20	Elsa Covarrubias	21
Linda Burch	25	Abril Reutter	26
Julissa Closson	27	Conny Rodriguez	28
Martin Carapia	30	Loretta Diaz Infante	25
Tere Robledo	33	Tracy Bassaj	42
Mayra Salguero	40	Norma Erguera	41
Roxanna Aldana	60	Gabriela Contreras	61
Ina Thurman	62	Robert Ruiz	63
Loren Aguirre	71	Lee Mayorga	72
Don Garcia	73		

**NOTE: All classroom para-educators go with their classroom teachers.**

Edmondson Elementary School

**Attendance Report**  
Disaster/Earthquake Drill or Event

**Teacher** \_\_\_\_\_

**Room** \_\_\_\_\_

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**Attendance**

Number of students standing in your line \_\_\_\_\_

Number of adults standing in your line \_\_\_\_\_

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**Missing/Injured**

1. \_\_\_\_\_ Absent Injured Other  
classroom

2. \_\_\_\_\_ Absent Injured Other  
classroom

3. \_\_\_\_\_ Absent Injured Other  
classroom

4. \_\_\_\_\_ Absent Injured Other  
classroom

5. \_\_\_\_\_ Absent Injured Other  
classroom

6. \_\_\_\_\_ Absent Injured Other  
classroom

7. _____ classroom	Absent	Injured	Other
8. _____ classroom	Absent	Injured	Other
9. _____ classroom	Absent	Injured	Other
10. _____ classroom	Absent	Injured	Other
11. _____ classroom	Absent	Injured	Other

BE READY TO GIVE THIS PAGE TO A MEMBER OF THE PLANNING/INTELLIGENCE TEAM

## Emergency Reporting Form

- |   |       |
|---|-------|
| <b>1. School</b>                            | _____ |
| <b>2. Administrator in Charge</b>           | _____ |
| <b>3. # of Students</b>                     | _____ |
| <b>4. # of Adults</b>                       | _____ |
| <b>5. # of Injuries</b>                     | _____ |
| <b>6. # of Deaths</b>                       | _____ |
| <b>7. # of Unusable Buildings (Damaged)</b> | _____ |
| <b>8. Fire (Location)</b>                   | _____ |
| <b>9. Leaks: Gas/Water</b>                  | _____ |
| <b>10. Other/Additional</b>                 | _____ |

### Instructions For Use:

1. Speak slowly and clearly.
2. Do not send information until called by Emergency Operations Center (1-David).
3. Do not read titles: Send/transmit information only.

MANAGEMENT	OPERATIONS	LOGISTICS	PLANNING/INTELLIGENCE	FINANCE/ADMIN
<p><b>EOC Director/Incident Commander:</b> Jacob Muñiz – Principal Gabriela Contreras – Admin. Designee Elsa Covarrubias - Admin. Designee</p>	<p><b>Section Chief:</b> Jacob Muñiz – Principal Gabriela Contreras – Admin. Designee</p>	<p><b>Section Chief:</b> Jacob Muñiz – Principal Graciela Rios - Secretary</p> <p><b>DISTRICT EOC</b></p>	<p><b>Section Chief:</b> Jacob Muñiz – Principal Graciela Rios - Secretary</p> <p><b>DISTRICT EOC</b></p>	<p><b>Section Chief: DO</b></p> <p><b>DISTRICT EOC</b></p>
	<p><b>Assembly and Shelter Team:</b> 1. Lee Mayorga 2. Loretta Diaz-Infante</p>	<p><b>Supplies and Staffing:</b> 1. Gladys Elizondo 2. Robert Diaz</p> <p><b>DISTRICT EOC</b></p>	<p><b>Situation Status Team:</b> 1. Graciela Chavez 2. Socorro Alvarez</p>	<p><b>Record Keeping Team: DO</b></p>
	<p><b>Communication Team:</b> 1. Graciela Chavez 2. Socorro Alvarez</p> <p><b>Crisis Intervention Team:</b> 1. April Reutter 2. District Office Peronnel</p> <p><b>First Aide Team:</b> 1. Mayra Salguero 2. Norma Erguera 3. Beto Perez 4. Ina Thurman</p>	<p><b>Transportation:</b> Transportation Department</p> <p><b>DISTRICT EOC</b></p>	<p><b>Documentation Team:</b> 1. Graciela Chavez 2. Socorro Alvarez</p>	
	<p><b>Light Search and Rescue Team:</b> 1. Martin Carapia/April Reutter 2. Robert Diaz/Julissa Closson</p>			
	<p><b>Maintenance/Fire/ Site Security Team:</b> 1. Arnold Ramirez 2. Robert Diaz</p>			



**2. OPERATIONS**

**COMMUNICATION  
TEAM**

- Coordinates information being released to the district office, press and makes public announcements
- Reports status to district office
- Assists in accounting for the school population using attendance records, visitor sign-in sheets, emergency data cards of students and any other information

- Walkie talkie
- Gate key
- Emergency School Map

**MAINTENANCE/FIRE/SIT  
E SECURITY TEAM**

- Locks all external gates, doors, and secures school
- Serves as a liaison officer
- Ensures that all gates are open to Emergency Assembly Area
- Assists in the evaluation of the Emergency Assembly Location of all students
- He/she is the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross)

- Walkie talkie
- District Walkie Talkie

<p><b>CRISIS INTERVENTION TEAM</b></p>	<ul style="list-style-type: none"> <li>• Makes provisions for mental health counseling</li> </ul>	
<p><b>FIRST AID TEAM</b></p>	<ul style="list-style-type: none"> <li>• Opens disaster container</li> <li>• Knows where all the first aid supplies are located (Volleyball Courts) and gathers them together to oversee first aid prior to paramedics' arrival</li> <li>• Records information on extent of injuries and first aid administered</li> <li>• Coordinates with paramedics</li> <li>• Equipment demobilization (return to bin)</li> </ul>	<ul style="list-style-type: none"> <li>• Walkie talkie</li> <li>• Stretchers</li> <li>• Blankets</li> <li>• First aid supplies</li> <li>• Emergency and health cards</li> </ul> <p>First aid supplies are stored in the large bin located on the northwest corner of the campus (Elaine and Highland Streets)</p>
<p><b>LIGHT SEARCH AND RESCUE TEAM</b></p>	<ul style="list-style-type: none"> <li>• Accounts for everyone on site as quickly as possible</li> <li>• Works closely with the Student Assembly, Shelter &amp; Release Coordinator, and First Aide Team notifying them of possible injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Walkie talkie</li> <li>• Attendance records, visitor sign-in sheets, emergency data cards, medications</li> </ul>



# INCIDENT COMMAND SYSTEM

## STUDENT RELEASE AND STAFF/VISITOR

- Oversees how parents receive students and the process for releasing students
- Works closely with the Search & Accountability Coordinator
- Ensures that all records are kept on students leaving campus

- Walkie talkie
- Program cards
- Class rosters
- Record keeping material
- Student Emergency Release Forms
- Computer print out

## ASSEMBLY AND SHELTER TEAM

- Oversees location where students assemble and attends to their needs when providing shelter

### 3. LOGISTICS

## SUPPLIES & STAFFING

- Oversees distribution of food, water, and essential supplies throughout critical incident

- Walkie talkie

In an **EMERGENCY**, dial 9-1-1 for:

- Fire Department
- Police Department
- Sheriff's Office
- Highway Patrol

<b>American Red Cross</b> .....	(562) 945-3944
<b>SEAACC Animal Control Center</b> .....	(562) 803-3301
<b>CalTrans</b> .....	(800) 427-7623
<b>California Highway Patrol Info Line</b> .....	(562) 868-0503
<b>Pacific Gas &amp; Electric Company</b> .....	(800) 743-5002
<b>Alliance of Schools for Cooperative Insurance Programs (ASCIP)</b> .....	(562) 404-8029
<b>Norwalk Fire Department info line</b> .....	(562) 863-0214
<b>La Mirada Fire Department info line</b> .....	(562) 943-5512
<b>LA County Office of Emergency Management</b> .....	(323) 980-2260
<b>LA County Office of Education</b> .....	(562) 922-6111
<b>Norwalk Sheriff's Station</b> .....	(562) 863-8711
<b>LA County Dept. of Health Services (information)</b> .....	2-1-1
<b>LA County Public Health Communicable Disease Reporting</b> .....	(888) 397-3993