

The background features a collage of school-related images in shades of yellow and orange. At the top, there is a faint image of a classroom with students at desks. To the right, a large, faint pentagon-shaped sign depicts two children walking. In the center, a green chalkboard is framed in wood, containing the title text. Below the chalkboard, a yellow school bus and a white sheriff's patrol SUV are shown. The SUV has 'SHERIFF' and 'K-9 UNIT' written on its side, along with a bear logo and the motto 'A Tradition of Service'. A black dog is sitting next to the SUV. At the bottom center is the official Los Angeles County Sheriff's Department badge, which is a gold star with a bear in the center and the words 'SHERIFF' and 'LOS ANGELES COUNTY' around it.

STANDING UP  
FOR SCHOOL  
SAFETY  
Handbook



*Los Angeles County*  
**Sheriff's Department**  
Leroy D. Baca, Sheriff

## OUR CORE VALUES

As a **leader** in the  
Los Angeles County Sheriff's Department,  
I commit myself to  
**honorably** perform my duties with  
**respect** for the dignity of all people,  
**integrity** to do right and fight wrongs,  
**wisdom** to apply **common sense**  
and **fairness** in all I do and  
**courage** to stand against racism,  
sexism, anti-Semitism, homophobia  
and bigotry in all its forms.

## OUR MISSION

**Lead** the fight to prevent  
crime and injustice.  
Enforce the law **fairly** and  
defend the rights of all,  
including the incarcerated.  
**Partner** with the people we  
serve to secure and promote  
safety in our communities.

## OUR CREED

My goals are simple.  
I will always be painfully **honest**,  
work as hard as I can,  
**learn** as much as I can and hopefully  
**make a difference** in people's lives.

Deputy David W. March  
**End of Watch April 29, 2002**  
(killed in the line of duty during a traffic stop)

**LASD 24 hour Command Post—(323) 267 - 4800**  
**Emergency Operations Bureau—(323) 980 - 2211**

# INTRODUCTION



The purpose of this handbook is to provide school educators with tools that aid in the prevention, mitigation, and management of a crisis situation. The safety and well-being of our students and teachers has

always been the utmost priority of the Los Angeles County Sheriff's Department. Los Angeles County is home to more than 3,000 schools ranging from kindergarten through college. In the wake of the highly publicized tragedies occurring in our Nation's schools, it is important that law enforcement partner with school administrators to ensure the safety of our students and faculty.

We will continue to partner with our local educators in order to foster preparation, awareness, and communication, focused on the safety and well-being of our students. Preventing these tragedies and continuing to maintain a secure learning environment is a goal of law enforcement, schools, and society as a whole. If an incident at a school does occur, you can be assured that our response will be rapid, efficient, and decisive.

Thank you for taking the time to review this handbook. The information is designed to help you prepare for crisis situations, including active shooter incidents. Please take the opportunity to utilize your local Sheriff's Department School Resource Coordinator to develop specific plans and useful student/staff training focused on strengthening safety at your campuses.

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# LASD STRATEGY FOR SCHOOL SAFETY

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The Los Angeles County Sheriff's Department has strategies in place to deal with issues that may arise involving school safety. The strategies include:

## **School Safety Coordinator**

- Liaison with the administrative officers
- Develop joint operations plans for response to campus emergencies
- Meet regularly with school administrators
- Prepare schools to identify potential threats and prevent incidents
- Serve as the station's representative at school district and PTA meetings

## **Tactical Plans and Training**

- Collecting and storing tactical information of your school campus
- Coordinate school related training scenarios for Sheriff's Station personnel

# LASD STRATEGY FOR SCHOOL SAFETY

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## **School Safety Assessment**

School safety assessments are being conducted by deputies at all schools within the jurisdiction of the Los Angeles County Sheriff's Department.

Examples of some assessed areas include:

- Physical barriers (fencing, gates)
- Security lighting
- Closed Circuit Video Surveillance (CCTV)
- Number of security personnel
- Access points onto school grounds
- Public address system
- Security concerns from the administration
- Security recommendations

Contact your LASD School Safety Coordinator to request a list of all areas addressed in a school safety assessment.

## **First Responders**

When an emergency or crisis situation occurs at or near a school, field personnel will be immediately dispatched to the location. These personnel are known as "first responders." The Los Angeles County Sheriff's Department first responders will immediately enter the location, assess, and resolve the situation.

## **Support Personnel**

Additional law enforcement personnel and fire resources will provide assistance to first responders by:

- Directing emergency medical personnel to victim locations
- Securing and containing the location
- Creating an off-site location where all pertinent resources involved (i.e., law enforcement, fire, and school administrators) communicate and act as one. This is known as a unified command.

# CRISIS SITUATION

Crisis situations can be either “Man Made” or “Natural Disasters” and are defined as circumstances or events that are unexpected and evoke a sense of threat (particularly physical peril). These events must be stabilized as quickly as possible to minimize physical harm and property damage. A crisis situation can include the following:

- Hostage situation
- Bomb threat
- Suspicious packages/mail
- Earthquake
- Fire/explosion
- Active shooter

## HOSTAGE SITUATION

### If you become aware of a Hostage Situation:

- Immediately remove yourself from any danger
- Call 911 and provide the following:

- \_\_\_\_\_ Location of incident
- \_\_\_\_\_ Number of possible hostage takers and physical descriptions
- \_\_\_\_\_ Number of possible hostages
- \_\_\_\_\_ Possible weapons used by the hostage takers
- \_\_\_\_\_ Any injuries to hostages you witnessed
- \_\_\_\_\_ Your name, location, and phone number

### When Law Enforcement arrives:

- In a rescue situation, “**Do Not Run**”
- Drop to the floor and remain still
- Make no sudden moves that law enforcement may interpret as hostile or threatening
- Instinctively, you will want to run to law enforcement for protection. Remember, law enforcement does not know who you are or your motives

## CRISIS SITUATION

### BOMB THREAT

**If you receive a bomb threat on campus, remain calm and take the caller seriously.**

- If your phone has caller ID, record the number displayed
- Gain the attention of a co-worker and have them contact the local Sheriff's Station
- Keep the caller on the phone as long as possible
- **ASK QUESTIONS:**

- \_\_\_\_\_ Where is the bomb located?
- \_\_\_\_\_ When is it set to explode?
- \_\_\_\_\_ What kind of bomb is it and what does it look like?
- \_\_\_\_\_ What will cause it to explode?
- \_\_\_\_\_ Did you place the bomb and if so, why?
- \_\_\_\_\_ What is your name?

### SUSPICIOUS PACKAGES/MAIL

**If you encounter a suspicious package/mail:**

- Immediately contact the local Sheriff's Station
- Do not sniff, touch, taste, shake, open or come in contact with any powder or fluid that may have spilled
- Evacuate the immediate area
- Close the doors and ensure that no one else enters but emergency first responders
- If possible, shut down the ventilation system
- If any hazardous material is suspected, stay up-wind and up-hill
- Turn off two-way radios if wires/tin foil, or other indications of an explosive device exist
- Wash hands with soap and warm water, and rinse thoroughly
- Do not clean up suspicious powders or other residue
- Remove contaminated clothing as soon as possible and place in plastic bag or sealed container
- Keep all persons that may have been exposed/sequestered together outside in a safe area, up-wind and up-hill until the Fire Department determines they are medically cleared
- Create a list of all people who were in the area or who may have come in contact with the package/envelope since its arrival on campus



## CRISIS SITUATION

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### **EARTHQUAKE**

#### **If you experience an earthquake:**

- Stay calm
- If indoors, **“Duck, Cover, and Hold On”** under a table or desk, or against an inside wall until the shaking stops
- Protect your head and neck with your arms
- If you are in a hallway, drop to the floor against an interior wall and protect your head and neck with your arms
- Do not use elevators
- Do not exit a building during the shaking; there is a danger from falling debris

### **FIRE OR EXPLOSION**

#### **If you experience a fire or explosion:**

- Do not panic; activate the nearest fire alarm
- Call 911 to report the location of the fire
- If the fire is small, attempt to extinguish it with a fire extinguisher and proceed with student evacuations
- If the fire is large, evacuate the building via the nearest fire exit
- Close all doors when exiting
- Use stairways and keep to the right
- Do not use elevators; they may shut down or stop on the floor of the fire
- Check all doors for heat prior to opening them
- If you are caught in smoke, drop to your hands and knees and crawl
- Breathe shallowly through your nose and use your clothing to cover your nose and mouth
- Proceed to the nearest evacuation area

#### **If you are trapped in a room, due to a fire:**

- Place moist cloth material around/under the door to keep smoke out
- Retreat
- Close as many doors as possible between you and the fire
- Be prepared to signal from windows, but do not break the glass unless absolutely necessary (outside smoke and draft could be drawn in)

## CRISIS SITUATION

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### **ACTIVE SHOOTER**

#### **Definition**

An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. Many active shooter situations have concluded prior to the arrival of law enforcement, thus making preparedness efforts crucial. Individuals who are prepared both mentally and physically to deal with an active shooter situation have a better chance of survival.

#### **Profile**

- An active shooter can be anyone
- School shootings are rarely impulsive acts
- Attackers rarely direct threats to their targets prior to the attack
- Many offenders engage in repetitive viewing of violent media and are often fascinated with previous school shootings
- Subjects may forecast their intentions via online videos, blogs, and social networking activities
- The most common motive is retribution

#### **Motives**

- 24% motivated by desire for attention or recognition
- 27% motivated by suicide or desperation
- 34% motivated by attempt to solve a problem
- 54% had multiple motives
- 61% motivated by desire for revenge
- 75% felt bullied/persecuted/threatened by others

#### **Traits**

- 27% of attackers exhibited interest in violent movies
- 37% of attackers exhibited interest in violence in their own writings, poems, essays, and journal entries
- 59% of attacks occurred during the school day
- 63% of attackers had a known history of weapons use
- 68% acquired the weapon from their own home or a relative
- 93% of attackers engaged in some behavior that caused concern
- 93% of attackers planned out the attack in advance
- 95% of attackers were current students

## CRISIS SITUATION



### Threat Assessment of Student

- Have there been any communications suggesting an intent to attack?
- Has the student shown inappropriate interest in violence?
- Has the student engaged in any attack-related behaviors?
- Does the student have the capacity to carry out an attack?
- Is the student experiencing desperation and/or despair?
- Does the student have a trusting relationship with an adult?
- Does the student see violence as an acceptable behavior?
- Are others concerned about the student's behavior?
- What circumstances might affect the likelihood of an attack?



# SUGGESTIONS FOR STAFF

## **Training Your Staff for an Active Shooter Situation**

To best prepare your staff for an active shooter situation; create an Emergency Action Plan (EAP) and set up regular training exercises. A thorough EAP and training exercises will give school staff the best chances for an effective response in a crisis situation.

## **Emergency Action Plan (EAP)**

Create your EAP with input from several stakeholders, including your human resources department, training department, faculty, local law enforcement, local fire department, and/or emergency responders. An effective EAP includes:

- A preferred method for reporting emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, and safe areas)
- Contact information and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert responsible personnel of an emergency including:
  - Individuals at remote locations within the premises
  - *Local law enforcement*
  - *Local area hospitals*

***For assistance in developing an EAP at your school, contact your local LASD School Safety Coordinator.***

## **Essentials of Training Exercises**

The most effective way to train your staff to respond to an active shooter situation is to conduct active shooter simulation exercises. Local law enforcement is an excellent resource for designing training exercises. Key training areas should include:

- Staff recognizing the sound of gunshots
- Reacting quickly when gunshots are heard and/or when a shooting is witnessed
- Taking defensive measures to include:
  - *Evacuating the area*
  - *Shelter in place*
  - *Acting against the shooter when necessary*
- Calling 911
- Reacting accordingly when law enforcement arrives
- Adopting a “survival mind-set” during times of crisis

## **Active Shooter OUTSIDE your building:**

- Remain calm
- Proceed to a room that can be locked
- Close and lock doors
- If doors cannot be locked, barricade the door with anything available
- Shut off lights
- Move to an area of the room where you cannot be seen or heard
- Keep as quiet as possible
- Turn cell phones to silent mode
- One person in the room should call 911 and advise the dispatcher what is taking place
- Do not open the door until a law enforcement officer advises it is safe to do so, or some other credible information is received advising the threat is over



## SUGGESTIONS FOR STAFF

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### **If the Active Shooter is INSIDE your building:**

- Remain calm; provide leadership and direction
- If possible, exit the building via the safest possible route away from the threat
- If you cannot exit safely, find the nearest location that provides safety
- Barricade doors by any means possible
- Shut off lights
- Move to an area of the room where you cannot be seen or heard
- Keep as quiet as possible
- Turn cell phones to silent mode
- Call 911 as soon as it is safe to do so
- Stay focused on survival and keep others around you focused
- Do not open the door until a law enforcement officer advises it is safe to do so, or some other credible information is received advising the threat is over

### **When Law Enforcement arrives:**

- Put down any items in your hands
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers
- Avoid pointing, screaming, and yelling

# IMPACT OF SCHOOL SHOOTINGS

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The process of how people heal from severe trauma has been well studied. Returning quickly to normal activity is actually the most common reaction to severe trauma. About half of those directly affected will quickly return to holding conversations, eating meals, and resuming work. Even though they are the majority, those who are capable of this quick return may have their own sort of guilt, confused by their own resilience. Oftentimes outsiders presume these people are in denial of their grief, or that they have healed too soon. For those who respond this way, normalcy is not healing; it is merely a conduit to healing. Their sadness should not be measured by their ability to function.

Another quarter of those exposed to severe trauma will gradually recover to normal functioning over the following 18 months. The rest are split between chronic disruption, never able to act normal again, and those who have a delayed reaction; they can act normal for a while, but gradually become dysfunctional. Since it is not known which individuals will fall into which pattern, it can actually be unhelpful to intervene too soon, pushing one style of healing upon all.

## **EMOTIONAL EFFECTS**

Whether witnessed firsthand or through the media, school shootings can cause psychological trauma. People experiencing such trauma may continually replay the event in their minds, seemingly unable to stop it. They may experience flashbacks or nightmares particularly when similar events unfold victims often avoid situations that will remind them of the shooting so they may resist returning to school, contacting classmates, and participating in activities that they associate with the event.

## **PHYSICAL EFFECTS**

Psychological difficulties stemming from school shootings often manifest themselves in physical symptoms; such as headaches, sleeping difficulties, and gastrointestinal problems. The patterns of behavior created after traumas, such as school shootings, can exacerbate physical symptoms. For instance, anxiety can lead to poor eating habits, which in turn can lead to stomach discomfort. The psychological trauma is often the underlying cause.

## IMPACT OF SCHOOL SHOOTINGS

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### DEMOGRAPHIC DIFFERENCES

Young children often display regressive behavior such as extreme attachment to their parents or thumb-sucking. As teenagers, traumatized boys tend to act out aggressively, while girls often withdraw into depression. Teens may turn to alcohol or other substances to help them cope with the feelings of helplessness and guilt that often accompany surviving such trauma. One study indicates that males in particular may refuse to seek help because of social pressure to handle the trauma, even from friends and family members.

### COPING

People experiencing psychological problems after a school shooting should realize they are not alone. Talking about the experience and their reactions to it may help alleviate some of the anxiety and reduce emotional and physical symptoms, but victims should not dwell on the event since overexposure may increase stress. Volunteering to help others affected by the shooting helps empower victims. Breaking the cycle between physical and emotional symptoms is an important step toward recovery. Eating well and engaging in stress-reducing activities such as moderate exercise are important. After such a traumatic incident, counselors focus on two stages of recovery: the immediate response of helping people feel safe and the long-term process of helping them cope. "Most people process the events and heal, but about 8% to 15% are likely to develop post-traumatic stress disorder (PTSD)," said Russell T. Jones, Professor of Psychology at Virginia Tech, who counseled survivors of the shootings. Arrangements should be made to assist students who become afflicted with PTSD.



The actions taken after acts of violence can have a major effect on the well-being of students and the community at large. It is difficult to respond in a timely and appropriate manner without an established post-incident plan.

## **The Role of School Administrators**

Implement plans for providing qualified counselors for a Critical Incident Stress Debriefing. Students, faculty, and staff may require both short-term and long-term counseling.

- Maintain both an information line and special call-in line for victims and their families whenever large groups of students are affected
- Keep in close contact with injured victims and/or surviving family members
- Determine the need for additional health services and resources (e.g., nursing staff) to attend to increased physical needs of students
- Hold regular meetings to provide staff with information related to the crisis, eliminate rumors, advise them of next steps, and advise them what information is appropriate for their students
- Develop written statements for teachers to read in class. Send similar statements to parents
- Whenever possible, assist teachers and staff, in dealing with their trauma before they interact with their students
- Hold a special meeting with victims and their siblings
- Ensure that each school in the district supports siblings of victims by offering them additional reassurances of safety and academic support as appropriate
- Provide space and time for members of peer groups to meet and counsel each other
- Designate space for “safe rooms” where at any time students, teachers, and staff can receive counseling
- Provide information to parents/guardians who want to know how to help their children cope with feelings about the crisis

- Keep parents/guardians informed of the support services being made available to their children
- Provide space where parents/guardians can meet with counselors and other adults to discuss ways to help their children transition back into school
- Find additional time for teachers to work with students needing additional academic support due to such problems as grief, stress, difficulty concentrating, and anxiety
- Hire a volunteer coordinator to ensure the meaningful participation of parents/guardians and community members in a way that does not use additional administrative time
- Provide an orientation for families who enroll their children in schools where violent events have occurred. Include students who will be attending these schools and students who transfer from other schools
- Evaluate whether community forums should be initiated for people to air their concerns about the tragedy or other issues pertaining to school safety

### **Managing the School Environment**

- Maintain close cooperation with investigating authorities to facilitate complete investigations and to minimize complications
- When appropriate, remove deceased students' names from forms, posters, rosters, absence reporting logs, and anywhere else they occur in reporting systems
- Deal with issues of deceased students' desks and lockers. Have a counselor or other qualified adult provide therapy while sitting at an empty assigned desk, bus seat, or locker. In the case of an empty desk, one strategy is to move the desk, over time, to the back of the row and all other desks forward; then eventually, remove the desk
- In collaboration with families of victims and the school community, evaluate how affected areas on the site where school violence took place should be handled when students return to school



# GO KITS

“Go Kits” are an essential tool for enhancing school preparedness in the event of a crisis situation. These kits should be portable and easily carried out of the school in case of an emergency. A backpack or briefcase is a common container used to store your “GO Kits” supplies. Two types of kits should be maintained on school campuses: One kit for school administrators and a second kit for each individual classroom.

## Suggested Kit Supplies

### ADMINISTRATION “GO KIT” SUPPLIES

Clipboard with lists of:

- **All students**
  - Students with special needs and description of needs (i.e., medical issues, prescription medicines, dietary needs) marked confidential
  - School personnel
  - School emergency procedures
  - Key contact information for the district crisis team
- **Parent/student reunification plan**
- **Whistle**
- **Hat or brightly colored vest for visibility and leadership identification**
- **Battery operated flashlight and batteries**
- **Utility turn off procedures**
- **Emergency communication device**
- **First Aid kit with instructions**

### CLASSROOM “GO KIT” SUPPLIES

Clipboard with lists of:

- **All classroom students**
  - Students with special needs and description of needs (i.e., medical issues, prescription medicines, dietary needs) marked confidential
  - Classroom personnel
  - School emergency procedures
- **Whistle**
- **Hat or brightly colored vest for visibility and leadership identification**
- **First Aid kit with instructions**
- **Pens and paper**
- **Age appropriate student activities (such as playing cards, checkers, inflatable ball, etc.)**



# EMERGENCY NUMBERS

In the event of an emergency situation occurring on your campus, dial "911" and you will immediately be connected to the local law enforcement agency and fire department assigned to your area. The Los Angeles County Sheriff's Department recommends that you provide all necessary contact information for the emergency response agencies within your districts. Below are some suggestions of agencies available to assist you and your staff regarding any information discussed in this booklet.

AGENCY	PHONE #
<b>EMERGENCY</b>	<b>911</b>
<b>LOCAL SHERIFF'S STATION</b>	
<b>LOCAL FIRE DEPARTMENT</b>	
<b>LOCAL HOSPITAL</b>	
<b>LOCAL FBI FIELD OFFICE</b>	

**PLEASE FILL IN THE APPROPRIATE INFORMATION ABOVE**



# LASD

## RESOURCES

For further information in the effort of school safety, or to contact LASD personnel assigned to any Sheriff's Station, refer to the following resource page. You may also contact Sheriff's Headquarters Bureau at **(323) 267-4800** or **shb@lasd.org**.

<b>BUREAU/STATION</b>	<b>PHONE</b>	<b>E-MAIL</b>
Sheriff's Headquarters Bureau	(323) 267-4800	shb@lasd.org
Altadena Station	(626) 798-1131	altadena@lasd.org
Avalon Station	(310) 510-0174	avalon@lasd.org
Carson Station	(310) 830-1123	carson@lasd.org
Century Station	(323) 568-4800	century@lasd.org
Cerritos Station	(562) 860-0044	cerritos@lasd.org
Compton Station	(310) 605-6500	compton@lasd.org
Crescenta Valley Station	(818) 248-3464	crescentavalley@lasd.org
East Los Angeles Station	(323) 264-4151	eastla@lasd.org
Industry Station	(626) 330-3322	industry@lasd.org
Lakewood Station	(562) 623-3500	lakewood@lasd.org
Lancaster Station	(661) 948-8466	lancaster@lasd.org
Lomita Station	(310) 539-1661	lomita@lasd.org
Malibu/Lost Hills Station	(818) 878-1808	malibulosthills@lasd.org
Marina del Rey Station	(310) 482-6000	marinadelrey@lasd.org
Norwalk Regional Station	(562) 863-8711	norwalk@lasd.org
Palmdale Station	(661) 272-2400	palmdale@lasd.org
Pico Rivera Station	(562) 949-2421	picorivera@lasd.org
San Dimas Station	(909) 450-2700	sandimas@lasd.org
Santa Clarita Valley Station	(661) 255-1121	santaclarita@lasd.org
South Los Angeles Station	(323) 820-6700	southlosangeles@lasd.org
Temple Station	(626) 285-7171	temple@lasd.org
Walnut/Diamond Bar Station	(909) 595-2264	walnutdiamondbar@lasd.org
West Hollywood Station	(310) 855-8850	westhollywood@lasd.org

# SCHOOL SAFETY CHECKLIST

- \_\_\_\_\_ Read the District Disaster Plan and know the responsibilities of the site manager
- \_\_\_\_\_ Designate a second-in-command and a backup
- \_\_\_\_\_ (Orient) staff to District Disaster Plan, review site procedures (staff meeting)
- \_\_\_\_\_ Update site plan, assign staff responsibilities (complete staff roster sheet)
- \_\_\_\_\_ Schedule necessary training (First Aid, CPR, Search & Rescue)
- \_\_\_\_\_ Schedule drills: Fire, Earthquake, Code Red, Communications
- \_\_\_\_\_ Complete site map, and post as required
- \_\_\_\_\_ Complete Site Hazard Survey
- \_\_\_\_\_ Complete Classroom Hazard Survey Summary
- \_\_\_\_\_ Submit Classroom Hazard Survey Summary
- \_\_\_\_\_ Participate in test of district radios
- \_\_\_\_\_ Check battery operated radios
- \_\_\_\_\_ Check location and condition of radio antennae and the base for installing the antennae if appropriate
- \_\_\_\_\_ Complete supplies and equipment inventory to include classroom emergency kits
- \_\_\_\_\_ Order supplies and equipment as necessary
- \_\_\_\_\_ Evacuation areas/alternatives identified for all classes
- \_\_\_\_\_ Communications to parents and students about disaster procedures
  - District Student Release Policy
  - Emergency Information Cards
- \_\_\_\_\_ Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits, if appropriate
- \_\_\_\_\_ Assess food supplies as applicable
- \_\_\_\_\_ Meet with child care provider and coordinate disaster preparedness plans
- \_\_\_\_\_ Identify hospitals and clinics in school's area that have back up emergency power that would be able to handle casualties in an emergency



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[twitter.com/LASD\\_News](https://twitter.com/LASD_News)



[www.youtube.com./LACountySheriff](http://www.youtube.com./LACountySheriff)



LASD Text and Email: [www.nixle.com](http://www.nixle.com)



[www.pinterest.com/lacountysheriff](http://www.pinterest.com/lacountysheriff)



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Revision Date 04-30-13