

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Adult and Career Education
East Los Angeles Occupational Center

TO: ELAOC Faculty, Staff, and Partners

DATE: March 10, 2025

FROM: Administration

SUBJECT: SHELTER-IN-PLACE ORAL REVIEW/DRILL

During the week of March 10, teachers are to **review and discuss the procedures** involved in executing a **Shelter-in-Place** with their class. Read through and discuss the procedures below with your students to ensure awareness of all specific safety measures and plans.

BACKGROUND

During a Shelter-in-Place, students are moved (or remain) inside for their safety because there is an environmental or chemical threat to their well-being. Shelter-in-Place uses school buildings to provide protection from the outdoor environment. There are several reasons why a school may initiate a Shelter-in-Place, including chemical spills in the area, brush fires, any kind of airborne contaminants, or a swarm of bees. During a Shelter-in-Place, school administrators and district officials work closely with government agencies to maximize student safety. The level of activity allowed on campus during a Shelter-in-Place varies by the incident, and decisions about student movement and services within the campus are based on what is safest for students in each incident.

PROCEDURES

1. If an environmental or chemical threat is present, the administration/designee will make a broadcasted notification, and/or one long bell (10-15 seconds) will be signaled to Shelter-in-Place.
2. All classes will remain in their rooms.
3. Direct any students in hallways/outside areas into the nearest classroom or building.
4. Classes meeting outdoors will proceed into the nearest classroom or building.
5. Move students to the most protected areas in the room away from windows and keep their backs toward windows.
6. 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.
7. Turn off Heating, Ventilation, and Air Conditioning units/systems (if applicable).
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block air exchange to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances (if applicable).
10. Take and report attendance as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
11. Establish means of classroom communication via the school phone system, school radio, & cell phone/e-mail.
12. Remain in the sheltered area until further instructions from official sources.

RECOMMENDED PLANNING

- Know your classroom surroundings. Identify the doors, windows, entries, and exits in your room.
- Know where the vents are and how to close them (if applicable).
- Know where air heating or cooling controls are and how to turn them off (if applicable).
- Know what room you will go to and how to seal it.
- Know your means of communication i.e., school phone, cell phone, school email, etc.
- Locate and check your school emergency pack/kit for supplies in your classroom.
- Review the Shelter-in-Place procedures and drill with your class every term.

For more information, see REF-5803.7 in the LAUSD Emergency Services at
<https://www.lausd.org/page/2649>