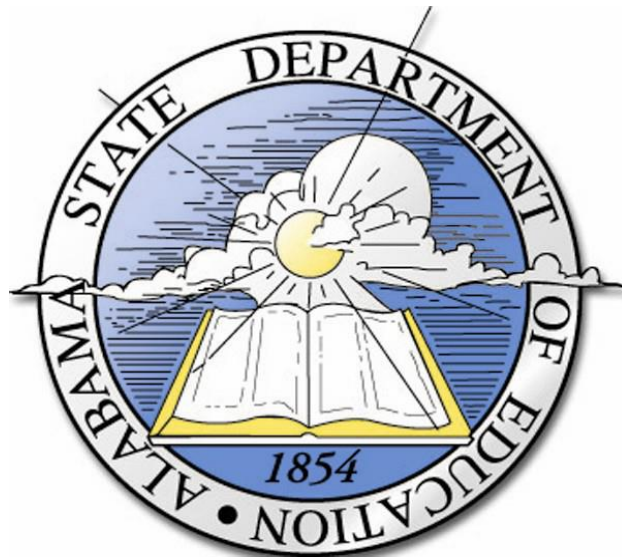


# SCHOOL SYSTEM SAFETY PLAN FORMAT



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## FOREWORD

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School safety has been and continues to be a critical issue in the lives of students, educators, parents, families, and community members. There is growing concern over the safety of Alabama schools due to recent local, state, and national school incidents of violence. Students struggle to learn when their safety is threatened. Educators are less able to provide effective instruction in an environment that they feel is unsafe. Incidents of violence in Alabama's schools are well documented. Therefore, it is imperative that the State Department of Education (SDE), all school systems, and each school make every effort to ensure the safety of their students and those that teach them.

In 1999, the Governor of Alabama directed each school principal in the state to develop and submit a school safety plan specifically outlining how his/her school would react to an emergency on campus. The SDE is committed to providing services and technical assistance for local education agencies (LEAs) in complying with that directive. The SDE is providing this document, School System and Individual School Safety Plan Format, for school system and school use as both system and individual school safety plans are developed. By using the components in this recommended format, technical assistance available through the SDE, and other resources, school systems and schools should be able to develop a well-written plan that will be effectively implemented by all students and school personnel.

On February 28, 2003, the President issued Homeland Security Presidential Directive/HSPD-5, *Management of Domestic Incidents*, which directs the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). This system provides a consistent nationwide template to enable federal, state, local, and tribal governments and private-sector and nongovernmental organizations to work together effectively and efficiently to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity, including acts of catastrophic terrorism.

The HSPD-5 also requires federal departments and agencies to adopt the NIMS by state, tribal, and local organizations, a condition for federal preparedness assistance that began in FY 2005. In order to comply with NIMS command and management guidelines, school systems and individual schools will incorporate into the safety plan the Incident Command System (ICS). The ICS is a professionally developed method for managing emergencies efficiently and has been proven successful in small emergencies as well as catastrophic disasters.

Through the development, training, and implementation of school system and individual school safety plans, safer environments that enhance and allow for learning will be provided for all school personnel and students.



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## A SAFE SCHOOL SYSTEM/INDIVIDUAL SCHOOL ENVIRONMENT

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“WHERE TEACHERS CAN TEACH AND STUDENTS CAN LEARN.”

Introductory Information
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### The Emergency Management Cycle:

Emergency management provides a consistent approach to work effectively and efficiently with federal, state, local governments, and first responders to mitigate, prevent, prepare, respond, and recover from natural, manmade, and technological hazards.

Emergency management is an **organized process** by which schools:

- ☐ **Mitigate** risks.
- ☐ **Prevent** incidents from occurring.
- ☐ **Prepare** for hazards that cannot be prevented or fully mitigated.
- ☐ **Respond** to emergencies that occur.
- ☐ **Recover** from emergencies to restore the school and community to its pre-emergency condition.

### Why Should Schools Plan for Emergencies?

The object of all school safety-planning efforts is to **manage risks**. Effective planning, which includes training and exercising, enhances the school's ability to keep emergencies from becoming crises. **Crisis intervention is reactive**, occurring after an emergency event, whereas, **emergency planning is proactive**, enabling schools to reduce the frequency and magnitude of emergencies and to respond faster and appropriately.

### Why plan for emergencies?

- ☐ Actions taken are more effective.
- ☐ Benefits extend to home and community.
- ☐ Responses to emergencies can improve future actions.
- ☐ Parents/Communities are more confident.
- ☐ Planning prevents injuries and saves lives.
- ☐ Schools are responsible for providing a safe environment for students, staff, and visitors.
- ☐ Federal and state laws require school safety planning.

## **Mitigation**

Mitigation refers to sustained and ongoing actions taken to reduce or eliminate long-term risks to people and property from incidents and their effects. The emphasis on ***sustained actions*** to reduce long-term risks differentiates mitigation from preparedness and response tasks which are required to survive safely and with the least risk. Effective mitigation actions can decrease the impact, the requirements and the expense of critical events.

The purpose of mitigation is two fold:

1. To protect people and structures
2. To minimize the costs of disaster response and recovery

## **Prevention**

Prevention refers to actions taken to attempt to avoid an incident from occurring. Prevention also involves applying intelligence and other information to a range of activities that may include such counter measures as:

1. Provide a school environment that encourages and enhances student reporting of school safety threat information.
2. Deterrence operations.
3. Heightened inspections.
4. Improved surveillance and security operations.
5. Investigations to determine the full nature and source of the threat.
6. Immunizations, isolation, or quarantine.
7. Specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity, as appropriate.
8. Apprehending potential perpetrators.

## **Preparedness**

Preparedness is the range of deliberate critical tasks and activities necessary to build, sustain, and improve the capability to mitigate, prevent, prepare, respond to, and recover from school and community incidents. Preparedness allows for planning and forethought regarding possible incidents as well as having an effective response to almost any incident. Preparedness requires determining what you will do if an incident occurs and essential services are interrupted, developing a plan for contingencies, and practicing the plan.

The preparedness phase involves a minimum of six steps:

1. Identifying the planning team.
2. Identifying the incidents that must be addressed.

3. Analyzing the incidents.
4. Developing the plan.
5. Developing a resource base.
6. Developing and implementing training and practices/exercises.

## **Response**

Response begins as soon as an incident threatens or is detected. It involves search and rescue, mass care, medical services, access control, and returning interrupted services and systems to normal operations. Rather than wait until an incident occurs, you should “plan to respond” by:

1. Ensuring that all school staff receive training on the safety plan.
2. Conducting drill practices/exercises to increase the probability that everyone knows what to do when a real incident occurs.

## **Recovery**

Recovery procedures are the actions necessary to return the school to its normal operations. The goal of any recovery plan is to restore all normal operations as quickly and completely as possible, but understanding recovery takes time. Recovery activities may be many and varied, depending on the incident, the type and amount of damage, and the number and severity of injuries.

Recovery involves:

1. Medical issues.
2. Psychological issues.
3. Infrastructure issues.
4. Insurance issues.
5. Documentation issues.
6. Repair structural/physical damage.
7. Restoration of disrupted services (e.g., utilities).
8. Clean up of facility (e.g., health/safety hazards removed and any needed repairs made).
9. Resumption of the normal school schedule and activities as soon as possible.
10. Liability issues.



**Part I**  
**SCHOOL SYSTEM SAFETY PLANNING**  
**AND MANAGEMENT**



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## SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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### Steps for School System Safety Planning

School system safety planning is the basis upon which safety plans for individual schools are predicated. It is important that the system plan provide information that is relative to the system's responsibilities. It should also project the expectations and possible resources for individual school plans.

#### School System Safety Planning

1. Identify who should be a part of the school system safety planning committee (Appendix B, Form SSP-01 and SSP-02) and identify the persons in the central office who will serve on the **School System Incident Management Team**.
2. Develop an introduction and Statement of Commitment to School Safety, which includes philosophy, expectations, and directives to schools from the superintendent and the local board of education. (Appendix B, Form SSP-03)
3. Identify the hazards in the school system and community where the central office is located. (Appendix B, Form SSP-04)
4. Analyze the hazards and determine school system and central office vulnerability. (Appendix B, Forms SSP-05 and SSP-06)
5. Establish the school system Incident Command System (ICS). (Appendix B Forms SSP-1, SSP-7 through SSP-9, and SSP-12)
  - a. List central office personnel available to assist schools during incidents by title; assign responsibility during an incident; and secure telephone numbers (work, home, and cellular), beepers, and e-mail. (Appendix B, Forms SSP-01, SSP-07 and SSP-12)
  - b. List telephone numbers and contact persons for all agencies, organizations, and other community services available to assist with emergencies. (Appendix B, Form SSP-08)
  - c. List of central office materials and equipment available to support schools during an emergency. (Appendix B, Form SSP-09)
6. Improve and make corrections to any existing safety plans. (Appendix B, Form SSP-10)
7. Develop a resource base. (Appendix B, Form SSP-11)
8. Provide training for all central office staff and implement exercises related to the plan. (Part III, Needs Assessment Guidelines for School System and Individual School Safety Plan, pages 84 through 86, Form SSP-13)

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## SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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### Step One: Establishing the System Safety Planning Committee (Appendix B, Form SSP-01)

An effective incident management plan involves the local Emergency Manager, first response personnel, social services personnel, and others providing assistance in an emergency.

**Confidentiality of the safety plan is extremely important when selecting committee members.** To the extent possible, a representative from each of the areas listed below should be included in an annual planning meeting:

- ☐ Superintendent
- ☐ Board of Education Representative
- ☐ Principals/Assistant Principal
- ☐ Child Nutrition Supervisor
- ☐ Transportation Coordinator
- ☐ Maintenance Supervisor
- ☐ Legal Counsel
- ☐ Special Education Coordinator
- ☐ ELL Coordinator
- ☐ Human Resources/Personnel Director
- ☐ Counseling and Guidance Coordinator
- ☐ Nursing/Health Services Coordinator
- ☐ Chief School Financial Officer
- ☐ Central Office Secretary
- ☐ Public Information/Communication Officer
- ☐ Local Emergency Management Agency (EMA) Representative
- ☐ First-responders (e.g., Law Enforcement, Emergency Medical, Fire Department, etc.)
- ☐ Social Services Personnel (e.g., Public Health, Mental Health, Juvenile Court)
- ☐ Public Works (e.g., Local: Water, Electric, Gas, and Communications representatives)
- ☐ Parent or Guardian
- ☐ Local Government Officials (e.g., Mayor, City Council, Building Inspector)

Do not forget special interests that faculty and staff members may have that could be useful to the planning process. Use the Staff Skills Survey and Inventory to identify central office staff with additional skills. (Appendix B, Form SSP-02)

Do not include the completed individual staff skill surveys as part of the School System Safety Plan.

The school system should convene a meeting of all members of the System Planning Committee, including the central office staff persons who will serve on the School System Incident Management Team.

Disseminate the system plan to school administrators. The plan MUST NOT be disseminated to the general public or the media due to the confidential nature of the document.



**Step One: SCHOOL SYSTEM SAFETY PLANNING COMMITTEE****DATE:**

NAME	TELEPHONE (Work/Cell)	TITLE	SIGNATURE
		Superintendent	
		Board of Education Member	
		Principal/Assistant Principal	
		Child Nutrition Supervisor	
		Transportation Supervisor	
		Maintenance Supervisor	
		Legal Counsel	
		Special Education Coordinator	
		ELL Coordinator	
		Human Resources/Personnel Director	
		Counseling & Guidance Coordinator	
		Nursing/Health Services Coordinator	
		Chief School Financial Officer	
		Secretary	
		Public Information Officer (PIO)	
		EMA Representative	
		Law Enforcement	
		Emergency Medical	
		Fire Department	
		Social Services (Public Health)	
		Social Services (Mental Health)	
		Public Works (Water)	
		Public Works (Electrical)	
		Public Works (Gas)	
		Public Works (Communications)	
		Parent/Guardian	
		Government Official	
		Other	



## STAFF SKILLS SURVEY & INVENTORY

Name:	Location:
Position:	

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training, and capabilities of the staff will play a vital role in their ability to cope with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and needed special skills. Please indicate the areas that apply to you and return this survey to your administrator.

**PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE & TRAINING. CIRCLE YES OR NO, WHERE APPROPRIATE.**

- |  |   |
|--|---|
| <input type="checkbox"/> First Aid (current card yes/no) | <input type="checkbox"/> Bi/Multi-lingual (language(s) _____)                 |
| <input type="checkbox"/> CPR (current yes/no)            | <input type="checkbox"/> Construction (electrical, plumbing, carpentry, etc.) |
| <input type="checkbox"/> Triage                          | <input type="checkbox"/> Running/Jogging                                      |
| <input type="checkbox"/> Firefighting                    | <input type="checkbox"/> Mechanical Ability                                   |
| <input type="checkbox"/> Emergency Planning              | <input type="checkbox"/> Structural Engineering                               |
| <input type="checkbox"/> Emergency Management            | <input type="checkbox"/> Bus/Truck Driver (Class 1 or 2 license yes/no)       |
| <input type="checkbox"/> Search & Rescue                 | <input type="checkbox"/> Ham Radio Operator                                   |
| <input type="checkbox"/> Law Enforcement                 | <input type="checkbox"/> CB Radio   |
| <input type="checkbox"/> Shelter Management              | <input type="checkbox"/> Camping  |
| <input type="checkbox"/> Survival Training & Techniques  | <input type="checkbox"/> Recreation Leader                                    |
| <input type="checkbox"/> Food Preparation                | <input type="checkbox"/> Waste Disposal                                       |
| <input type="checkbox"/> Journalism                      |   |

Do you keep a personal emergency kit: In your car? (Yes/No) In your room? (Yes/No)

Do you have materials in your room that would be of use during an emergency? (Yes/No)

Do you have equipment or access to equipment or materials at your school site that could be used in an emergency? (Yes/No)

PLEASE LIST EQUIPMENT AND MATERIALS:

COMMENTS:

What would make you feel more prepared should a disaster strike while you are at school?



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## SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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### Step Two: Introduction and Statement of Commitment to School System/Individual School Safety (Appendix B, Form SSP-03)

Provide an introductory statement that includes philosophy, expectations, and directives to schools from the superintendent and the local board of education. Include this statement as a part of the system plan and disseminate to all schools only.

**Step Two: INTRODUCTION AND “STATEMENT OF COMMITMENT”  
TO SCHOOL SYSTEM SAFETY**

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## SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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### Step Three: Identification of Hazards Related to the Central Office (Appendix B, Forms SSP-04)

#### Preparing for Hazard Identification (Comprehensive Floor Plan)

1. Obtain or draw a map of the central office building(s).
2. Designate the locations of:
  - ☐ Offices.
  - ☐ Work rooms.
  - ☐ Restrooms.
  - ☐ Heating and air-conditioning units.
  - ☐ Hallways.
  - ☐ Doors and closets.
3. Designate the following items on the map:
  - ☐ Main shut-off valves for water and gas.
  - ☐ Master electrical breaker(s).
  - ☐ Heating and air-conditioning equipment.
  - ☐ Computer server(s) and hub(s).
  - ☐ Stoves (indicate if gas or electric).
  - ☐ Gas lines for heating/cooking areas.
  - ☐ Hazardous material stored for science departments, custodians, and groundskeepers utilizing MSDS Logs for central office and each school.
  - ☐ Emergency lighting units.
  - ☐ Fire extinguishers.
  - ☐ First-aid and CPR equipment/protective devices.
  - ☐ Automatic External Defibrillator (AED) locations.
  - ☐ Outside water faucets and hoses.
  - ☐ Overhead power lines.
  - ☐ Underground power lines.

- ☐ Evacuation Routes
- ☐ Safe Place areas
- ☐ Other hazards as dictated by the school system's physical location and building.

**A map should be used to note potential hazards and the location of utilities, emergency equipment, and supplies. It will also provide a basis for establishing evacuation routes, identifying a safe assembly area, and developing procedures for conducting emergency response activities.**

**Obtain as soon as possible, but no later than the close of the FY 2008-2009 school year, an aerial photograph of the central office. (Suggested funding: Title IV, Children First, or use satellite photographs provided by Google Earth and Mapquest Web sites)**

**The Central Office shall maintain a copy of all school maps and a copy of the aerial photograph of each school.**

## **SYSTEM FLOOR PLAN**



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## SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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### Step Four: Analysis of Identified Hazards (Appendix B, Form SSP-05 and SSP-06)

Addressing all natural, technological, or manmade hazards is significant in the safety planning process, but identifying other hazards that occur infrequently is more difficult but also significant. Completing Appendix B, Form SSP-05 will assist in collecting data necessary to complete the analysis of hazards to which the school system is most vulnerable.

1. Obtain or draw a map of the community.
2. Identify potential hazards in the community including, but not limited to, the following:
  - ☐ Facilities containing toxic, chemically reactive, and/or radioactive materials. Be certain to include both manufacturers and user (e.g., gas stations).
  - ☐ High-voltage power lines and substations.
  - ☐ Transportation routes of vehicles carrying hazardous materials (e.g., truck routes and railroad rights-of-way).
  - ☐ Underground gas and oil pipelines.
  - ☐ Underground utility vaults and above-the-ground transformers.
  - ☐ Multi-story buildings vulnerable to damage or collapse (e.g., non-reinforced masonry construction).
  - ☐ Water towers and tanks.
  - ☐ Gas storage facilities.
  - ☐ Natural gas plants.
  - ☐ Other as dictated by the school system's physical location(s).

Being aware of the potential hazards in the community can affect your system planning process. For example, knowing that a facility uses toxic chemicals in processing helps you plan for a hazardous materials emergency. Therefore, potential hazards in the neighborhood and community must be identified and indicated on a city and/or county map identifying the areas surrounding the central office. Contact your local EMA to verify that you have identified all potential major hazards and to receive advice on the distance from the central office that these hazards should be identified.



## Step Four: Identifying Potential Hazards in the Neighborhoods and Communities

Date Surveyed: \_\_\_\_\_ Surveyed By: \_\_\_\_\_

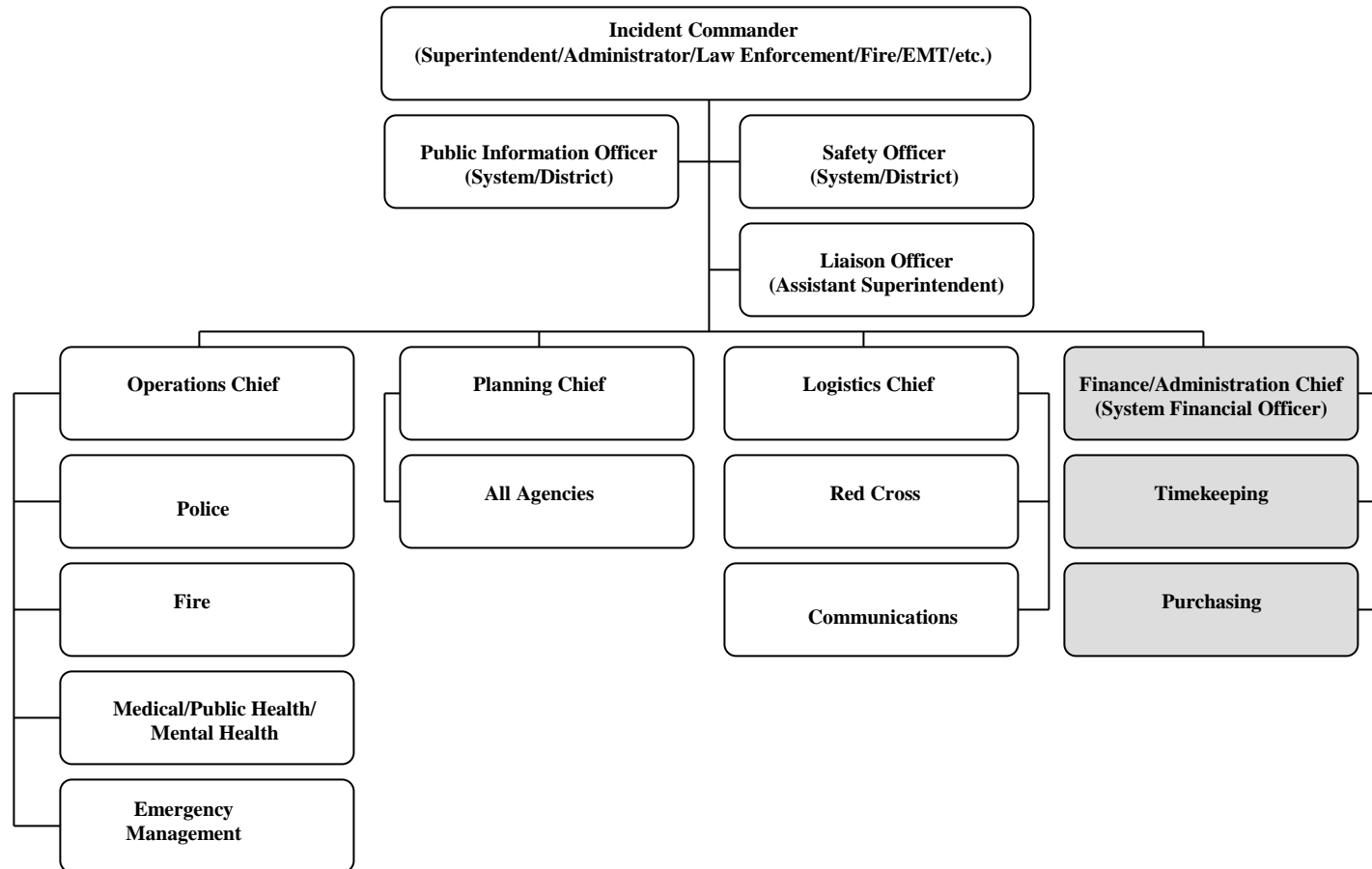
Hazard	Location
<input type="checkbox"/> Facilities containing toxic, chemically reactive, and/or radioactive materials. <input type="checkbox"/> Be sure to include both manufacturers and users (e.g., gas stations).	
<input type="checkbox"/> High-voltage power lines and substations	
<input type="checkbox"/> Transportation routes of vehicles carrying hazardous materials (e.g., truck routes and railroad rights of way).	
<input type="checkbox"/> Underground utility vaults and above-the-ground transformers.	
<input type="checkbox"/> Multi-story buildings vulnerable to damage or collapse (e.g., unreinforced masonry construction).	
<input type="checkbox"/> Water towers and tanks.	
<input type="checkbox"/> Gas storage facilities	
<input type="checkbox"/> Natural gas plants	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	



**Step Four: ANALYZE THE HAZARDS TO DETERMINE THOSE TO  
WHICH THE SCHOOL SYSTEM IS MOST VULNERABLE**



## Step Five: ESTABLISH THE INCIDENT COMMAND SYSTEM (ICS) ORGANIZATION CHART SYSTEM INCIDENT COMMAND SYSTEM



**NOTE:** Assign according to need, staff availability, and staff training. Provide each member assigned to ICS a copy of the position requirements. (Appendix C, Forms SP-11 through SP-36)



## SYSTEM EMERGENCY ASSIGNMENT WORKSHEET

Position	Staff Assigned	Alternate Personnel
<b>Incident Commander</b>		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
<b>Operations Section Chief</b>		1. 2.
Site Facility Check/Security		1. 2.
Search and Rescue Team (S&R) Leader		1. 2.
S&R Team #1 Member		1. 2.
S&R Team #2 Member		1. 2.
Medical Team Leader		1. 2.
Triage		1. 2.
Treatment		1. 2.
Psychological First Aid		1. 2.
Morgue		1. 2.
Student Care Director		1. 2.
Student Release Coordinator		1. 2.

## SYSTEM EMERGENCY ASSIGNMENT WORKSHEET

Position	Staff Assigned	Alternate Personnel
<b>Planning Section Chief</b>		1. 2.
Documentation		1. 2.
Situation Analysis		1. 2.
<b>Logistics Section Chief</b>		1. 2.
Supplies/Facilities		1. 2.
Staffing		1. 2.
Communications		1. 2.
<b>Finance/Administration Section Chief</b>		1. 2.
Timekeeping		1. 2.
Purchasing		1. 2.

## EMERGENCY TELEPHONE LIST

### Board of Education

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Chairperson/President					
Member					
Member					
Member					
Member					
Member					
Member					

### Central Office

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Superintendent					
Superintendent's Secretary					
Assistant Superintendent					
Personnel Director					
Custodian of Funds					
School Safety Coordinator					
Federal Programs Coordinator					
Public Information Officer					

### Transportation and Maintenance

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Transportation Supervisor					
Assistant Transportation Supervisor					
Secretary					
Maintenance Supervisor					
Assistant Maintenance Supervisor					
Secretary					

## EMERGENCY TELEPHONE LIST

### Career/Tech Center

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Director					
Assistant Director					
Secretary					

### Technology Center

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Director					
Assistant Director					
Secretary					

### Child Nutrition/Health Services

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
CNP Coordinator					
Health Services Coordinator					
Nurse					
Nurse					
Nurse					

### School Staff/Personnel

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Principal					
Assistant Principal					
Secretary					
Counselor					
CNP Manager					
Nurse					
Head Custodian					

# EMERGENCY TELEPHONE LIST

## EMERGENCY AGENCIES AND RECOVERY

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
City Police Department					
County Sheriff Department					
Local Fire Department					
Alabama State Troopers					
Local Ambulance Service					
Local Hospital					
Local Medical Center					
Emergency Management Agency (EMA)					
American Red Cross					
Local Crisis Center					
Poison Control Center					
Animal Control Center					
Department of Human Resources (DHR)					
Department of Public Health					
Department of Mental Health					
Juvenile Court					
Local Water Board					
Local Electrical Board					
Mayor					
County/City Commissioner					
Local Building Inspector					
State/Local Fire Marshal					
<b>Surrounding Boards of Education</b>					
1.					
2.					
3.					
4.					
5.					
6.					
SAFE SCHOOL HOT LINE	1-888-SAV-KIDS (1-888-728-5437)				



**LIST OF CENTRAL OFFICE MATERIALS AND EQUIPMENT AVAILABLE TO SUPPORT SCHOOLS  
DURING AN EMERGENCY**

MATERIALS AND EQUIPMENT	LOCATION/AGENCY	CONTACT PERSON	TELEPHONE NUMBER (WORK/CELL)	



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## SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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### Step Six: Improve any Existing Plan Based on Hazard Analysis

Study and evaluate the most recent school safety plan. Incorporate new information as needed. Keep one (1) copy of all former plans for the school archive file.

1. Complete an annual needs assessment. (Part III, Needs Assessment Guidelines for School System and Individual School Safety Planning, pages 51 through 90)
2. Complete an annual hazard analysis. (Form SSP-05)
3. Review and make corrections to the existing plan based on the outcome of the needs assessment and hazard analysis.
4. Use Part IV Safety Plan Checklist, page 102, as the guide sequential organization of the safety plan.
  - a. Page 102 provides the sequential order of contents for the safety plan.
  - b. The Required Forms column stipulates all forms to be included in the safety plan.
  - c. Forms and pages not listed in the Required Forms column are to be used as information gathering tools for safety planning and management preparation.
  - d. Appendix D, Form SP-43 provides a standard format for documenting required and suggested drills.
  - e. Appendix E, Form SP-44 provides guidance for collecting, reporting and analyzing suspicious incidents on or around campus.
5. Use Part IV Safety Plan Checklist, pages 103 through 110, as the guide for sequential ordering of incident safety planning.
  - a. All Items on the Incident Checklist are to be considered by the School System Safety Planning Committee to determine the relevancy of the incident for the system facilities.
  - b. A comments column is provided for a statement as to why a specific incident is not being addressed in the safety plan.

Example:

Emergency Evacuation	Comments	Page
<input checked="" type="checkbox"/> Air Disaster	Follow procedures and guidelines provided for an Explosion and/or Chemical Spills incidents.	

The system plan should reflect specific assistance provided to individual schools during any given incident where assistance is required or requested.



**Part III**

**Needs Assessment Guidelines for  
School System and Individual School Safety Planning**



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## NEEDS ASSESSMENT GUIDELINES FOR INDIVIDUAL SCHOOL SAFETY PLANNING

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### Needs Assessment Information

The needs assessment is designed to assist the LEA and individual school personnel with the development of a safety planning and management program and plan. The components in each section are designed to help the LEA and individual school personnel review and better implement new and existing programs within the safety practices of the system and school. Each item has been selected for careful consideration of use for accomplishing the goal of effectively developing a system wide or individual school safety plan.

### Effectively Utilizing the Needs Assessment

The needs assessment can be effectively used with information from the Safety Planning and Management worksheets (Appendix C.) Completing the eight steps in the Safety Planning and Management sections can assist in identifying additional components needed to successfully utilize the safety plan and program. These additional components can make the difference in efficiency of the safety plan and program provided by systems and schools for school communities, while contributing to the increase of student achievement through the commitment of providing a safe learning and teaching environment for students and school personnel.



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## NEEDS ASSESSMENT GUIDELINES

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### Prevention and Curriculum

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

School Climate	Comments
<input type="checkbox"/> A school climate survey is administered every two years in a completely anonymous manner. <input type="checkbox"/> The survey results are compiled and results are discussed with staff. <input type="checkbox"/> Changes from the survey are cooperatively developed and approved by staff. <input type="checkbox"/> Changes from school climate survey are implemented as approved. <input type="checkbox"/> A formal procedure for students and faculty to provide feedback regarding school climate is provided on a regular basis.	
Student/Faculty/Staff Records	Comments
<input type="checkbox"/> Accurate information is available for all staff/student records (e.g., Cumulative Records, Personnel Records). <input type="checkbox"/> Laptop, Palm, smart-phone, and/or hardcopy versions of all staff/student records are available for use. <input type="checkbox"/> Current documentation as needed via Cumulative Records or Personnel Records. <input type="checkbox"/> Regular intervals as well as procedures for updating documentation. <input type="checkbox"/> Medical documentation that may be life-threatening is provided (e.g., diabetes, allergies, ongoing, or chronic medical conditions). <input type="checkbox"/> Prescription medications needed for students/staff are documented. <input type="checkbox"/> A current photo of student/faculty/staff is provided and	

quickly available.

- ☐ Transportation used by each student is documented in an organized manner with any changes in a student's status is changed immediately (e.g., car, school bus, walks).
- ☐ Records are maintained to clearly identifying persons authorized to check the student out of school (e.g., parent/guardian, family, friends, etc.)
- ☐ Procedures are in place to require picture identification of all persons who check student(s) out of school.
- ☐ Procedures to check identification prior to release of student to any person are consistently enforced. (e.g., check photo ID of authorized person for all persons).
- ☐ A hardcopy of each student's records are coded and allow for quick sorting (e.g., color codes, abbreviations).
- ☐ A hard copy of staff records is maintained that follows the same qualifications noted above for students.
- ☐ Back-up copies of student/staff records are maintained at an alternate site (e.g., off campus, Palm, laptop, and smart-phone) and are updated regularly.
- ☐ A Staff Skills Survey is completed on an ongoing and regular basis for use in safety planning. (See Appendix C)
- ☐ Periodic and ongoing parent orientation programs, newsletters, or bulletins are disseminated regarding school safety discipline issues but not specific safety plan procedures.

Discipline Plan	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> A school Code of Conduct (discipline plan) based on a model disciplinary code developed by the SDE is available.</li> <li><input type="checkbox"/> The Code of Conduct is disseminated to all school personnel, parents, guardians, and students annually and to new enrollees and their parents during the school year.</li> <li><input type="checkbox"/> Training in the Code of Conduct is provided for all staff and students.</li> <li><input type="checkbox"/> The Code of Conduct is understood and consistently implemented by all staff.</li> <li><input type="checkbox"/> The plan is explained to/understood by all students.</li> <li><input type="checkbox"/> Parents understand the Code of Conduct and also understand their supporting role via school communications and/or training.</li> <li><input type="checkbox"/> The Code of Conduct is consistently enforced for all students.</li> <li><input type="checkbox"/> All staff are visible throughout the school day supporting the Code of Conduct.</li> <li><input type="checkbox"/> Parent/student signatures document receipt of and an indication that the Code of Conduct has been read and understood.</li> <li><input type="checkbox"/> The Code of Conduct is updated periodically based upon system policy.</li> </ul>	
Conflict Resolution/Peer Mediation/Mentoring Programs	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Conflict resolution is taught as a part of the curriculum.</li> <li><input type="checkbox"/> Students are implementing conflict resolution on a daily basis.</li> <li><input type="checkbox"/> The faculty/staff are modeling conflict resolution on a daily basis.</li> <li><input type="checkbox"/> Student leaders are identified and trained to provide leadership in peer mediation.</li> <li><input type="checkbox"/> Peer-to-peer and adult-to-student mentoring activities are available and utilized.</li> <li><input type="checkbox"/> Time is permitted/arranged for peer mediation to take place.</li> <li><input type="checkbox"/> Mentoring programs are available and utilized.</li> </ul>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Skills for staff/students in recognizing and managing anger is provided.</li> <li><input type="checkbox"/> Alternatives to aggression through classroom activities and by staff modeling are ongoing.</li> <li><input type="checkbox"/> Strategies for developing self-control and personal responsibility is provided for staff/students.</li> <li><input type="checkbox"/> Skills for getting along with others especially difficult people are provided for staff/students.</li> <li><input type="checkbox"/> Skills for success in the workplace are provided for staff/students.</li> <li><input type="checkbox"/> Student success is affirmed through academic achievement by recognizing all students in some manner.</li> </ul>	
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Alcohol/Tobacco/Illegal Drug/Violence Programs	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehensive prevention programs are designed for all students and staff regarding alcohol, tobacco, illegal drugs, and over the counter (OTC) drugs.</li> <li><input type="checkbox"/> “No Tolerance” or “Zero Tolerance” policies are in place - delineate which is the school system’s policy.</li> <li><input type="checkbox"/> Rules in the Code of Conduct relating to alcohol, tobacco, illegal drugs, and violence are enforced consistently.</li> <li><input type="checkbox"/> A data-based process (e.g., PRIDE survey, SIR data, and other school survey) is utilized to determine the current use and level of substance abuse and violence among the school’s students.</li> <li><input type="checkbox"/> A comprehensive program of substance abuse and violence prevention is provided for all students and staff and is designed to: <ul style="list-style-type: none"> <li>a. Prevent the use, possession, and distribution of tobacco, alcohol, and illegal drugs by students.</li> <li>b. Prevent the use, possession, and distribution of tobacco, alcohol, and illegal drugs by employees.</li> <li>c. Prevent violence and promote school safety.</li> <li>d. Create a disciplined environment conducive to learning.</li> <li>e. Promote coordination with community groups and agencies and parents.</li> <li>f. Age-appropriate, developmentally based illegal drug, alcohol and tobacco education and prevention programs.</li> <li>g. Conveyance that the use of illegal drugs and the unlawful possession and use of alcohol and tobacco are wrong and harmful as well as illegal for students.</li> <li>h. Information about any available drug, alcohol and tobacco counseling and rehabilitation, and re-entry programs that are available. <b>Do not recommend these program to parents but information sharing is encouraged.</b></li> </ul> </li> <li><input type="checkbox"/> Activities are implemented to promote the involvement of parents in prevention programs on a regular basis.</li> <li><input type="checkbox"/> Regular unannounced visits are implemented to search for drugs, alcohol, and/or tobacco.</li> <li><input type="checkbox"/> Staff development/student instructional opportunities are available on a regular basis in the above areas.</li> </ul>	

Law-Related Education	Comments
<input type="checkbox"/> Law-related education is implemented in all Grades K-12 content areas through a semester credit course (Grades 9-12) or through daily curriculum.	
Science Safety	Comments
<input type="checkbox"/> Air in the science lab is regularly turned over and mixed with outside air.  <input type="checkbox"/> The science lab exhaust ventilation system is separate from that of the chemical fume hood.  <input type="checkbox"/> The chemical fume hood is vented to the outside of the building.  <input type="checkbox"/> Gooseneck faucets used at sinks allow for attachment of portable eyewash stations and for immersion of some body parts if the students/staff are splashed with chemicals.  <input type="checkbox"/> The self-contained eyewash station is present and functioning.  <input type="checkbox"/> Ground fault interrupters (GFI) are in place on all electrical outlets within arms reach of faucets.  <input type="checkbox"/> The science lab has master shutoffs for gas and electricity, and the teacher has clear and immediate access to them.  <input type="checkbox"/> There is an up-to-date set of manufacturer's Material Safety Data Sheets (MSDS) maintained for all chemicals in a convenient format and accessible location.  <input type="checkbox"/> Fire blankets (non-asbestos, fire retardant) are prominently labeled and strategically located in the lab(s).  <input type="checkbox"/> Clean American National Standards Institute approved safety goggles are available for all students, and they are specifically marked. Non-vented goggles are available for contact lens wearers.  <input type="checkbox"/> Science safety is practiced in Grades K-8 classes via rules that are posted and taught to students.	

Health Education	Comments
<input type="checkbox"/> Areas referencing safety in the Alabama Health Course of Study have been identified and are being taught.	
Visitor Access Control	Comments
<input type="checkbox"/> A procedure is in place for visitor identification and consistently implemented 100 percent of the time.  <input type="checkbox"/> Training on the visitor procedure is provided for all staff, students, and parents.  <input type="checkbox"/> The visitor procedure is implemented consistently and efficiently including a picture identification required for <b>all</b> persons.  <input type="checkbox"/> Signs are posted at all entrances indicating that all visitors must report first and immediately upon entering the school to a designated area (usually the office) to sign in/out.  <input type="checkbox"/> <b>A unique and difficult to duplicate badge</b> is given to every visitor on campus with only one date of use <b>AND</b> visitor's name clearly visible at a short distance.  <input type="checkbox"/> Visitors are escorted through the building if a disruption is anticipated.  <input type="checkbox"/> Faculty/staff/students are trained to question visitors concerning their presence/intention in the school. ("May I help you" situation.)  <input type="checkbox"/> Faculty/staff/students are trained not to open locked entrance/exit doors for parents, other visitors, or for visiting central office/school board members without administrator's instruction.	
Suspicious Incident Categories	Comments
<input type="checkbox"/> Faculty/staff are trained to observe for suspicious behavior of all persons/students.  <input type="checkbox"/> Faculty/staff/students are trained to recognize suspicious incident categories.	

First Aid/CPR/AED/Abdominal Thrust/Blood Borne Pathogens Procedures and Equipment	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Training for all personnel is provided in First Aid/CPR/Abdominal Thrust procedures. (Contact the SDE, Prevention and Support Services Section, for no-cost training)</li> <li><input type="checkbox"/> Training for all personnel is provided in Automated External Defibrillator (AED) use and procedures as well as the location of the school's AED.</li> <li><input type="checkbox"/> All personnel are provided the opportunity to practice the procedures listed above during the school year.</li> <li><input type="checkbox"/> Equipment/safety devices are provided for use with First Aid/CPR procedures.</li> <li><input type="checkbox"/> A first-aid kit is available in every classroom and maintained per valid date information and contents.</li> <li><input type="checkbox"/> A first-aid procedures reference book/list is readily available for all classes.</li> <li><input type="checkbox"/> Non-latex gloves are readily available to all personnel in order to provide first-aid and other services to students/staff.</li> <li><input type="checkbox"/> The Staff Skills Survey and Inventory Form are used to enhance the school's safety plan. (Appendix C, SSP-02 )</li> </ul>	

Pandemic Preparedness	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Training for all staff/students is provided for pandemic influenza (PI) preparedness to include good hygiene and health practices, cold and flu prevention, and individual and family readiness.</li> <li><input type="checkbox"/> A plan is in place for distributing Personal Protective Equipment (PPE). The PPE may be available from the local Public Health Department.</li> <li><input type="checkbox"/> A procedure is in place for periodic cleaning and sanitizing of work/student areas.</li> <li><input type="checkbox"/> A plan is in place to report suspected and confirmed cases of any pandemic, especially PI, to the LEA Superintendent, County Health Department, and appropriate medical personnel.</li> <li><input type="checkbox"/> Essential staff has been identified and contingency plans developed for operations under prolonged staff shortages or shortages of other resources, sometimes identified as a Continuity of Operations Plan (COOP).</li> <li><input type="checkbox"/> Policies and procedures are written to triage, isolate, and transport students or personnel with known or suspected cases with PI symptoms.</li> <li><input type="checkbox"/> A plan is in place for limited or discontinued travel within and outside the school if needed due to PI or other similar emergency.</li> <li><input type="checkbox"/> Procedures are in place for communicating to parents and students information regarding instructional delivery, state assessments, and academic competitions in times of PI, etc.</li> <li><input type="checkbox"/> Procedures are in place to monitor and limit building access during PI or similar problems.</li> <li><input type="checkbox"/> Procedures are in place to monitor and limit vendor and visitor access to the facility during PI or similar problems.</li> </ul>	

Personal Safety	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Personal safety training is available to staff and periodically updated/reviewed.</li> <li><input type="checkbox"/> Personal safety training is also provided for students.</li> <li><input type="checkbox"/> Personal safety training is scheduled with regularity, but at least once per year and includes substitutes and <b>all</b> staff/students.</li> <li><input type="checkbox"/> Appropriate personal safety videos, web casts, updates, speakers, and demonstrations are provided periodically.</li> <li><input type="checkbox"/> Staff/students are informed of current problems in and around the school that may affect their own personal safety on an as needed basis.</li> <li><input type="checkbox"/> All staff members are trained in the safe and proper use of fire extinguishers and the deep-fat-fryer dump station.</li> </ul>	

Bicycle/Bus/Pedestrian Safety	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Arrival/departure procedures are established and implemented for bus transported students as well as those who walk/ride bicycles.</li> <li><input type="checkbox"/> All buses are equipped with surveillance cameras as needed.</li> <li><input type="checkbox"/> Adult monitors are assigned to ride on buses for extra assistance when needed.</li> <li><input type="checkbox"/> Sufficient numbers of staff members are assigned to supervise bus loading/unloading procedures.</li> <li><input type="checkbox"/> Seats on the buses are assigned by student, by school level, or some other procedure that will help to identify students when needed.</li> <li><input type="checkbox"/> Bus drivers are included in all related staff development/school safety training provided by the school and/or system.</li> <li><input type="checkbox"/> Bus driver emergency recall procedures are in place to transport students to an alternative site during school hours.</li> <li><input type="checkbox"/> Training to move to an alternative site utilizing school or private contract buses is provided for all staff, students, and, if needed, parents.</li> <li><input type="checkbox"/> Teachers with valid CDL licenses are trained and approved to transport staff/students to alternative sites when needed.</li> <li><input type="checkbox"/> Buses are equipped with communication devices that work in all geographical locations surrounding the school/school system.</li> </ul>	
Community Assistance	Comments
<p>A community assistance assessment has been completed.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community support services (e.g., counseling, health clinics, hotlines, self-help groups, law enforcement, social services, and bilingual/bicultural resources) have been documented and pertinent information collected.</li> </ul>	

Student Identification Plans/Procedures	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> A daily plan is in place to identify students who belong at a school. (e.g., student identification badges, other procedures)</li> <li><input type="checkbox"/> Specific and appropriate procedures are in place for field trips to identify students, faculty, and other chaperones.</li> <li><input type="checkbox"/> Identification procedures are in place to be implemented during or following an incident.</li> <li><input type="checkbox"/> Staff, parents, and other persons are trained in the use and purpose of the identification process.</li> <li><input type="checkbox"/> Picture identification is available for all students/staff and is updated annually.</li> <li><input type="checkbox"/> Medical records including a photograph are available on buses during school trips. (e.g., laptop computer, "red" file)</li> </ul>	



## Buildings and Grounds Security

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Hazard Identification	Comments
<input type="checkbox"/> Obtain or secure map (preferably a CAD) of the school and school grounds.  <input type="checkbox"/> The following are marked: <ul style="list-style-type: none"> <li>a. All classrooms with (room numbers).</li> <li>b. The library and other activity rooms (numbered or labeled).</li> <li>c. Restrooms.</li> <li>d. Heating and air-conditioning plants.</li> <li>e. Hallways.</li> <li>f. Doors and closets.</li> </ul> <input type="checkbox"/> The following items are indicated on the map: <ul style="list-style-type: none"> <li>a. Main shut-off valves for water and gas.</li> <li>b. Master electrical breaker.</li> <li>c. Heating and air-conditioning equipment.</li> <li>d. Stoves/deep-fat-fryers and emergency fire pull station.</li> <li>e. Chemical storage and gas lines in laboratories/classrooms, cafeterias, and heating/boiler rooms.</li> <li>f. Hazardous material stored by science teachers, custodians, and groundskeepers (MSDS sheet).</li> <li>g. Emergency lighting units.</li> <li>h. Fire extinguishers.</li> <li>i. First-Aid and CPR equipment and protective items.</li> <li>j. Automated External Defibrillator (AED).</li> <li>k. Outside water faucets and hoses.</li> <li>l. Overhead power lines.</li> </ul>	

m. Underground power lines.

- ☐ The School Grounds Hazard Assessment Checklist has been completed. See Appendix C.
- ☐ The Building Hazard Assessment Checklist has been completed. See Appendix C.
- ☐ The Classroom Hazard Assessment Checklist has been completed. See Appendix C.
- ☐ The Identifying Potential Hazards along Evacuation Routes Checklist has been completed. See Appendix C.
- ☐ The Identifying Potential Hazards in the Neighborhoods and Communities Checklist has been completed.
- ☐ The hazards have been analyzed to determine those to which the school is most vulnerable.
- ☐ Procedures to mitigate or reduce the likelihood of the hazards have been studied/determined and appropriate actions taken.
- ☐ The "Planning Questionnaire for Schools," "Is Your School Ready?" and the "Emergency Plan Checklist" have been completed and used to develop the School Safety Plan.

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Alarm System	Comments
<input type="checkbox"/> Fire, severe weather, stranger in the building, and other alarms/announcements has been established and practiced/exercised.  <input type="checkbox"/> All rooms in the school as well as outlying portable classrooms have audible alarm systems. If no, alternative communication procedures are established and practiced/exercised.  <input type="checkbox"/> The backup to audible alarms during power failure has been established and practiced/exercised.	
School Location, Traffic Patterns, and Protective Barriers	Comments
<input type="checkbox"/> Written procedures are in place for all traffic/vehicles during student arrival and departure times.  <input type="checkbox"/> The procedures are disseminated to students, staff, and parents.  <input type="checkbox"/> The procedures are implemented consistently.  <input type="checkbox"/> Faculty members have written assigned and posted supervision responsibilities during student arrival and departure times.  <input type="checkbox"/> Speed bumps are strategically placed to provide for safe traffic flow during student arrival and departure times.  <input type="checkbox"/> Protection needed for the school building has been determined and provided.	
Parking Lot/Exterior Lighting/Exterior Pay Phones	Comments
<input type="checkbox"/> Sufficient lighting for day/night activities is provided in all areas of the campus and operates consistently and with efficiently.  <input type="checkbox"/> Surveillance cameras are placed and function efficiently in parking lot areas.  <input type="checkbox"/> Student drivers have assigned parking areas with assigned and number spaces as well as displaying a parking decal that is unique and difficult to duplicate.  <input type="checkbox"/> Faculty members have assigned parking areas and numbered spaces.	

<input type="checkbox"/> Parking lots are monitored, both cameras and human as needed.	
<input type="checkbox"/> Students and faculty are issued parking decals that cannot be reproduced.	
<input type="checkbox"/> Parent patrols with appropriate training/assurances are utilized for arrival and departure of students who drive.	
<b>Visual Access Inside and Outside the School</b>	<b>Comments</b>
<input type="checkbox"/> All buildings that comprise the school are identified by lettering and numbering. These identifiers are the same as those on school maps.	
<input type="checkbox"/> All hallways are supervised by staff with ongoing consistency.	
<input type="checkbox"/> Surveillance cameras/recorders are available for each hallway/stairwell or other areas that may be hidden.	
<input type="checkbox"/> Mirrors are in place in applicable areas to access visibility around corners.	
<input type="checkbox"/> Pay-telephone usage rules are explained/implemented by students/staff consistently and are visible and monitored by staff with total visibility.	
<input type="checkbox"/> Appropriate and functioning entrance/exit lighting is sufficient for day/night activities.	
<b>Limitations of Building Design</b>	<b>Comments</b>
<input type="checkbox"/> Visually obstructed hallways have proper supervision to the extent possible.	
<input type="checkbox"/> Utilization of separate buildings has rules/procedures that are consistently enforced.	
<input type="checkbox"/> Each separate classroom is designated on the school floor plan.	
<input type="checkbox"/> Each separate building is identified on the school map with appropriate numbering/lettering that is exactly the same as that on the building.	
<input type="checkbox"/> Each separate building is equipped with the same safety features and equipment as the main building.	
<input type="checkbox"/> Plans to build new schools or remodel existing schools include a study of known safety features <b>other than those required by building codes</b> .	
<b>Exits</b>	<b>Comments</b>
<input type="checkbox"/> All exit doors open to the outside.	

<input type="checkbox"/> All exit doors are locked or limited access is available during the school day. The entrance door is often an exception. <input type="checkbox"/> All exit doors are marked with appropriate signs. <input type="checkbox"/> Doors that are not exits do not have an exit sign posted above. <input type="checkbox"/> All exit doors are free of obstructions and chains during school hours or when the building is occupied. <input type="checkbox"/> All windows and doors are continuously monitored for broken/shattered glass. <input type="checkbox"/> Fire exits are available, unobstructed, and fire proof for buildings with multiple stories (e.g., two or more levels).	
<b>Electrical Safety and Appropriate Machinery/Equipment Use (OSHA Standards as guidelines)</b>	<b>Comments</b>
<input type="checkbox"/> Air conditioners and other outside equipment are enclosed in locked fences/building. <input type="checkbox"/> Appropriate electrical extension cords are used and staff/students are trained consistently enforced rules. <input type="checkbox"/> All school science laboratory equipment meets or exceeds appropriate standards. <input type="checkbox"/> All appropriate procedures are utilized in the science laboratory. <input type="checkbox"/> Vocational programs consistently utilize all safety devices and zones are clearly marked. <input type="checkbox"/> School cafeterias are free of hazards per the school team's analysis of hazards. <input type="checkbox"/> Breaker boxes in hallways and other "open" areas are locked. <input type="checkbox"/> Dates are noted on the school calendar for the areas related to this topic to be reviewed.	
<b>Signs/Directions to Safety Areas</b>	<b>Comments</b>
<input type="checkbox"/> All exit lights are in operating order. <input type="checkbox"/> All safe areas in the building are clearly marked and directional signs are strategically located throughout the building. <input type="checkbox"/> Drug-alcohol and gun-free zone signs are posted and visible at all campus/building entrances.	

<input type="checkbox"/> Visitor entrance procedures and initial reporting places are posted at all entrances (one general public entrance is highly recommended).  <input type="checkbox"/> All exits are identified with appropriate signs and doors with no exit are not marked "exit."	
<b>Hall Passes</b>	<b>Comments</b>
<input type="checkbox"/> Hall passes including the name of student, teacher, date, time, and destination are strictly enforced.  <input type="checkbox"/> Hall passes are unique and difficult to duplicate.  <input type="checkbox"/> Hall monitors are available at all times.  <input type="checkbox"/> School approved forms are available and used in each classroom to record students who received hall passes including, but not limited to, recording the time in/out, name of student, time returned to the original classroom, etc.	
<b>Security</b>	<b>Comments</b>
<input type="checkbox"/> Keys to the school cannot be duplicated except by school system personnel.  <input type="checkbox"/> A complete set of keys to all areas of the campus are locked in a central location and easily accessible in an emergency.  <input type="checkbox"/> A procedure is in place to collect keys from employees when they retire/resign/leave permanently for any reason.  <input type="checkbox"/> Procedures are in place to monitor and control access of school buildings with staff assigned keys (keys distributed to staff during the school year).  <input type="checkbox"/> Procedure is in place to monitor and control access to alarm system codes.  <input type="checkbox"/> All records are secured at the end of each day.  <input type="checkbox"/> Training on crime scene preservation is provided annually to all staff by local law enforcement.  <input type="checkbox"/> A plan is in place to <b>immediately remove or cover graffiti</b> on school property following an investigation and/or after photographs have been made for evidence.  <input type="checkbox"/> All doors are locked during the school day/after hours as needed and permitted by schedule and buildings.	



## Communications

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Communications	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> The existing intercom system permits two-way communication to all rooms that house students.</li> <li><input type="checkbox"/> There are a sufficient number of walkie-talkies, beepers, and/or cellular telephones provided for faculty and staff with training to recognize times when non-use is imperative (e.g., bomb threats, etc.)</li> <li><input type="checkbox"/> The fire and severe weather alarm procedures cover all buildings.</li> <li><input type="checkbox"/> Alarms are working and can be heard throughout the building and outside.</li> <li><input type="checkbox"/> A back-up alarm plan is in place during power failure.</li> <li><input type="checkbox"/> Staff/students practice using the back-up alarms in unannounced drills.</li> <li><input type="checkbox"/> A method is in place to alert staff for incidents such as intruder, lock-down, bomb threat, etc. without codes used.</li> <li><input type="checkbox"/> The fire and severe weather alarms are distinctively different. Use the actual fire alarm rather than bells.</li> <li><input type="checkbox"/> A telephone line is installed and designated for emergency use only. (Only applicable personnel know the telephone number.)</li> <li><input type="checkbox"/> A sufficient number of computers, e-mail addresses, and faxes are available during incidents with specific staff training of non-use times (e.g., bomb threats for faxes).</li> <li><input type="checkbox"/> A sufficient number of portable technological devices and <b>charged batteries</b> are available for emergency situations.</li> <li><input type="checkbox"/> There are sufficient numbers of bullhorns with charged batteries available for use during incidents.</li> <li><input type="checkbox"/> Weather radios are available during the day and at all extracurricular activities unless other means of communication is available.</li> </ul>	



## Lockdown/Lockout Procedures

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Suggested Lockdown Procedures	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> A procedure is in place and personnel appointed/trained to announce a school wide lockdown.</li> <li><input type="checkbox"/> A procedure is in place for office staff, teachers, administrators, and custodians to implement when a lockdown occurs.</li> <li><input type="checkbox"/> A procedure with capability is in place to lock classroom doors, windows, and entrances to the school when a complete building lockdown is necessary.</li> <li><input type="checkbox"/> A procedure is in place to account for all students and staff during a lockdown including those in outlying buildings, playgrounds, athletic field, etc.</li> <li><input type="checkbox"/> Lockdown/lockout drills are scheduled and implemented during the school year.</li> <li><input type="checkbox"/> A procedure is in place for contacting law enforcement agencies for assistance during times of threats or incidents.</li> <li><input type="checkbox"/> A procedure is in place to announce when a situation has been neutralized and normal school functions can resume.</li> <li><input type="checkbox"/> Portable classrooms have a device to communicate with the office. (e.g., intercom, panic button/buzzer, and telephone)</li> <li><input type="checkbox"/> Signs are posted for visitors to report to the office first when entering the school building.</li> </ul>	



## NEEDS ASSESSMENT GUIDELINES

### Athletic Practices/Extracurricular Activities Venue

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Athletic and Extracurricular Venue Equipment and Supplies	Comments
<input type="checkbox"/> Each practice or game venue is equipped with at least one cellular phone that is charged for use. <input type="checkbox"/> Each practice or game venue has a minimum of one landline telephone that is quickly available and accessible. <input type="checkbox"/> Each game or practice has immediate access to ice. <input type="checkbox"/> Each athletic game or practice venue is equipped with at least one weather radio. <input type="checkbox"/> Each venue is equipped with at least one metal detector wand. <input type="checkbox"/> Each game venue is equipped with at least one bullhorn with a charged battery. <input type="checkbox"/> Each public and private school bus used for an athletic or extracurricular event is equipped with a two-way communication device that works when traveling. <input type="checkbox"/> All emergency and/or communications equipment assigned to a venue coach/sponsor is operational. <input type="checkbox"/> Each school bus is equipped with a basic first-aid kit and a blood-borne pathogens kit with protective devices. <input type="checkbox"/> Access to weather information is available at all times for school practices and venues.	
Safety Plans and Procedures for Practices/Venues	Comments
<input type="checkbox"/> Each coach/sponsor has immediate access to the <b>Emergency Plan Quick Reference Card</b> that has been developed for each individual team/group and/or athletic game or practice venue. <input type="checkbox"/> Each coach/sponsor keeps up-to-date pertinent medical information on players, students, and staff and has immediate access to the <b>Pertinent Medical Conditions (Checklist Quick Reference Card)</b> that has been developed for each individual team and/or athletic game or practice venue. <input type="checkbox"/> Each coach/sponsor has immediate and ongoing access to	

<p>the <b>Safety Plan</b> component that has been developed for each individual team and/or athletic game/practice or other venue.</p> <p><input type="checkbox"/> Each coach/sponsor has immediate access to the Emergency Medical Treatment Manual that has been provided for each individual team and/or athletic game or practice venue.</p>	
<b>Safety Plans and Procedures</b>	<b>Comments</b>
<p><input type="checkbox"/> Each coach/sponsor is familiar with Emergency Procedures for Miscellaneous Incidents that have been provided for each individual team and/or athletic game or practice venue.</p>	
<b>Emergency First-Aid/Trauma Kit</b>	<b>Comments</b>
<p><input type="checkbox"/> Each athletic team has immediate access to a well-equipped first-aid or trauma kit with protective supplies.</p> <p><input type="checkbox"/> Each coach/sponsor keeps accurate documentation and inventory records of emergency supplies and/or equipment.</p> <p><input type="checkbox"/> Each coach/sponsor keeps all first-aid supplies and equipment in a locked and secure location that is quickly accessible when needed.</p> <p><input type="checkbox"/> Each athletic/extracurricular venue first-aid or trauma kit includes, but is not limited to, the following items:</p> <ul style="list-style-type: none"> <li>▪ Cellular phone unless otherwise available</li> <li>▪ CPR prompter and masks</li> <li>▪ Eye wash</li> <li>▪ Glucose gel</li> <li>▪ Scissors and bandages</li> <li>▪ Splints</li> <li>▪ Trainer's Angel (helmet removal)</li> <li>▪ Airway kit</li> <li>▪ Blanket</li> <li>▪ Flashlight</li> <li>▪ Hand sanitizer</li> <li>▪ Pen light</li> <li>▪ Screw driver</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Sterile sheet</li> <li>▪ Tweezers</li> <li>▪ Student medical information</li> <li>▪ Staff medical information</li> <li>▪ Blood pressure cuff</li> <li>▪ Cold packs</li> <li>▪ Gauze</li> <li>▪ Saline rinse for wounds</li> <li>▪ Slings</li> <li>▪ Stethoscope</li> <li>▪ Baggies</li> <li>▪ Cervical collar</li> <li>▪ Crutches</li> <li>▪ Gloves (Vinyl Powder or Powder Free)</li> <li>▪ Save-a-tooth kit</li> <li>▪ Spine board</li> <li>▪ Tape (bondage)</li> </ul>	
<p>Optional but highly recommend supplies are as follows:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Automated external defibrillator (AED) with a fully charged battery</li> <li><input type="checkbox"/> Sam splint (Universal)</li> </ul>	
<b>Staff Training and Certification</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All coaches, sponsors, directors, etc., at a minimum, receive first-aid training and certification.</li> <li><input type="checkbox"/> All coaches, sponsors, directors, etc., at a minimum, receive CPR training and certification.</li> <li><input type="checkbox"/> All coaches, sponsors, directors, etc., at a minimum, receive AED training and implementation.</li> </ul>	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Each game/venue or event has a minimum of two legally authorized security officers in attendance.</li><li><input type="checkbox"/> Legally prescribed written orders are obtained from a certified physician before the use of invasive medical treatment.</li></ul> |  |
|---|--|



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## NEEDS ASSESSMENT GUIDELINES

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### Supervision of Students

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Supervision of Students	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Responsibilities are assigned to school personnel for supervising students before, during, and after school.</li> <li><input type="checkbox"/> Staff supervision rules are written, distributed, and discussed with appropriate persons.</li> <li><input type="checkbox"/> Procedures are required to supervise students when it becomes necessary for a teacher to leave the room.</li> <li><input type="checkbox"/> Methods are employed for supervised movement of selected students to special areas when other students are in their regular classrooms (e.g., physical education, Title I, ESL, restrooms, and lunch shifts).</li> <li><input type="checkbox"/> Teachers are carefully monitoring the hallways during change of classes, listening as well as watching.</li> <li><input type="checkbox"/> All areas of the campus are consistently monitored by staff and/or surveillance cameras (e.g., hallways, play areas, P.E. areas, classrooms, labs, early dismissals, cafeteria/auditoriums, gymnasiums, and all other areas housing students).</li> <li><input type="checkbox"/> There are specific rules governing field trips beginning with permission slips and ending with the students' return to base and/or parents (including: student identification, medical records, student roster for each bus, and the telephone numbers of parents/guardians at home, work, and cell).</li> <li><input type="checkbox"/> All teachers leaving the classroom for lunch, etc., carry a current copy of his/her class roster(s).</li> <li><input type="checkbox"/> Substitute teachers/assistants are required to attend orientation for the School Safety Plan. (Consider a video or PowerPoint presentation.)</li> <li><input type="checkbox"/> There are written duty rosters for all personnel.</li> </ul>	



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## NEEDS ASSESSMENT GUIDELINES

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### Resources

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Suggested Roles and Assignments During School Incidents	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Person(s) are assigned to call 911 and contact other emergency personnel utilizing a list prepared in advance with two other persons named as backup persons.</li> <li><input type="checkbox"/> Persons trained in CPR and first aid should report immediately to the site of the emergency with appropriate supplies. In case of a school wide emergency, these persons should report to the site pre-established to serve as a triage center. Always, their students should be supervised by another staff person before leaving the classroom.</li> <li><input type="checkbox"/> Persons are assigned to go immediately to the hospital or other places where the injured are taken. In the case of an individual student, someone may need to ride in the emergency vehicle. These persons must have immediate access to medical records via hard copy or laptop computer.</li> <li><input type="checkbox"/> Pre-determined place is designated for parents/family/friends to gather during an incident. All appropriate persons must comply with this process even if law enforcement personnel are required to enforce the procedures.</li> <li><input type="checkbox"/> Pre-determined place is designated for media persons to gather during an incident. All appropriate media persons must comply with this process even if law enforcement personnel are required to enforce the procedures.</li> <li><input type="checkbox"/> Person(s) are assigned to develop and deliver reports to the media on a scheduled basis. Such reports should be made in cooperation with law enforcement and fire personnel. Two other persons should be named as backup.</li> <li><input type="checkbox"/> Persons are assigned to develop and deliver reports to parents on a scheduled basis. Such reports should be made in cooperation with law enforcement and/or fire personnel. Two other persons should be named as backup.</li> <li><input type="checkbox"/> Persons are assigned to operate the telephones and other communication links so that public and media as well as</li> </ul>	

parents receive a response.

- ☐ Persons are identified to provide identification for the seriously injured or deceased (e.g., also counselors and others who know all students). They should provide nametags and medical records for the injured as quickly as possible.
- ☐ Persons are identified to direct traffic and keep lanes clear for emergency vehicles. Volunteers can be helpful but should receive training from law enforcement prior to directing any traffic. Two other persons should be named as backup.
- ☐ Persons are identified to notify parents/guardians and other school administrators as circumstances change. Two other persons should be named as backup.
- ☐ Persons are assigned to perform other roles determined to be relevant based upon school needs such as knowledge and training/use of an AED.

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Equipment/Supply List	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Battery-type bullhorn(s) are available for use inside and outside the building.</li> <li><input type="checkbox"/> Two-way intercom is available to each school area or an alternative system of communication is available and practiced.</li> <li><input type="checkbox"/> Laptop computer is available with modem and charged battery or cables to connect to a vehicle or generator if available.</li> <li><input type="checkbox"/> Fax machine is available with training provided to determine the circumstances for when not to use.</li> <li><input type="checkbox"/> Cellular telephone is provided with training provided to determine the circumstances for when not to use.</li> <li><input type="checkbox"/> Walkie-talkies or other radios are provided with training provided to determine the circumstances for when not to use.</li> <li><input type="checkbox"/> First-aid kits are available for school office, individual classrooms, and other areas occupied by students and staff.</li> <li><input type="checkbox"/> Office emergency kits-one or more for school office with the following items:               <ul style="list-style-type: none"> <li>1. Class rolls.</li> <li>2. Telephone directory.</li> <li>3. Student and staff medical records</li> <li>4. Telephone numbers for parents/guardians at work and home.</li> <li>5. List of persons permitted to check students out of school.</li> </ul> </li> <li><input type="checkbox"/> Classroom emergency kits are available with above listed items plus class work/games for students during alternative site evacuations.</li> <li><input type="checkbox"/> Caller identification and a *69 return call function are available for all school office telephones for identification purposes.</li> </ul>	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Flashlights with extra batteries and other auxiliary lighting are provided and checked regularly as noted on the school calendar to ensure working order.</li><li><input type="checkbox"/> Rubber gloves are available to all school personnel on a daily basis.</li><li><input type="checkbox"/> Name tags (stick-on type) to place on students or staff as needed. Student identification with photo placed on the back and worn at all times is the most optimal identification.</li><li><input type="checkbox"/> Teacher identification is provided such as nametags, ribbons, or orange/yellow vests to be worn during drills, practices, and actual incidents.</li><li><input type="checkbox"/> Substitutes and itinerant staff are provided the same identification as the daily assigned staff.</li><li><input type="checkbox"/> All school personnel are encouraged through staff development to maintain shoes (e.g., tennis shoes, etc., under the desk) that are conducive to quick and fast movement.</li></ul> |  |
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## NEEDS ASSESSMENT GUIDELINES

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### Incident Management

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

<b>Emergency Transportation</b>	<b>Comments</b>
<input type="checkbox"/> Identify procedures for emergency transportation such as: <ul style="list-style-type: none"> <li>▪ Identify student and personnel population.</li> <li>▪ Identify multiple routes for evacuation including walking and mobile routes.</li> <li>▪ Identify reserved routes for emergency vehicles.</li> <li>▪ Identify procedures for transporting special population students.</li> </ul> <input type="checkbox"/> Identify roles and responsibilities for personnel such as: <ul style="list-style-type: none"> <li>▪ Procedures for student accountability.</li> <li>▪ Procedures for supervising students.</li> </ul>	
<b>Relocation</b>	<b>Comments</b>
<input type="checkbox"/> Establish emergency relocation sites. <input type="checkbox"/> Identify areas where relocated students will be housed during building activity. <input type="checkbox"/> Identify roles and responsibilities for personnel. <input type="checkbox"/> Identify resources needed for emergency relocation such as: <ul style="list-style-type: none"> <li>▪ Games/school work for students.</li> <li>▪ Tables.</li> <li>▪ Food.</li> </ul>	
<b>Reunification</b>	<b>Comments</b>
<input type="checkbox"/> Establish unification procedures.	

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Identify roles and responsibilities for personnel during reunification.</li><li><input type="checkbox"/> Provide reunification procedures in writing for parents and offer training in the procedures.</li></ul> |  |
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## NEEDS ASSESSMENT GUIDELINES

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### Recovery

Date Reviewed: \_\_\_\_\_ Reviewed By: \_\_\_\_\_

Recovery	Comments
<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule faculty/staff/student debriefing sessions (provide appropriate settings) to:               <ul style="list-style-type: none"> <li>▪ Allow ventilation and discussion.</li> <li>▪ Convey accurate and complete information.</li> <li>▪ Devise a plan of action or response.</li> </ul> </li> <li><input type="checkbox"/> Identify local, state, and national support networks.</li> <li><input type="checkbox"/> Identify students at risk of delayed emotional response.               <ul style="list-style-type: none"> <li>▪ Allow ventilation and discussion.</li> <li>▪ Identify and acknowledge feelings.</li> <li>▪ Convey safety/security measures.</li> </ul> </li> <li><input type="checkbox"/> Follow-up with parents/community.               <ul style="list-style-type: none"> <li>▪ Convey accurate and complete information.</li> <li>▪ Arrange support groups as needed.</li> <li>▪ Have a plan in place to follow with parents/faculty/staff/students in appropriate settings. Both long and short term.</li> <li>▪ Identify local, state, and national networks.</li> <li>▪ Have a plan in place to identify students/staff with delayed responses.</li> <li>▪ Have specific procedures for counseling teams to follow after a crisis such as:                   <ul style="list-style-type: none"> <li>- Documentation of counseling (log of who has been counseled)</li> <li>- Identification of certified counselors.</li> <li>- A listing of available agents for counseling.</li> </ul> </li> </ul> </li> </ul>	



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## NEEDS ASSESSMENT GUIDELINES

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### Suggested Training

Include substitute teachers, cafeteria workers, maintenance workers, bus drivers, volunteers, etc., on all safety related in-service topics.

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#### Prevention Curriculum

- |   |   |
|---|---|
| <input type="checkbox"/> Code of conduct                                  | <input type="checkbox"/> First aid                            |
| <input type="checkbox"/> Discipline plan                                  | <input type="checkbox"/> CPR procedures                       |
| <input type="checkbox"/> Conflict resolution                              | <input type="checkbox"/> Abdominal Thrust procedures          |
| <input type="checkbox"/> Anger reduction                                  | <input type="checkbox"/> Automated External Defibrillator use |
| <input type="checkbox"/> Peer helping                                     | <input type="checkbox"/> Blood borne pathogens awareness      |
| <input type="checkbox"/> Peer mediation                                   | <input type="checkbox"/> Gang awareness                       |
| <input type="checkbox"/> Peer mentoring                                   | <input type="checkbox"/> Community resources                  |
| <input type="checkbox"/> Student assistance programs                      | <input type="checkbox"/> Law-related education (K-12)         |
| <input type="checkbox"/> Signs/symptoms of drug, alcohol, and tobacco use | <input type="checkbox"/> Health course of study               |
| <input type="checkbox"/> Emotional and behavioral warning signs           | <input type="checkbox"/> Science diskettes (K-12)             |
| <input type="checkbox"/> Visitor access to the building                   | <input type="checkbox"/> Pandemic preparedness                |
| <input type="checkbox"/> Stranger safety                                  |   |
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## Buildings and Grounds Security

- ☐ Alarm system
  - ☐ Safety assessment
  - ☐ Traffic patterns/protective barriers
  - ☐ Parking procedures
  - ☐ Maintaining visual access inside/outside the building
  - ☐ Limitations of building design
  - ☐ Fire extinguishers/alarms
  - ☐ Weather alarms
  - ☐ Evacuation procedures
  - ☐ Electrical safety and appropriate machinery/equipment usage
  - ☐ Signs/directions to safe areas
  - ☐ Preserving the crime scene
- 

## Communications

- ☐ Use of equipment
    - Two-way intercoms
    - Walkie-talkies
    - Bullhorns
    - Computers
    - Fax machines
    - Pagers
    - Surveillance cameras
  - ☐ Alternative communication procedures
  - ☐ Overall security measures
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## NEEDS ASSESSMENT GUIDELINES

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### General Safety

- ☐ Emergency dismissal procedures
  - ☐ Non-emergency dismissal procedures
  - ☐ Federal, state, and local policies
  - ☐ Telephone trees
  - ☐ Shelter plan
  - ☐ Red Cross Emergency Shelter
  - ☐ Emergency codes/signals to alert the staff on **any** type of emergency
  - ☐ Accountability system for students
  - ☐ Inclement weather procedures
  - ☐ Duty rosters
  - ☐ Safety procedures for handicapped or limited-English proficient students
- 
- 

### Incident Management Team

- ☐ Incident response team organization
  - ☐ Roles and responsibilities
  - ☐ Chain of command
  - ☐ Community agencies
  - ☐ Community resources, media, law enforcement, social services, etc.
  - ☐ Lockdown and evacuation procedure
  - ☐ Emergency communication
  - ☐ Transportation, relocation, and reunification
  - ☐ Practicing or Exercising the Safety Plan
  - ☐ Incident Response Kits
  - ☐ Legal issues
- 
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### Recovery

- ☐ Grief management
- ☐ Restoration of facility, equipment, etc.
- ☐ Re-entry to school following an emergency
- ☐ Coordination of local, state, and national resources



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## NEEDS ASSESSMENT GUIDELINES

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### Planning Questionnaire for School System and Individual Schools

Use the questions below to help your system/school plan for an emergency.

1. Does your system/school have a multi-hazard emergency plan in place?
2. Are staff and students trained/exercised on the procedures?
3. How often has your system/school exercised the plan? Have any changes been made, based on the exercise?
4. Does your staff know where your emergency checklists and resource manuals are located?
5. Do new hires, volunteers, student teachers, and substitutes get training on your emergency plan **before** starting to work?
6. Does every system/school administrators know **how long** it takes for local fire, police or EMS to arrive, after dialing 9-1-1?
7. Is your staff **trained** to handle emergency tasks until help arrives (could be up to 72 hours)?
8. Is any of the system/school staff trained in CPR procedures?
9. Does your system/school have 911 on speed dial?
10. Does your system/school know **how long** it takes for an administrator to obtain personnel or equipment from other facilities?
11. In an evacuation, does your system/school have enough buses to transport all students and staff to another site?
12. Do the local emergency services (police, fire, etc.) have floor plans of all system/school buildings in their jurisdiction?
13. Have your administrators invited local police and fire to do an annual “walk-through” of their buildings/schools?
14. Has a physical building audit been completed?
15. When does the system/school practice fire, evacuation, lockdown, and tornado drills? Is it at the “high-traffic” times (e.g., lunchtime, change of class, beginning, and end of the school day)?
16. Does your system/school have a student release system established? Is the staff trained to do their tasks?
17. Do you have procedures in place if an emergency occurs on a bus?
18. Who (besides the administrators and janitor) has the keys to buildings, classrooms, locked fences, and gates? What about after school and on the weekends?

19. If your system/school holds children after normal school hours because of a disaster in the community, is the system/school prepared to keep students for long periods of time? (Do you have enough food, water, medication, etc.)?
20. When does the system's/school's responsibility for students end? Is your system/school legally responsible for students if they are kept at school?
21. Do you have a backup system for your vital records?

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## NEEDS ASSESSMENT GUIDELINES

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### Is Your School Ready?

How well would your school respond to a disaster? How would people respond in the first few minutes? In the first few hours? Do people know what to do? Schools and communities face all kinds of potential hazards, both natural (winter storms, tornadoes, fires, and floods) and man-made (hazardous material spills, acts of violence). Being prepared to address such hazards requires thorough and comprehensive planning. **How ready are you? Take this test to find out!** Mark YES, NO, or NOT SURE to the following questions:

	Yes	No	Not Sure
1. Does your school have an emergency response plan?			
2. Did the plan result from a hazard analysis and does it address multiple hazards, not just fire?			
3. Does the plan include mitigating potential disasters?			
4. Does the plan include responding to disasters?			
5. Does the plan include recovering from disasters?			
6. Was the plan developed in cooperation with local emergency responders (e.g., fire, law enforcement, emergency medical, and Emergency Manager)?			
7. Does the plan include an Incident Command System?			
8. Have incident command responsibilities been assigned along with back-up responsibilities?			
9. Does the plan include a system of accountability for all students and adults in the building?			
10. Does the plan include a system for releasing children to their parents?			
11. Does the plan include both primary and secondary evacuation routes?			
12. Is the plan practiced through regular drills and exercises?			
13. Are emergency responders included in drills and practice exercises?			

		Yes	No	Not Sure
14. Are both evacuation and reverse-evacuation drills practiced?				
15. Are shelter-in-place drills practiced?				
16. Are lock-down drills practiced?				
17. During evacuation drills, are exits regularly blocked to test secondary evacuation route systems?				
18. During drills, are student accountability systems tested?				
19. Are systems for evacuation during cold weather ever tested?				
20. Does the plan include a system for regular review and updating?				
21. Have you read the plan?				
22. Do you know where the plan is located?				
23. Has the plan been reviewed with the professional and support staff as well as the local Emergency Manager?				
24. Do you know the name of the Emergency Manager for your jurisdiction?				

If you were able to respond **YES** to all of these questions, **congratulations!** Your school is probably well prepared to respond to almost any type of incident. Obviously, your **NO** or **NOT SURE** responses point to areas where present plans and systems might be improved. **If you had more than five NO responses, your school quite likely would face serious problems in the event of a real disaster.**

**Part IV**  
**SDE**  
**SAFETY PLAN CHECKLISTS**



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## SDE SAFETY PLAN CHECKLIST

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### Checklists Information

The checklists below are designed to assist the SDE, LEA, and individual school personnel with the Safety Planning and Management monitoring process. Each checklist contains a list of items that are either checked or not checked. **Checked items are those that are required to be in an individual school safety plan. Items that are not checked are optional.** Optional items may be utilized to describe emergency procedures that may be identified as potential hazards near an individual site. For example, schools near active railroad tracks would use the “Train/Railway Accident” option under the Incident Checklist and provide procedures in the individual safety plan on the corresponding page(s).

### SDE Standardized Order of Information

The order in which the checklist appears is the order in which the SDE would like for system and individual school safety plans to be organized. This standardized order of information assists in making all safety plans and programs user-friendly from site to site and supports new and/or secondary administrator safety planning and management effectiveness.

In addition, incident procedures have been placed in specific categories to assist in the rapid retrieval of incident procedure information in the event that a supervising individual is not familiar with a given site’s safety protocol. The SDE recommends that incident procedure information be tabbed or marked in the safety document by the categories that have been provided.

### Required Items

Using the checklists on pages 102 through 110, identify checked components that are utilized in your system’s/school’s safety plan. Place a page number or range of pages in the “Page” box on the right side that corresponds to the page in the individual safety plan. Use the “Comments” box as needed.

The Central Office does not have the same population or physical building structure as individual schools. Therefore, the system safety plan may or may not be assessable to all components of the checklist. The components that are applicable should be marked if SDE assistance is desired in evaluating the content of the plan.

### Optional Items

For items that are optional, please be sure to check the box next to the item and provide a page number or range of pages in the “Page” box on the right side that corresponds to the page in the individual safety plan. Use the “Comments” box as appropriately needed. Please consider optional components by utilizing information from the hazard assessment, analysis and improvement worksheets in the safety planning, and management sections of this document.



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## SDE REQUIRED COMPONENTS CHECKLIST

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### System/School Information

School System \_\_\_\_\_ School \_\_\_\_\_

Principal \_\_\_\_\_ Phone \_\_\_\_\_

### Planning and Management Checklist

Contents	Planning and Management Components	Required Forms
<input checked="" type="checkbox"/> Step One (Forms SSP-01 and SSP-02)	<input checked="" type="checkbox"/> System/School Safety Planning Committee	SSP-01
<input checked="" type="checkbox"/> Step Two (Form SSP-03)	<input checked="" type="checkbox"/> Statement of Commitment	SSP-03
<input checked="" type="checkbox"/> Step Three (Forms SSP-04)	<input checked="" type="checkbox"/> Identification of Hazard (Comprehensive Floor Plans)	SSP-04
<input checked="" type="checkbox"/> Step Four (Form SSP-05 through SSP-06)	<input checked="" type="checkbox"/> Analysis of Identified Hazards	SSP-06
<input checked="" type="checkbox"/> Step Five (Forms SSP-07 and SSP-12)	<input checked="" type="checkbox"/> Incident Command System Roles	SSP-07 and SSP-12
<input checked="" type="checkbox"/> Step Five (Form SSP-08)	<input checked="" type="checkbox"/> Emergency Telephone List(s)	SSP-08
<input checked="" type="checkbox"/> Step Five (Form SSP-09)	<input checked="" type="checkbox"/> List of Central Office Materials and Equipment	SSP-09
<input checked="" type="checkbox"/> Step Six (Part III, pages 51 through 59; Part IV, pages 102 through 110; and Form SSP-10)	<input checked="" type="checkbox"/> Improve and Make Corrections to Existing Plans (General Emergency Procedures)	Part IV, pages 102 through 110, SSP-10
<input checked="" type="checkbox"/> Step Seven (Form SSP-11)	<input checked="" type="checkbox"/> Basic Resources Needed	SSP-11
<input checked="" type="checkbox"/> Step Eight (Part III, pages 84-86 and Form SSP-13)	<input checked="" type="checkbox"/> Provide Training and Implement Exercises	SSP-13
<input checked="" type="checkbox"/> Annual Multi-Drill Response Report	<input checked="" type="checkbox"/> Appendix D: Annual Multi-Drill Response Report	SP-43
<input checked="" type="checkbox"/> Collecting, Reporting, and Analyzing Suspicious Incidents	<input checked="" type="checkbox"/> Appendix E: Collecting, Reporting, and Analyzing Suspicious Incidents	SP-44



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## SDE INCIDENT PROCEDURES CHECKLIST

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### Incident Checklist

General Emergency Procedures	Comments	Page
<input checked="" type="checkbox"/> Abduction of Student		
<input checked="" type="checkbox"/> Animals in School (Wild or Domestic)		
<input checked="" type="checkbox"/> Bomb Threat		
<input checked="" type="checkbox"/> Death of a Student/Staff Person		
<input checked="" type="checkbox"/> Drug/Alcohol Abuse		
<input checked="" type="checkbox"/> Drug/Alcohol Distribution		
<input checked="" type="checkbox"/> Emergency Supervision of Students		
<input checked="" type="checkbox"/> Field Trips		
<input checked="" type="checkbox"/> Fighting/Disruptions		
<input checked="" type="checkbox"/> Irate Individual		
<input checked="" type="checkbox"/> Lost/Runaway Student		
<input checked="" type="checkbox"/> Reporting of Suspicious Incidents/Activities		
<input checked="" type="checkbox"/> Riot		
<input checked="" type="checkbox"/> Serious Accidents On/Off Campus		
<input checked="" type="checkbox"/> Serious Incidents On/Off Campus		
<input checked="" type="checkbox"/> Sexual Assault/Harassment		
<input checked="" type="checkbox"/> Suicide On/Off Campus		
<input checked="" type="checkbox"/> Terrorists Activities		
<input checked="" type="checkbox"/> Train/Railway Accidents		
<input checked="" type="checkbox"/> Truck/Trailer Incident		
<input checked="" type="checkbox"/> Vandalism		

<b>Emergency Evacuation</b>	<b>Comments</b>	<b>Page</b>
<input checked="" type="checkbox"/> Air Disaster		
<input checked="" type="checkbox"/> Chemical Spills		
<input checked="" type="checkbox"/> Explosion		
<input checked="" type="checkbox"/> Fire		
<input checked="" type="checkbox"/> Floods		
<input checked="" type="checkbox"/> Serious Weapon-Related Incident		

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## SDE EMERGENCY PROCEDURES CHECKLIST

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### Incident Checklist

Emergency Lockdown/Lockout	Comments	Page
<input checked="" type="checkbox"/> Hostage Situation		
<input checked="" type="checkbox"/> Intruders		
<input checked="" type="checkbox"/> Individual with Firearm/Weapon		
<input checked="" type="checkbox"/> Shooting Incident		
Take Shelter	Comments	Page
<input checked="" type="checkbox"/> Earthquake		
<input checked="" type="checkbox"/> Severe Weather		
<input checked="" type="checkbox"/> Floods		
<input checked="" type="checkbox"/> Chemical Spill		
<input checked="" type="checkbox"/> Tornado		
Utility Emergency Procedures	Comments	Page
<input checked="" type="checkbox"/> Natural/Propane Gas Leak		
<input checked="" type="checkbox"/> Electrical Power Failure		
<input checked="" type="checkbox"/> Water Line Break		
<input checked="" type="checkbox"/> Telephone Loss		

<b>Medical Procedures</b>	<b>Comments</b>	<b>Page</b>
<input checked="" type="checkbox"/> Communicable Diseases		
<input checked="" type="checkbox"/> Chronic Diseases		
<input checked="" type="checkbox"/> Medical Emergencies		
<input checked="" type="checkbox"/> Distribution of Medication		
<input checked="" type="checkbox"/> Pandemic Preparedness		

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## SDE GENERAL SAFETY PROGRAM CHECKLIST

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### Safety Program/Curriculum Checklist

Prevention and Curriculum	Comments	Page
<input checked="" type="checkbox"/> School Climate and Culture		
<input checked="" type="checkbox"/> Student/Staff		
<input checked="" type="checkbox"/> Discipline Plan		
<input checked="" type="checkbox"/> Drug/Alcohol Abuse		
<input checked="" type="checkbox"/> Drug/Alcohol Distribution		
<input checked="" type="checkbox"/> Alcohol/Drug/Violence Programs		
<input checked="" type="checkbox"/> Law-Related Education		
<input checked="" type="checkbox"/> Science Safety		
<input checked="" type="checkbox"/> Health Education		
<input checked="" type="checkbox"/> Visitor Access Control		
<input checked="" type="checkbox"/> Suspicious Incident Categories		
<input checked="" type="checkbox"/> First Aid Procedures and Equipment		
<input checked="" type="checkbox"/> Pandemic Preparedness		
<input checked="" type="checkbox"/> Personal Safety		
<input checked="" type="checkbox"/> Bicycle/Bus/Pedestrian Safety		
<input checked="" type="checkbox"/> Community Assistance		
<input checked="" type="checkbox"/> Student Identification Plans/Procedures		

<b>Buildings and Ground Security</b>	<b>Comments</b>	<b>Page</b>
<input checked="" type="checkbox"/> Hazard Identification		
<input checked="" type="checkbox"/> Alarm System		
<input checked="" type="checkbox"/> School Location and Traffic Patterns		
<input checked="" type="checkbox"/> Exterior Parking and Lighting/Pay Phones		
<input checked="" type="checkbox"/> Visual Access Inside and Outside		
<input checked="" type="checkbox"/> Limitations of Building Design		
<input checked="" type="checkbox"/> Exits		
<input checked="" type="checkbox"/> Electrical Safety and Appropriate Machinery and Equipment Use (OSHA Standards)		
<input checked="" type="checkbox"/> Signs/Directions to Safety		
<input checked="" type="checkbox"/> Hall Passes		
<input checked="" type="checkbox"/> Security		

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## SDE GENERAL SAFETY PROGRAM CHECKLIST

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### Safety Program/Curriculum Checklist

Communications	Comments	Page
<input checked="" type="checkbox"/> Building Communication		
<input checked="" type="checkbox"/> Communication Equipment		
Lockdown/Lockout Procedures	Comments	Page
<input checked="" type="checkbox"/> Soft Lockdown		
<input checked="" type="checkbox"/> Hard Lockdown		
<input checked="" type="checkbox"/> Building Lockout		
<input checked="" type="checkbox"/> Portable Building Lockdown Procedures		
Athletic/Extracurricular Activities Venue	Comments	Page
<input checked="" type="checkbox"/> Equipment and Supplies		
<input checked="" type="checkbox"/> Emergency First-Aid Trauma Kits		
<input checked="" type="checkbox"/> Staff Training Certification		
Supervision of Students	Comments	Page
<input checked="" type="checkbox"/> Daily Supervision Procedures		
<input checked="" type="checkbox"/> Distribution System/School Rules		
<input checked="" type="checkbox"/> Daily Movement/Monitoring Procedures		

<b>Crisis Management</b>	<b>Comments</b>	<b>Page</b>
<input checked="" type="checkbox"/> Emergency Transportation		
<input checked="" type="checkbox"/> Relocation		
<input checked="" type="checkbox"/> Unification		
<input checked="" type="checkbox"/> Recovery		
<b>Training</b>	<b>Comments</b>	<b>Page</b>
<input checked="" type="checkbox"/> Appropriate Training for Staff and Students		
<b>Resources</b>	<b>Comments</b>	<b>Page</b>
<input checked="" type="checkbox"/> Equipment/Supply List		
<input checked="" type="checkbox"/> Roles During School Emergencies		

**Step Six: IMPROVE AND MAKE CORRECTIONS TO EXISTING PLAN  
BASED ON HAZARD ANALYSIS.**

Insert the specific procedures in sequential order as listed in Part IV Safety Checklist, pages 103 through 110 that school personnel will follow during identified incidents.



**Step Seven: BASIC RESOURCES NEEDED TO BE SELF-SUFFICIENT  
FOR 72 HOURS**

TOOLS				
RESOURCES	LOCATION	CONTACT PERSON	TELEPHONE NUMBER (Work/Cell)	

FOOD AND BLANKETS				
RESOURCES	LOCATION	CONTACT PERSON	TELEPHONE NUMBER (Work/Cell)	

**Step Seven: BASIC RESOURCES NEEDED TO BE SELF-SUFFICIENT  
FOR 72 HOURS**

MEDICAL SUPPLIES				
RESOURCES	LOCATION	CONTACT PERSON	TELEPHONE NUMBER (Work/Cell)	

RECOVERY (COUNSELING/MENTAL HEALTH/PUBLIC HEALTH)				
RESOURCES	LOCATION	CONTACT PERSON	TELEPHONE NUMBER (Work/Cell)	

## **Step Eight: PROVIDE TRAINING FOR ALL CENTRAL OFFICE STAFF AND IMPLEMENT EXERCISES RELATED TO THE PLAN**

Suggested training is found in Part III, Needs Assessment Guidelines for School and Individual School Safety Planning, pages 84 through 86.

Before a safety plan can be practiced or exercised, personnel must receive training in the contents of the plan. Orientation seminars and hands-on-training are two methods of preparing personnel for exercises and actual incidents.

**Orientation** seminars are similar to faculty meetings. This time can be used to introduce new programs, policies, or plans; review roles and responsibilities; and serve as a starting point to other training and exercises.

**Hands-on-training** is necessary to train school personnel in specialized procedures that they are not familiar with or do not perform often (e.g., CPR, first aid, AED, or light Search and Rescue).

By **exercising** the plan, the school improves readiness, efficiency, timely response, and also **gains public recognition and support**. The exercises ensure that the school is actively involved with the safety of students/staff/visitors and the protection of property while under no duress. Also, evaluations and plan changes can be considered/changed.

**Drills** can be practiced at different levels such as a small drill during a staff meeting, a classroom drill by an individual class or simultaneously with other classes, and total school drills. The purpose of a drill is to ensure that all students and staff understand what they are to do as well as learn to perform the task quickly.

**Tabletop exercises** enable staff members to practice an emergency scenario and make decisions similar to those made in an actual incident within a low-stress environment. In addition, tabletop exercises lend themselves to low-stress discussion of plans, policies, and procedures; and provide an opportunity to resolve questions of coordination and responsibility. Therefore, the plan can be changed, if needed, to reflect what was learned.

**Functional exercises** test specific functions described in a plan and are used to test one function at a time. The personnel with responsibilities for the specific function perform the function as required by the plan. If time constraints are critical during an emergency, then the same time constraints should be built into the functional exercise.

**A full-scale exercise is as close to the real thing as possible.** It is a lengthy exercise that takes place on location using, as closely as possible, the equipment and staff/students who would be involved in a real event.

**Full-scale exercises put into effect most functions of a safety plan.** This includes full coordination of several agencies through activation of the Emergency Operations Center.



## APPENDIX D



**Annual Multi-Drill Response Report****Year:****System:****School:**

<b>Monthly Fire Drill Response Report</b> <i>Code of Alabama (1975) §36-19-10</i> <b>(Additional Months for Summer School)</b>					
<b>MONTH</b>	<b>DATE</b>	<b>TIME BEGAN</b>	<b>DURATION OF DRILL</b>	<b>COMMENTS</b>	<b>INITIAL</b>
<b>AUGUST</b>					
<b>SEPTEMBER</b>					
<b>OCTOBER</b>					
<b>NOVEMBER</b>					
<b>DECEMBER</b>					
<b>JANUARY</b>					
<b>FEBRUARY</b>					
<b>MARCH</b>					
<b>APRIL</b>					
<b>MAY</b>					
<b>Seasonal Severe Weather Drill Response Report</b> <b>SFM REG. 482-2-102-.01</b> <b>(1 Drill September through November and 1 Drill January through March)</b>					
<b>MONTH</b>	<b>DATE</b>	<b>TIME BEGAN</b>	<b>DURATION OF DRILL</b>	<b>COMMENTS</b>	<b>INITIAL</b>
<b>SEPTEMBER</b>					
<b>OCTOBER</b>					
<b>NOVEMBER</b>					
<b>JANUARY</b>					
<b>FEBRUARY</b>					
<b>MARCH</b>					
<b>Lockdown Drill Response Report</b> <b>(Suggested minimum 1 Per Semester)</b>					
<b>MONTH</b>	<b>DATE</b>	<b>TIME BEGAN</b>	<b>DURATION OF DRILL</b>	<b>COMMENTS</b>	<b>INITIAL</b>
<b>AUG-DEC</b>					
<b>JAN-MAY</b>					



## APPENDIX E



# COLLECTING, REPORTING, AND ANALYZING SUSPICIOUS INCIDENTS

The Department of Homeland Security (DHS) recognizes the increased vigilance of our industry and government partners, and encourages them to continually report suspicious activity and incidents.

Effective information collection when a suspicious incident occurs enables faster and more thorough investigative follow-up. DHS recognizes that it is not always possible to gather detailed incident information, but collecting the following types of information will facilitate the investigative and analytic process:

- ☐ Date and time of incident
- ☐ Number of individuals involved
- ☐ Description of the incident, with a description of the business function of the facility involved
- ☐ Name and address of the facility
- ☐ For suspicious persons:
  - ☐ Name(s), aliases, including variations in spelling
  - ☐ Sex
  - ☐ Physical description
  - ☐ Social Security Number and any passport and visa information
  - ☐ Reason for being in the area or conducting the suspicious activity
  - ☐ Place of employment
  - ☐ Copy of picture ID(s)
  - ☐ History of incidents of this kind involving this individual, especially at this facility
- ☐ For vehicles:
  - ☐ Make, model, year, color
  - ☐ License plate and state
  - ☐ Distinguishing marks, stickers, and embellishment on the vehicle
  - ☐ Any history involving the same vehicle at this location or facility
- ☐ For aircraft: tail number and color scheme
- ☐ For boats: boat registration ID, color, and identifying information
- ☐ Description of suspect's surveillance equipment:
  - ☐ Make and model of camera, binoculars, or recording equipment
  - ☐ Subject and number of pictures taken
  - ☐ Copy of pictures, if available
- ☐ Description of any other suspicious individuals in the nearby vicinity
- ☐ Contact information of the reporting individual, witnesses, and organization or facility
- ☐ Elements of local law enforcement or other local, State, or Federal agencies that have been notified
  - ☐ Responsibility for follow-up actions
  - ☐ Results of follow-up actions
  - ☐ Points of contact for further information