

Hazard Specific Procedures

Types of emergencies that can be anticipated in this area:

12. Earthquake
13. Fire
14. Smog Alert
15. Airplane crash
16. Bomb or bomb threat
17. Hazardous materials release
18. Sniper or gunfire
19. Severe storm

Response Procedures:

Activate Emergency Plan and:

- Duck, Cover, and Hold
- Evacuate
- Modified Shelter-in-Place
- Duck, Cover, and Hold
- Duck, Cover, hold and/or 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 the 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 group - "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 proved emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS), the individual school sites and the school district will be linked to other responsible agencies in an integrated fashion. School sites will report to the school district. The school district 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** (if necessary).
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.

DUCK, COVER, AND HOLD

When the ground begins shaking, a loud explosion is heard/felt, or a duck, cover, & hold drill begins, everyone—students, staff, and all others present—take the following protective actions:

Indoors:

- **Duck:** Take cover under a nearby desk or table, positioning as much of the body as possible under cover.
- **Cover** eyes by leaning the face against the arm.
- **Hold** on to the table legs or side of the desk. Remain in position until the ground stops shaking, objects stop falling, or the teacher indicates that this phase of the drill has ended.

Duck, Cover, and Hold (continues)

If there is no table or desk nearby, but there are chairs (such as an auditorium-style arrangement):

- **Duck, cover, hold:** take cover under the chairs, if possible, and/or between the rows of chairs, by dropping to the floor, holding on, and protecting the eyes with the arm.

If there are no tables or chairs nearby (or not enough):

- **Duck, cover, hold:** take cover by dropping to the floor, against an interior wall, if possible. Select the closest safe place: between tables or against a wall. The “drop” position is preferred: on the floor, on the knees, leaning over to rest on the elbows, hands clasped behind the neck, face down for protection.

In the hallway:

- **Duck, cover hold:** take the “drop” position alongside the walls. Try to avoid hazards such as unsecured lockers, trophy cases, cabinets, etc. Choose the closest safe place.

On Stairs:

- **Duck, cover, hold:** Sit down, hold onto handrail, and cover eyes.

People with disabilities:

- **In a wheelchair:** Remain in the chair, set brake, hold on. If you have a hard hat with you, put it on.
- **Trying to protect head and neck by leaning forward** so that the head is lower than the back of the wheelchair is not practical. First, the person would have to bend head down to knees, which may not be physically possible. Second, the leather or vinyl backs of most wheelchairs will not add protection.
- **With mobility impairments, but not in a wheelchair:**
- If sitting at onset of earthquake, remain in place, protecting head if possible, and hold on.
- If standing, sit down, or brace body to avoid falling.
- People with mobility impairments should not be routinely placed under or near potential hazards.

Teachers and other Caregivers:

- **Duck, cover, and hold** as directed above so that you will be available and uninjured to assist others after the ground stops shaking. The teacher should be the first to duck, cover, and hold.

Outdoors:

- **Duck, cover, hold:** Move away from buildings, power lines, block walls, and other items which might fall. Take the “drop” position or sit down.
- **Remain in position** until the ground stops shaking or the teacher indicates that this phase of the drill has ended.

Situation Assessment:

- **Teacher or supervising adult makes a quick assessment of the situation. Any of the following require immediate evacuation: fire, damage to structure, hazardous materials spill.**
- **Teacher makes a quick assessment of injuries to students. Unless the situation calls for immediate evacuation, teacher uses first aid for critical injuries.**
- **Teacher checks with buddy teacher. If may be necessary to assist or evacuate the buddy teacher’s class.**
- **In most cases, the teacher will wait until composure has been reached and an evacuation signal has been received before directing the class to evacuate. See evacuation procedures.**