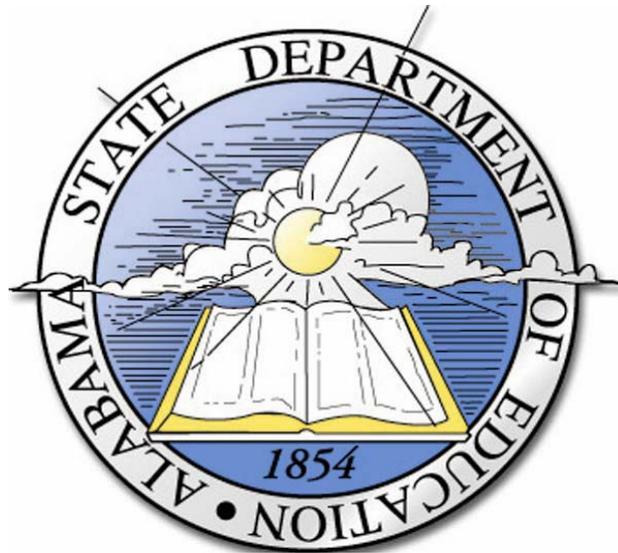


**SCHOOL SYSTEM SAFETY PLAN FORMAT
AND
INDIVIDUAL SCHOOL SAFETY PLAN FORMAT**



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FOREWORD

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.

A SAFE SCHOOL SYSTEM/INDIVIDUAL SCHOOL ENVIRONMENT

“WHERE TEACHERS CAN TEACH AND STUDENTS CAN LEARN.”

Introductory Information

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?

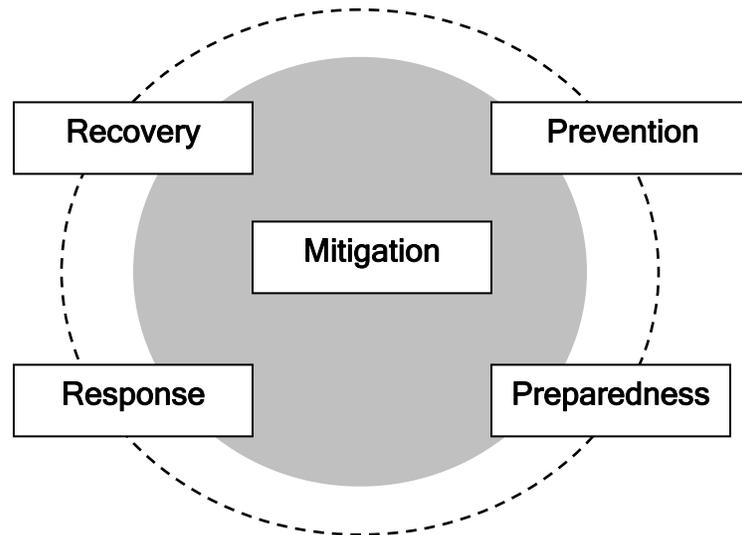
The object of all school safety-planning efforts is to **manage risks**. Effective planning, which includes training and exercising, enhances the school's ability to keep emergencies from becoming crises. **Crisis intervention is reactive**, occurring after an emergency event, whereas, **emergency planning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

A SAFE SCHOOL SYSTEM/INDIVIDUAL SCHOOL ENVIRONMENT

The Emergency Management Cycle



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

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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 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)

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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. 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.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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.**

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Step Three: Identification of Hazards Related to the Central Office (Appendix B, Form 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 Electronic Defibrillator (AED) locations.
 - Outside water faucets and hoses.
 - Overhead power lines.
 - Underground power lines.

- ❑ 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.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

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.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Planning Questionnaire for the School System

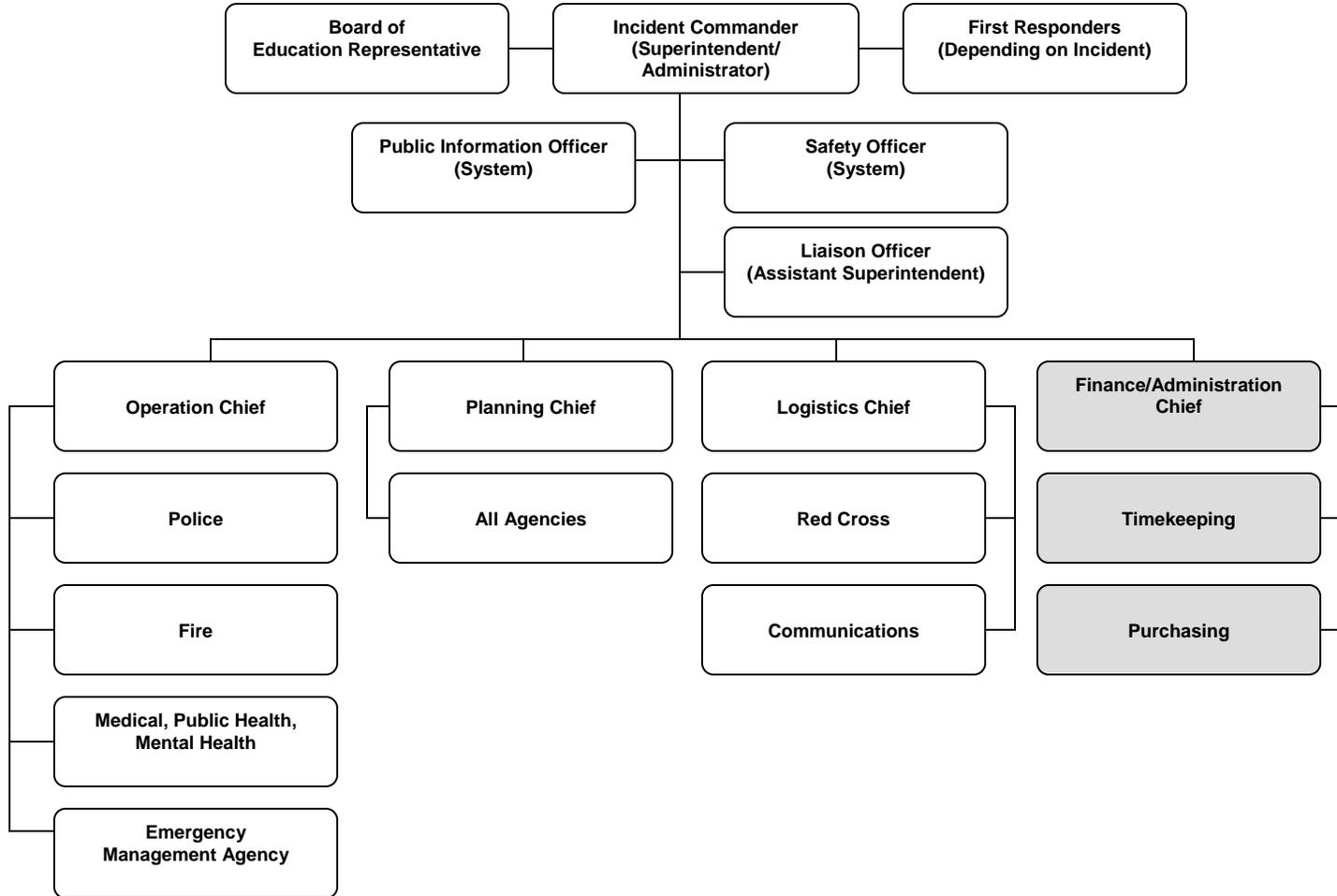
Use the questions below to help your system/school plan for an emergency.

1. Does your system have a multi-hazard emergency plan in place?
2. Do staff train/practice the plan procedures?
3. How often has your system 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 employees have an opportunity to participate in training and exercising the appropriate system plan(s) **before** starting to work?
6. Does every system administrator know **how long** it takes for local fire, police, or EMS to arrive after dialing 911?
7. Is your staff **trained** to handle emergency tasks until help arrives for up to 72 hours?
8. If children remain after normal school hours because of a disaster in the community, is the system prepared to keep students for long periods of time? This includes enough food, water, and access to medications.
9. Are First Aid kits, a CPR protection mask, and an AED available in the central office? If so, are any of the central office staff trained in First aid, CPR, or AED procedures?
10. Does your system have 911 on speed dial?
11. Do your system administrators know **how long** it takes to obtain personnel or equipment from other facilities?
12. In an evacuation, does your system have enough appropriate means to transport all staff to another site? Is the means of transportation on-site or is there a time lag before arrival?
13. Do the local emergency services (e.g., law enforcement, fire persons) have immediate access to floor plans of all system buildings?
14. Have your administrators invited local law enforcement and fire persons to do a “walk-through” of the central office on a regular basis, but not less than annually?
15. Does the system practice fire, evacuation, tornado, and lockdown drills?
16. Does your system have a student release system established? Is the staff including substitutes, child nutrition workers and custodians properly trained to do their tasks? Does the process include student early release and reunification procedures?
17. What procedures are in place if an emergency occurs on a bus?

18. Who has the keys to the central office buildings, classrooms, locked fences, and gates? What about after office/school hours and on the weekends/holidays? Caution should be used in decisions of how keys will be safeguarded by all persons including staff not leaving keys accessible for others to steal and/or duplicate. Keys should never be made available to students for any use or reason (e.g., opening/closing gymnasium or classroom prior to teacher arrival).
19. When does the system responsibility for students end?
20. Do you have a backup system for your student and staff records? Laptop computers loaded with student and staff information and with fully charged batteries and flash drives should be ready for use with chargers that can be used with vehicles.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Step Five: Establish the Incident Command System (ICS)



SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Incident Command System (ICS)

Professional responders have developed a method for managing emergencies that should prove more efficient than previous protocols. Indeed, the Incident Command System or ICS has already proven itself successful in small emergencies and catastrophic disasters. The Department of Homeland Security (DHS) requires the use of the ICS for response to all domestic incidents. (See HSPD-5, *Management of Domestic Incidents* in Appendix A.) The ICS document of implementation, the National Incident Management System (NIMS), specifically identifies school systems and individual schools as a form of local government. Therefore, ICS must be addressed by the system and each individual school. Also, using ICS will allow school personnel to work collaboratively with emergency responders to provide a cohesive coordinated response.

ICS Principles

ICS is based on certain principles proven successful in managing incidents/situations as follows:

1. Incidents require certain tasks or functions to be performed.

Every emergency will require such functions as student and staff care, site or facility security, and communications. These functions should be identified during development of the system/school safety plan with personnel positions matched to functions at that time.

2. Every incident needs one person in charge, the Incident Commander (IC).

The IC may be the superintendent or it may be another central office administrator. However, the personnel position must be identified during the planning process, and all staff must know which position has this responsibility before and during any emergency. At least two other positions must be identified in order of priority so that absence of a person does not create confusion determining who will fill the IC role.

3. No person should direct the efforts of more than seven others.

Experience has shown that an effective span of control in an emergency is three-to-seven persons. Fewer than three persons generally produce inefficient operations. More than seven persons are generally too many for one individual to manage during an emergency.

4. No one should report to more than one individual.

A clear chain of command eliminates confusion during the stress of emergency operations.

5. Use of common terminology

Everyone uses the same terms to refer to a given situation, and everyone is knowledgeable of the terminology before the emergency arises. Codes should not be used unless absolutely necessary. When codes are used, ensure that staff and response personnel know them in advance of an emergency.

ICS Structure

The basic ICS structure consists of one Incident Commander, three Command Staff positions, and four General Staff positions. All responders should know the identified positions as well as be aware of who fills each position by staff member name. Again, the three levels of personnel should be utilized for each position. (Appendix B, Form SSP-12)

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Incident Commander (IC)

The Incident Commander has overall responsibility for managing the incident by objectives, planning strategies, and implementing tactics. The IC is specifically responsible for the following:

- Ensuring staff and visitor safety during any incident.
- Providing information services to both internal (e.g., students, staff, and visitors) and external stakeholders (e.g., first responders, other agency personnel, parents, and media).
- Establishing and maintaining liaison with other agencies participating in resolving the incident.
- Assessing the need for additional personnel (e.g., central office staff, school staff, or volunteers) designated by personnel title or by family during the planning stage.
- Maintaining all activities and functions until delegated and assigned to staff.

Command Staff Officers

Depending upon the size and type of incident or event, it may be necessary for the IC to designate personnel for the specific tasks of providing information, safety, and liaison services for the entire system/school. In the ICS System, these personnel make up the Command Staff and consist of the following designated positions:

Public Information Officer (PIO)

Serves as the conduit for information to internal and external stakeholders, including the media or other organizations and parents/relatives seeking information specifically about the incident or staff/students/visitors on a campus or a participant in the transportation system (e.g., school bus, contract transportation services).

Safety Officer

Monitors safety conditions and develops measures for assuring the safety of all assigned personnel/students and visitors.

Liaison Officer

Serves as the primary contact for supporting agencies assisting with an incident.

General Staff

Expansion or initial intent of the incident may also require the delegation of authority for the performance of the other management functions. The people who perform the other four management functions are designated as the **General Staff** who report directly to the IC.

❑ **Operations Chief**

Conducts tactical operations to carry out the safety plan. Develops the tactical objectives and organization and directs all tactical resources during an incident. Develops and manages the Operations Section to accomplish the incident objectives set by the IC.

❑ **Planning Chief**

Prepares and documents the Incident Action Plan to accomplish the objectives; collect and evaluate information; maintain resource status; and documentation for incident records.

❑ **Logistics Chief**

Provides support, resources, and all other services needed to meet the safety operational objectives.

❑ **Finance/Administration Chief**

Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses for the debriefing following a full recovery.

NOTE: Appendix C, Forms SP-11 through SP-36, provides a detailed description of ICS personnel responsibilities and duties.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Step Six: Improve any Existing Plan Based on Hazard Analysis

Study and evaluate the most recent school system safety plan, if any exist. Incorporate new information as needed. Keep one (1) copy of all former plans for the school system 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.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Step Seven: Develop a Resource Base (Appendix B, Form SSP-11)

Some incidents may require resources that school personnel do not routinely use or have readily available due to initial cost, storage, and shelf life. Your system may have to be self-sufficient for up to 72 hours following a major disaster or catastrophic event. Use 72 hours as a guide to determine your resource needs.

What Do You Have and What Do You Need?

Basic resources needed to be self-sufficient for 72 hours including but not limited to:

- Tools
- Food and Blankets
- Medical Supplies
- Recovery Needs/Services

After determining needs and what is available to meet the needs, use the following suggestions to obtain additional resources:

1. Tools/Generators, Ice, and First-Aid Needs:
 - a. Local parks and recreational departments
 - b. Local transportation departments
 - c. Local public works departments
 - d. Local businesses
 - e. Local offices of other agencies
2. Food and Blankets
 - a. The American Red Cross, Salvation Army, and PTA-PTOs
 - b. Local hotel or motel
 - c. Local restaurants/LEA Child Nutrition Program
 - d. Local food chains
 - e. Local department stores
3. Medical Supplies:
 - a. Local physicians and pharmacies

- b. Community walk-in clinics
 - c. Local Health Department
4. Recovery Needs/Services
- a. Affected LEA and nearby LEA school counselors and other staff trained in Counseling/Traumatic experiences
 - b. Mental Health/Public Health Offices

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Step Eight: Train Staff and Practice/Exercise the Plan (See Appendix B, Form SSP-13)

Training

Before a safety plan can be practiced, 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:

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 practices and exercises.

Orientation seminars can also be used to provide parents with an overview of the school's response to incidents or to provide students and staff with information they will need to respond appropriately during drills and actual incidents. At no time should the safety plan be shared outside the system/school except for very general information. To do so would allow your plan to be compromised by irresponsible perpetrators as well as well-intentioned parents and the general public.

School personnel should first conduct orientations to ensure everyone is familiar with basic policies and procedures. These orientations will enhance the exercise activities and make them more effective. Once everyone has been trained in roles and responsibilities, it is time to exercise as many phases of the safety plan as possible.

Hands-On-Training

Hands-on-training is necessary to make system personnel aware of specialized procedures that they are not familiar with or do not perform often (e.g., CPR, first aid, or light search and rescue).

Hands-on-training should provide:

1. Practice in specialized skills.
2. Maintenance of proficiency in skills and knowledge.
3. Feeling of safety among students, staff, parents, and community persons.

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Suggested Training Topics

Include substitute teachers, lunchroom workers, maintenance workers, bus drivers, volunteers, etc., on all safety related training topics.

Prevention Curriculum

- Code of conduct
 - Discipline plan
 - Conflict resolution
 - Anger management
 - Peer helping
 - Peer mediation
 - Peer mentoring
 - Student assistance programs
 - Signs/symptoms of drug, alcohol, and tobacco use
 - Emotional and behavioral warning signs
 - Visitor access to the building
 - Stranger safety
 - First aid
 - CPR procedures
 - Abdominal Thrust
 - Automated External Defibrillator use
 - Blood borne pathogens
 - Gang awareness
 - Community resources
 - Law-related education (K-12)
 - Health course of study
 - Science diskettes (K-12)
 - Pandemic preparedness
 - Other as identified
-

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 and 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
-

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 procedures
- Emergency communication
- Transportation, relocation, and unification
- Incident Response Kits
- Exercising the Safety Plan
- Legal issues

Recovery

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

SCHOOL SYSTEM SAFETY PLANNING AND MANAGEMENT

Exercising the Plan

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

Types of Exercises

A successful plan involves the training of staff/students on the dynamics of the crisis response plan and the practicing of the plan with students, teachers, law enforcement, and emergency responders. Frequent practice of crisis response procedures benefits new school personnel and assists in developing flexibility of response to different emergency situations.

Exercising the school safety plan:

1. Reveals planning weaknesses.
2. Documents training needs.
3. Reveals resource needs with planning for these needs prior to an incident.
4. Improves coordination and collaboration among all persons affected by the school/system.
5. Clarifies roles and responsibilities of staff/students.
6. Improves individual performance.
7. Increases individual confidence.

Drills

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.

Safety drills that involve the entire building population are used to test a single emergency response procedure (e.g., setting up a command post or conducting a sweep of the school). The concept behind a building drill is that all emergency efforts are concentrated on a single function. Drills will also verify that evacuation routes and assembly areas are appropriate for all types of emergencies. Safety drills, in addition, provide good practice and needed field experience for students, teachers, administrators, and school staff.

Tabletop Exercises

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

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.

Full-Scale Exercises

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 include most functions of a safety plan. This includes full coordination of several agencies through activation of the Emergency Operations Center.

In a sense, a full-scale exercise combines the interactivity of the functional exercise with a field element. It differs from a drill in that a drill focuses on a single operation and exercises only one organization.

PART II
INDIVIDUAL SCHOOL SAFETY PLANNING
AND MANAGEMENT

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Steps for Individual School 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 school responsibilities. Therefore, the school staff should consult the school system safety plan to determine selected information for individual school plans.

Individual School Safety Planning

1. Identify who should be a part of the school safety planning committee and identify the persons who will serve as the School Incident Management Team. (Appendix C, Form SP-01)
2. Develop an introduction and Statement of Commitment to School Safety, which includes philosophy, expectations, and directives to school staff and students. (Appendix C, Form SP-03)
3. Identify the hazards in the school and community where the school is located. (Appendix C, Form SP-04 through SP-08)
4. Analyze the hazards and determine school vulnerability. (Appendix C, Form SP-09)
5. Establish the school Incident Command System (ICS). (Appendix C, Forms SP-10 through SP-38, and SP-41)
 - 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 C, Forms SP-01, SP-10, SP-41, and SP-11 through SP-36)
 - b. List telephone numbers and contact persons for all agencies, organizations, and other community services available to assist with emergencies (see School Safety Planning Committee). (Appendix C, Form SP-37)
 - c. List of central office materials and equipment available to support schools during an emergency. (Appendix C, Form SP-38)
6. Improve and make corrections to any existing school safety plan. (Appendix C, Form SP-39)
7. Develop a resource base. (Appendix C, Form SP-40)
8. Provide training for all school staff and students and implement exercises related to the plan. (Part III, Needs Assessment Guidelines for School System and Individual School Safety Plan, pages 84 through 86 and Form SP-42)

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step One: Establish the School Planning Committee (Appendix C, Form SP-01)

An effective incident management plan involves the local Emergency Manager, first-response personnel, social services personnel, and others providing assistance in an emergency. To the extent possible, a representative from each of the areas listed below should be included in an annual planning meeting.

- Central Office
- Board of Education Member
- School Administration
- Food Services (Cafeteria Manager or other representative)
- Transportation/Bus Driver
- Building and Grounds (Maintenance/Custodian)
- Legal
- Special Education Teacher
- ELL Representative if needed
- Regular Education Teacher
- Counselor
- School Nurse
- Bookkeeper
- Secretary
- Public Information/Communication
- Local Emergency Management Agency (EMA)
- First-responders (Law Enforcement, Emergency Medical, Fire Department, etc.)
- Social Services Personnel (Public Health, Mental Health, DHR, Juvenile Court, etc.)
- Public Works (Local: Water, Electric, Gas, and Communications)
- Parent or Guardian
- Local Government Officials (Mayor, City Council, County Commissioner, Building Inspector, etc.)

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 locate school staff with additional skills. (Appendix C, Form SP-02)

Do not include the completed staff skills surveys as part of the individual school safety plan. (Form SP-02)

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Two: Introduction and Statement of Commitment to Individual School Safety (Appendix C, Form SP-03)

Provide an introductory statement that includes philosophy, expectations, and directives to school staff, students, and parents.

Do not disseminate the plan to persons outside the school nor should the plan be shared with parents or the general public or media persons.

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Three: Identify Hazards Related to the Individual School (Appendix C, Form SP-04 through SP-08)

Preparing for Hazard Identification (Comprehensive Floor Plan)

1. Obtain or draw a map of the school building(s). (Appendix C, Form SP-04)
2. Obtain by the close of the FY 2008-2009 school year an aerial photograph of the school. (Suggested funding: Title IV and Children First or secure from satellite)
3. Mark the locations of:
 - Offices.
 - Work rooms.
 - Restrooms.
 - Heating and air-conditioning plant(s).
 - Hallways.
 - Doors and closets.
4. Locate 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 by science departments, custodians and groundskeepers
MSDS Logs for the school.
 - Emergency lighting units.
 - Fire extinguishers.
 - First-aid and CPR equipment/protective devices.
 - Automated External Defibrillator (AED) locations.
 - Outside water faucets and hoses.

- Overhead power lines.
- Underground power lines.
- Evacuation Routes
- Safe Place area
- Other as dictated by the school's location and physical building.

The map(s) will be used to note potential hazards and the location of utilities, emergency equipment, and supplies. They also will provide a basis for establishing evacuation routes, identifying a safe, open-spaced assembly area, and developing procedures for conducting emergency response activities.

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

School Campus Hazard Assessment (Appendix C, Form SP-05)

This checklist will help identify potential hazards that exist on school property. Identifying these hazards will provide useful information for planning evacuation routes and assembly areas.

Administrators, teachers, or staff can use this checklist to assess building hazards that can be eliminated at little or no cost. Complete this form for each campus surveyed. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the campus, and develop a plan and schedule to reduce or mitigate the hazards.

Classroom Hazard Assessment (Appendix C, Form SP-06)

Administrators, teachers, or staff can use this checklist to assess hazards within the classroom that require mitigation. Be sure to check every room, including shop areas, closets, storage areas, cafeterias, and gymnasium/P.E. areas, and complete this form for each area surveyed. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the school, and develop a plan and schedule to reduce or mitigate the hazards.

Evacuation Hazard Assessment (Appendix C, Form SP-07)

A key to developing procedures for a quick and orderly evacuation is a thorough assessment of the hazards likely to be encountered enroute from classrooms and other activity rooms to safe, open-spaced areas. Use this form to review the evacuation routes from your school, marking hazards and potential hazards along the routes. It may be helpful to ask your local fire department to assist with completing this survey.

Identifying potential hazards in the neighborhood and community. (Appendix C, Form SP-08)

- Facilities containing toxic, chemically reactive, and/or radioactive materials (e.g., gas stations). Be sure to include both manufacturers and users.
- 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.

Awareness of the potential hazards in the community can affect the school safety planning process. For example, knowing that a facility uses toxic chemicals in processing helps you plan for a hazardous materials emergency. Identify potential hazards in the neighborhood and community and locate the potential hazards on street maps of the community surrounding the school.

Contact your local EMA to verify that you have identified all potential major hazards and to receive advice on distance from the school these hazards should be identified.

Do not include the completed individual hazard assessments as part of the individual school safety plan. (Forms SP-05 through SP-08)

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Four: Analysis of Identified School Hazards

Addressing all natural, technological, or manmade hazards is very important in the safety planning process. Identifying other hazards that occur infrequently is more difficult but also significant. Completing Appendix C, Form SP-05 through SP-08 will assist in collecting data necessary to complete the school's analysis of hazards, to which the school is most vulnerable.

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Planning Questionnaire for Individual Schools

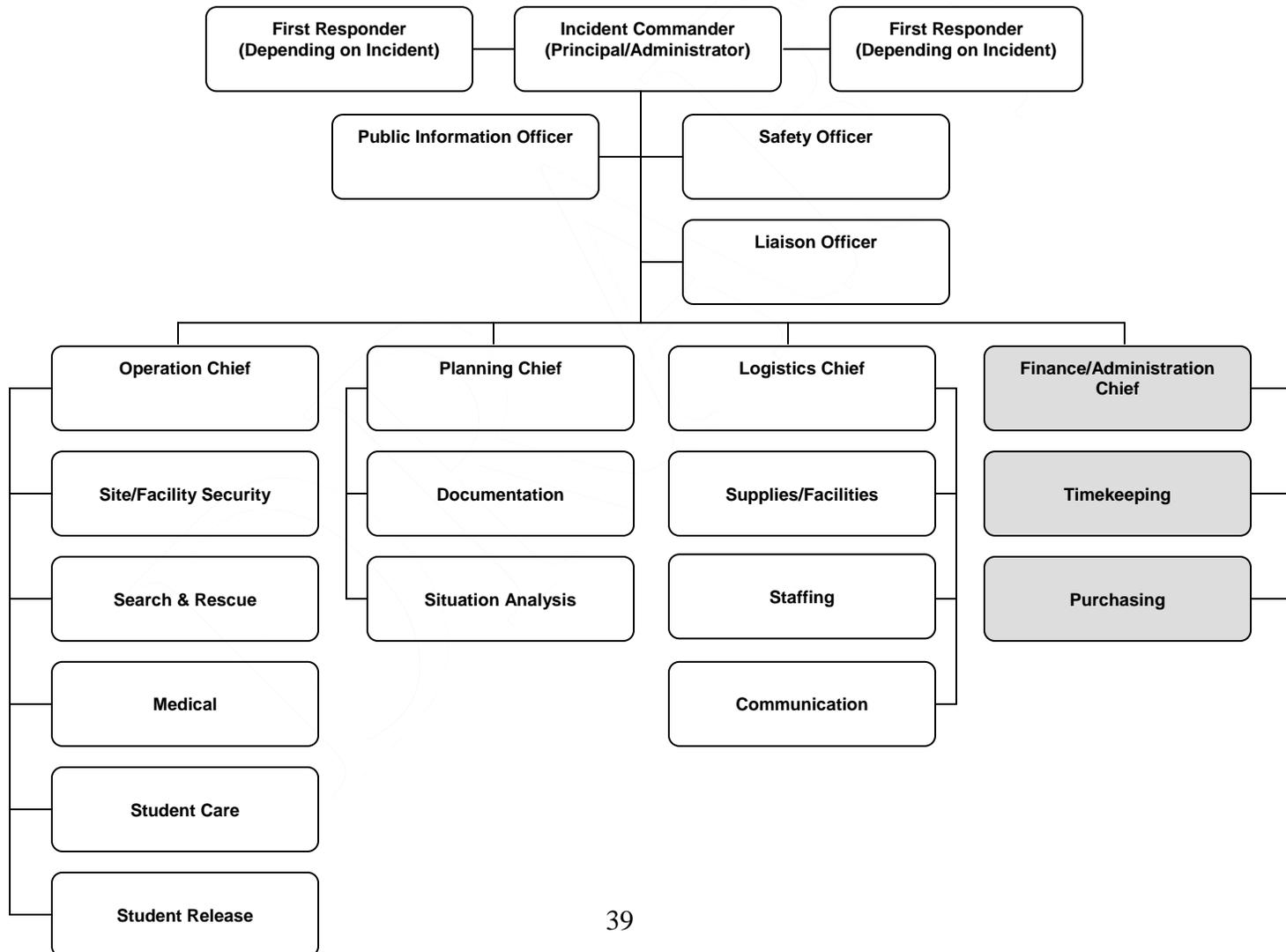
Use the questions below to help your school plan for an emergency.

1. Does your school have a multi-hazard emergency plan in place?
2. Are staff and students trained/exercised on the procedures?
3. How often has your 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 employees, volunteers, student teachers, and substitutes receive training on your emergency plan **before** starting to work?
6. Does every school administrator know **how long** it takes for local fire, police or EMS to arrive, after dialing 911?
7. Is your staff **trained** to handle emergency tasks until help arrives (could be up to 72 hours)?
8. Is any of the school staff trained in First-Aid and CPR procedures? Are protective devices available for CPR and First-Aid?
9. Does your school have 911 on speed dial?
10. Does your school know **how long** it takes for an administrator to obtain personnel or equipment from other facilities?
11. In an evacuation, does your school have enough buses to transport all students and staff to another site?
12. Do the local emergency services (e.g., police, fire, etc.) have access to floor plans of school buildings?
13. Have your administrators invited local police and fire personnel to do an annual “walk-through” of their buildings/school?
14. When does the school practice fire, evacuation, lockdown and tornado drills? Does it include the “high traffic” times (e.g., lunchtime, change of class, and beginning and end of the school day)?
15. Does your school have a student release system established? Is the staff trained to do their tasks? Are parents informed of their role and the school’s expectation?
16. Do you have procedures developed for an emergency that occurs on a bus?
17. Who has the keys to buildings, classrooms, locked fences, and gates? What about after school hours and on the weekends?

18. Have staff members received training on the protection of school building keys? Were expectations relating to safety explained and school procedures/policies provided in writing?
19. If your school holds students after normal school hours because of a disaster in the community, is the system/school prepared to keep them for long periods of time? Do you have enough food, water, medication, etc.?
20. When does the school's responsibility for students begin and end?
21. Do you have a backup system for your vital records?

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Five: Establish the Incident Command System (ICS)



INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Incident Command System (ICS)

Professional responders have developed a method for managing emergencies efficiently. The Incident Command System or ICS has proven itself successful in small emergencies and catastrophic disasters. The Department of Homeland Security (DHS) requires the use of ICS for response to all domestic incidents (Homeland Security Presidential Directive/HSPD-5) (Appendix A) *Management of Domestic Incidents*). Its implementing document, the National Incident Management System (NIMS), specifically identifies school systems as a form of local government and requires the use of ICS for school responses.

ICS Principles

Using ICS will help school personnel work with emergency responders to provide a cohesive coordinated response. ICS is based on certain principles proven successful in managing emergency situations.

1. Incidents require certain tasks or functions to be performed.

Every incident will require such functions as student care, site or facility security, and communications. These functions should be identified during development of the school's concept of operations and, if possible, personnel should be matched to functions at that time.

2. Every incident needs one person in charge, the Incident Commander (IC).

The IC may be the building principal, but the person must be identified during the planning process. All faculty and staff must know who he/she is by school position before and during the incident. At least two other positions must be identified in order of priority so that absence of a person does not create confusion determining who will fill the IC role.

3. No person should direct the efforts of more than seven others.

Experience has shown that an effective span of control in an incident is three to seven persons. Fewer than three persons generally produce inefficient operations. Eight or more persons are generally too many for one individual to manage during an emergency.

4. No one should report to more than one individual.

A clear chain of command eliminates confusion during the stress of incident operations.

5. Use of common terminology.

Everyone uses the same words to refer to the same situation and knows the terminology before the emergency arises. Codes should not be used unless absolutely necessary. When codes are used, ensure that students, staff, and response personnel know them in advance of an emergency.

ICS Structure

The basic ICS structure consists of an Incident Commander, three Command Staff Officers, and four General Staff Chiefs. In major incidents and during times that first responders (e.g., law enforcement and fire department personnel) are in charge, the ICS structure will be used. Therefore knowledge of ICS is imperative. In more minor incidents without the presence of first responders, the principal will determine the ICS implementation.

Incident Commander (IC)

The Incident Commander has overall responsibility for managing the incident by objectives, planning strategies, and implementing tactics. The IC is specifically responsible for:

- Ensuring student, staff, and visitor safety during any emergency.
- Providing information services to both internal (e.g., students, staff, and visitors) and external stakeholders (e.g., first responders, other agency personnel, parents, and media).
- Establishing and maintaining liaison with other agencies participating in resolving the incident.
- Assessing the need for additional personnel (e.g., central office staff, school staff, or volunteers) designated by personnel title or by community responsibility during the planning stage.
- Maintaining all activities and functions until delegated and assigned to staff.

Command Staff Officers

Depending upon the size and type of incident or event, it may be necessary for the IC to designate personnel for the specific tasks of providing information, safety, and liaison services for the entire school. In the ICS System, these personnel make up the Command Staff and consist of the following designated positions:

Public Information Officer (PIO)

Serves as the conduit for information to internal and external stakeholders, including the media or other organizations seeking information directly from the incident or event.

Safety Officer

Monitors safety conditions and develops measures for assuring the safety of all assigned personnel.

Liaison Officer

Serves as the primary contact for supporting agencies assisting at an incident.

General Staff Chiefs

General Staff Chiefs are assigned functional authority for operations, planning, logistics, and finance/administration. The General Staff reports directly to the IC.

❑ Operations Chief

Conducts tactical operations to carry out the plan. Develops the tactical objectives and organization and directs all tactical resources. Develops and manages the Operations Section to accomplish the incident objectives set by the IC.

❑ Planning Chief

Prepares and documents the Incident Action Plan to accomplish the objectives; collects and evaluates information; maintains resource status; and maintains documentation for incident records.

❑ Logistics Chief

Provides support, resources, and all other services needed to meet the operational objectives.

❑ Finance/Administration Chief

Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analysis for the debriefing following a full recovery.

NOTE: Appendix C, Forms SP-11 through SP-36, provides a detailed description of ICS personnel responsibilities and duties.

Span of Control

Normally, the person with the greatest technical and tactical expertise in dealing with the problem at hand is the Operations Chief. The Operations Function is where the tactical fieldwork is done and the most incident resources are assigned. The following supervisory levels can be added to help manage the Span of Control:

- Divisions (Supervisor)**

Assigned to divide an incident geographically (e.g., Division A (East Side), Division B (West Side), etc.).

- Groups (Supervisor)**

Assigned to describe functional areas of operation (e.g., Health/Medical Group, Shelter/Mass Care Group, Perimeter Control Group, Investigation Group, etc.).

- Branches (Director)**

Assigned when the number of Divisions or Groups exceeds the span of control (7) and can be either geographical or functional.

While Span of Control is the common reason to establish Branches, additional considerations may also indicate the following needs:

- Multidiscipline Incidents**

Some incidents have multiple disciplines involved (e.g., Firefighting, Health and Medical, Hazardous Materials, Public Works and Engineering, Energy, etc.) that may create the need to set up incident operations around a functional Branch structure.

- Multi-jurisdiction Incidents**

In some incidents, it may be better to organize the incident around jurisdictional lines. In these situations, Branches may be set up to reflect jurisdictional boundaries.

- Very Large Incidents**

Very large incidents may be organized using geographic or functional branches.

Section Chiefs have the ability to expand their section to meet the needs of the situation. Each of the Section Chiefs may have one Deputy or more than one, if necessary.

Deputy

- May assume responsibility for a specific portion of the primary position, work as relief, or be assigned other tasks.

- Should always be as proficient as the person for whom he or she works.

In large incidents, especially where multiple disciplines or jurisdictions are involved, the use of Deputies from other organizations can greatly increase interagency collaboration and coordination.

Materials and Equipment Available on Campus (Appendix C, Form SP-38)

Emergencies may require resources that school personnel do not routinely need or consider. The school may have to rely on itself for a period of time while waiting for outside support. Identify critical materials and equipment available on campus and within the immediate vicinity of the school.

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Six: Improve Existing Plan Based on Hazard Analysis (Appendix C, Form SP-39)

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. (Forms SP-04 through SP-08)
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 in organizing 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 Safety Planning Committee to determine the relevancy of the incident for the individual campus.
 - 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.	

All planning documentation, Forms SP-02 and SP-05 through SP-08, should be kept on file at the local school.

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Seven: Develop a Resource Base (Appendix C, Form SP-40)

Some incidents may require resources that school personnel do not routinely use or have available due to initial costs, storage, and shelf life. Your school may have to be self-sufficient for up to 72 hours following a major disaster or catastrophic event. Use 72 hours as a guide to determine your resource needs.

What Do You Have And What Do You Need?

Basic resources needed to be self-sufficient for 72 hours including but not limited to:

- Tools
- Food and Blankets
- Medical Supplies
- Recovery Needs/Services

After determining needs and what is available to meet the needs, use the following suggestions to obtain additional resources:

1. Tools:
 - a. Local parks and recreational departments
 - b. Local transportation departments
 - c. Local public works departments
2. Food and Blankets
 - a. The American Red Cross
 - b. Local hotel or motel
 - c. Local restaurants
 - d. Local food chains
 - e. Local department stores
3. Medical Supplies:
 - a. Local physicians and pharmacies
 - b. Walk-in clinics
 - c. Local Health Department

4. Recovery/Needs/Services (Counseling/Mental Health/Public Health)

- a. Affected LEA and nearby LEA school counselors as well as other staff trained in counseling traumatic experience.
- b. Mental Health/Public Health Officers

INDIVIDUAL SCHOOL SAFETY PLANNING AND MANAGEMENT

Step Eight: Train Staff, Students, and Practice/Exercise the Plan

Training

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:

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.

The orientation seminar provides the following information:

1. General plan concepts.
2. Staffing assignments.
3. Roles and responsibilities.
4. General procedures.
5. Exercise schedule and time frames.

Orientation seminars can be used to provide parents with an overview of the school's response to incidents or to provide students and staff with information they will need to respond appropriately during drills and actual incidents.

School personnel should first conduct orientations to ensure everyone is familiar with basic policies, procedures, and safety plan content. These orientations will enhance the exercise activities and make them more effective. Once everyone has been trained in roles and responsibilities, it is time to exercise as many phases of the safety plan as possible.

At no time should any school safety plan be shared outside the school or the central office except for very general information. To do so would allow your plan to be compromised by irresponsible perpetrators as well as well-intentioned parents, the general public and media persons.

Hands-On-Training

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).

Hands-on-training will provide the following information:

1. Provides information to perform specialized skills.
2. Allows for practice.
3. Helps maintain proficiency.

4. Allows for immediate response.

Exercising the Plan

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.

Exercises are used as a training tool for personnel and testing the effectiveness of the plan. It is the plan that is being exercised, not the personnel. Lessons learned from exercises must be incorporated as revisions to the incident plan.

Exercising the school safety plan:

1. Reveals planning weaknesses.
2. Reveals training needs.
3. Reveals resource needs.
4. Improves coordination.
5. Clarifies roles and responsibilities.
6. Improves individual performance.
7. Increases individual confidence.
8. Increases a more timely response during an incident.

Types of Exercises

A successful plan involves the training of staff/students on the dynamics of the school safety plan and the practicing of the plan with students, teachers, law enforcement, and emergency responders. Frequent practice of incident response procedures benefits new school personnel and assists in developing flexibility of response to different emergency situations for all staff.

Exercising the school safety plan:

1. Reveals planning weaknesses.
2. Documents training needs.
3. Reveals resource needs with planning for these needs made possible prior to an incident.
4. Improves coordination and collaboration among all persons involved and affected.
5. Clarifies roles and responsibilities of staff/students.
6. Improves individual performance.
7. Increases individual confidence.

Drills

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.

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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.

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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.

Full-Scale Exercises

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.

In a sense, a full-scale exercise combines the interactivity of the functional exercise with a field element. **It differs from a drill in that a drill focuses on a single operation and exercises only one organization.**

Part III

Needs Assessment Guidelines for

School System and Individual School Safety Planning

NEEDS ASSESSMENT GUIDELINES FOR INDIVIDUAL SCHOOL SAFETY PLANNING

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.

NEEDS ASSESSMENT GUIDELINES

Prevention and Curriculum

Date Reviewed: _____ Reviewed By: _____

School Climate	Comments
<ul style="list-style-type: none"> <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 the faculty and 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
<ul style="list-style-type: none"> <input type="checkbox"/> Accurate information is available for all faculty/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, Form SP-02)
- 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"> <input type="checkbox"/> A school Code of Conduct (discipline plan) based on a model disciplinary code developed by the SDE is available. <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. <input type="checkbox"/> Training in the Code of Conduct is provided for all staff and students. <input type="checkbox"/> The Code of Conduct is understood and consistently implemented by all staff. <input type="checkbox"/> The plan is explained to/understood by all students. <input type="checkbox"/> Parents understand the Code of Conduct and also understand their supporting role via school communications and/or training. <input type="checkbox"/> The Code of Conduct is consistently enforced for all students. <input type="checkbox"/> All staff are visible throughout the school day supporting the Code of Conduct. <input type="checkbox"/> Parent/student signatures document receipt of and an indication that the Code of Conduct has been read and understood. <input type="checkbox"/> The Code of Conduct is updated periodically based upon system policy. <input type="checkbox"/> Appropriate referrals for chronic behavior challenges are made by teachers for a behavior plan through BBSST. 	
Conflict Resolution/Peer Mediation/Mentoring Programs	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Conflict resolution is taught as a part of the curriculum. <input type="checkbox"/> Students are implementing conflict resolution on a daily basis. <input type="checkbox"/> The faculty/staff are modeling conflict resolution on a daily basis. <input type="checkbox"/> Student leaders are identified and trained to provide leadership in peer mediation. <input type="checkbox"/> Peer-to-peer and adult-to-student mentoring activities are available and utilized. <input type="checkbox"/> Time is permitted/arranged for peer mediation to take place. 	

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

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 all 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"/> A unique and difficult to duplicate badge is given to every visitor on campus with only one date of use AND 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.	

<p align="center">First Aid/CPR/AED/Abdominal Thrust/Blood Borne Pathogens Procedures and Equipment</p>	<p align="center">Comments</p>
<ul style="list-style-type: none"> <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) <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. <input type="checkbox"/> All personnel are provided the opportunity to practice the procedures listed above during the school year. <input type="checkbox"/> Equipment/safety devices are provided for use with First Aid/CPR procedures. <input type="checkbox"/> A first-aid kit is available in every classroom and maintained per valid date information and contents. <input type="checkbox"/> A first-aid procedures reference book/list is readily available for all classes. <input type="checkbox"/> Non-latex gloves are readily available to all personnel in order to provide first-aid and other services to students/staff. <input type="checkbox"/> The Staff Skills Survey and Inventory Form are used to enhance the school's safety plan. (Appendix C, SP-02) 	

Pandemic Preparedness	Comments
<ul style="list-style-type: none"> <li data-bbox="180 306 927 426">❑ 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 data-bbox="180 457 927 548">❑ A plan is in place for distributing Personal Protective Equipment (PPE). The PPE may be available from the local Public Health Department. <li data-bbox="180 579 927 638">❑ A procedure is in place for periodic cleaning and sanitizing of work/student areas. <li data-bbox="180 669 927 789">❑ 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 data-bbox="180 821 927 940">❑ 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 data-bbox="180 972 927 1062">❑ Policies and procedures are written to triage, isolate, and transport students or personnel with known or suspected cases with PI symptoms. <li data-bbox="180 1094 927 1184">❑ 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 data-bbox="180 1215 927 1306">❑ 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 data-bbox="180 1337 927 1396">❑ Procedures are in place to monitor and limit building access during PI or similar problems. <li data-bbox="180 1428 927 1486">❑ Procedures are in place to monitor and limit vendor and visitor access to the facility during PI or similar problems. 	

Personal Safety	Comments
<ul style="list-style-type: none"> <li data-bbox="180 243 922 302">❑ Personal safety training is available to staff and periodically updated/reviewed. <li data-bbox="180 333 846 363">❑ Personal safety training is also provided for students. <li data-bbox="180 394 911 485">❑ Personal safety training is scheduled with regularity, but at least once per year and includes substitutes and all staff/students. <li data-bbox="180 516 883 575">❑ Appropriate personal safety videos, web casts, updates, speakers, and demonstrations are provided periodically. <li data-bbox="180 606 919 697">❑ 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 data-bbox="180 728 911 787">❑ All staff members are trained in the safe and proper use of fire extinguishers and the deep-fat-fryer dump station. 	

Bicycle/Bus/Pedestrian Safety	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Arrival/departure procedures are established and implemented for bus transported students as well as those who walk/ride bicycles. <input type="checkbox"/> All buses are equipped with surveillance cameras as needed. <input type="checkbox"/> Adult monitors are assigned to ride on buses for extra assistance when needed. <input type="checkbox"/> Sufficient numbers of staff members are assigned to supervise bus loading/unloading procedures. <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. <input type="checkbox"/> Bus drivers are included in all related staff development/school safety training provided by the school and/or system. <input type="checkbox"/> Bus driver emergency recall procedures are in place to transport students to an alternative site during school hours. <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. <input type="checkbox"/> Teachers with valid CDL licenses are trained and approved to transport staff/students to alternative sites when needed. <input type="checkbox"/> Buses are equipped with communication devices that work in all geographical locations surrounding the school/school system. 	
Community Assistance	Comments
<p>A community assistance assessment has been completed.</p> <ul style="list-style-type: none"> <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. 	

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

Buildings and Grounds Security

Date Reviewed: _____ Reviewed By: _____

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

l. Overhead power lines.

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
<ul style="list-style-type: none"> <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
<ul style="list-style-type: none"> <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
<ul style="list-style-type: none"> <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. 	

<ul style="list-style-type: none"> <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. 	
Visual Access Inside and Outside the School	Comments
<ul style="list-style-type: none"> <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. 	
Limitations of Building Design	Comments
<ul style="list-style-type: none"> <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 other than those required by building codes. 	
Exits	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> All exit doors open to the outside. 	

<ul style="list-style-type: none"> <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). 	
Electrical Safety and Appropriate Machinery/Equipment Use (OSHA Standards as guidelines)	Comments
<ul style="list-style-type: none"> <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. 	
Signs/Directions to Safety Areas	Comments
<ul style="list-style-type: none"> <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. 	

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

Lockdown/Lockout Procedures

Date Reviewed: _____ Reviewed By: _____

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

NEEDS ASSESSMENT GUIDELINES

Athletic Practices/Extracurricular Activities Venue

Date Reviewed: _____ Reviewed By: _____

Athletic and Extracurricular Venue Equipment and Supplies	Comments
<ul style="list-style-type: none"> <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
<ul style="list-style-type: none"> <input type="checkbox"/> Each coach/sponsor has immediate access to the Emergency Plan Quick Reference Card 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 Pertinent Medical Conditions (Checklist Quick Reference Card) that has been developed for each individual team and/or athletic game or practice venue. 	

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

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

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

NEEDS ASSESSMENT GUIDELINES

Supervision of Students

Date Reviewed: _____ Reviewed By: _____

Supervision of Students	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities are assigned to school personnel for supervising students before, during, and after school. <input type="checkbox"/> Staff supervision rules are written, distributed, and discussed with appropriate persons. <input type="checkbox"/> Procedures are required to supervise students when it becomes necessary for a teacher to leave the room. <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). <input type="checkbox"/> Teachers are carefully monitoring the hallways during change of classes, listening as well as watching. <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). <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). <input type="checkbox"/> All teachers leaving the classroom for lunch, etc., carry a current copy of his/her class roster(s). <input type="checkbox"/> Substitute teachers/assistants are required to attend orientation for the School Safety Plan. (Consider a video or PowerPoint presentation.) <input type="checkbox"/> There are written duty rosters for all personnel. 	

NEEDS ASSESSMENT GUIDELINES

Resources

Date Reviewed: _____ Reviewed By: _____

Suggested Roles and Assignments During School Incidents	Comments
<ul style="list-style-type: none"> <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. <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. <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. <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. <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. <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. <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. <input type="checkbox"/> Persons are assigned to operate the telephones and other communication links so that public and media as well as parents receive a response. 	

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| <ul style="list-style-type: none">❑ 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. | |
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Resources

Date Reviewed: _____ Reviewed By: _____

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

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|---|--|
| <ul style="list-style-type: none"><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.<input type="checkbox"/> Rubber gloves are available to all school personnel on a daily basis.<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.<input type="checkbox"/> Teacher identification is provided such as nametags, ribbons, or orange/yellow vests to be worn during drills, practices, and actual incidents.<input type="checkbox"/> Substitutes and itinerant staff are provided the same identification as the daily assigned staff.<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. | |
|---|--|

NEEDS ASSESSMENT GUIDELINES

Incident Management

Date Reviewed: _____ Reviewed By: _____

Emergency Transportation	Comments
<ul style="list-style-type: none"> <input type="checkbox"/> Identify procedures for emergency transportation such as: <ul style="list-style-type: none"> ▪ Identify student and personnel population. ▪ Identify multiple routes for evacuation including walking and mobile routes. ▪ Identify reserved routes for emergency vehicles. ▪ Identify procedures for transporting special population students. <input type="checkbox"/> Identify roles and responsibilities for personnel such as: <ul style="list-style-type: none"> ▪ Procedures for student accountability. ▪ Procedures for supervising students. 	
Relocation	Comments
<ul style="list-style-type: none"> <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"> ▪ Games/school work for students. ▪ Tables. ▪ Food. 	

Reunification	Comments
<ul style="list-style-type: none"><li data-bbox="180 243 610 275"><input type="checkbox"/> Establish unification procedures.<li data-bbox="180 306 854 363"><input type="checkbox"/> Identify roles and responsibilities for personnel during reunification.<li data-bbox="180 394 906 451"><input type="checkbox"/> Provide reunification procedures in writing for parents and offer training in the procedures.	

NEEDS ASSESSMENT GUIDELINES

Recovery

Date Reviewed: _____ Reviewed By: _____

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

NEEDS ASSESSMENT GUIDELINES

Suggested Training

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

Prevention Curriculum

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

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
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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
-
-

Recovery

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

NEEDS ASSESSMENT GUIDELINES

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?

NEEDS ASSESSMENT GUIDELINES

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.**

NEEDS ASSESSMENT GUIDELINES

School System/School Safety Plan Checklist

Use this checklist to verify that you have developed everything you need to include in your school system/school safety plan.

Does your plan include the following?

- An introduction that includes recommended content?
- A Table of Contents with page numbers?
- An Approval Statement and dated approval signatures of the principal, superintendent, and school board chair (as appropriate)?
- A Distribution List and documentation of receipt?
- A statement of the purpose of the emergency operations plan?
- A description of who is in charge for incident operations by position?
- The location and function of your primary and alternate on-site Command Posts, including layout, staffing, displays, etc.?
- Persons, by title, who will be notified in an emergency?
- How logistical support will be provided for the incident response, including provision for food, water, emergency lighting, fuel, etc.?
- Actions planned to protect essential personnel, equipment, and resources during emergencies?
- The actions that will be taken to assure that all employees and students understand the warning signals and know what to do in an emergency?
- How emergency information will be disseminated for the disabled, including those who are visually or hearing impaired or non-English speaking?
- Individual(s) who will serve as the system's or school's point of contact with the media during an emergency and procedures for authenticating information?
- The individual, by title, who is responsible for directing the incident response?

- The individuals, by title, who are responsible for maintaining, recall rosters for all incident functions?
- The individual, by title, who is responsible for safeguarding essential records?
- The individual(s), by title, who is/are responsible for preparation and distribution of employee and student emergency guidance material?
- The individual, by title, who is responsible for briefing new employees on the school safety plan and the roles to which he/she is assigned?
- The individual(s), by title, who is/are responsible for developing, scheduling, and presenting training in safety measures to all students and employees?
- The individual, by title, who is responsible for the logistical preparations and support detailed under Administration and Logistics?
- A three-deep line of succession for the principal (and/or superintendent) to ensure continuous leadership.
- A description of how resources and information are requested and passed through the chain of command to higher levels of the school district.
- Descriptions of what records are considered essential and how they are protected and preserved.
- The individual(s), by title, who is/are responsible for records, reports, and expenditures during an emergency?
- Lists of agreements with voluntary organizations, government agencies, and private organizations that will assist the school district during an emergency?
- A resource inventory of emergency items available, including lighting, first aid and medical supplies, firefighting equipment, and other basic incident response support equipment?
- Additional resource requirements for personnel, equipment, and supplies and the source(s) and method for obtaining them?
- Provision for annual review of the system/school plan conducted jointly with the local first responders and EMA?
- Provision for updating the plan based on deficiencies identified through drills, exercises, and actual incident?
- A map of the area showing items that may have an impact on the school, including major highways, railways, airports, power transmission lines and generating stations, industrial complexes, bulk oil and gas storage, pipe lines, etc.? (Consider using Map Quest or a similar site to get an aerial/satellite view of the area.)

- ❑ A plot of the facility and floor plan(s) of the building(s) showing the location(s) of heat plants, boilers, generators, flammable liquid storage, other hazardous materials storage, fire extinguisher locations, first-aid supplies, etc.
- ❑ Lists with the names, titles, telephone numbers, and organizational responsibilities of all involved in incident operations.
- ❑ Checklists that detail specific tasks to be accomplished in an emergency.
- ❑ Responsibility matrices.

NEEDS ASSESSMENT GUIDELINES

Team Directions

Essential facts for which each team should prepare include:

- Many students are injured, some seriously.
- Accounting for all students with uniform procedures as necessary.
- There are possible fatalities.
- There will be extreme post-traumatic stress syndrome following some incidents.
- Parents will want explanations and assurances immediately.
- The media wants information and your plans immediately.
- Funerals and memorials can be expected.

Materials Needed

- Identification badge or large nametags describing each team member's role (e.g., "principal," "counselor").
- Yellow/orange vests for staff.
- Notepads, pens, and pencils.
- Outline of notes, based on your school's safety plan.
- List of assigned roles with duties for each team member.
- School's emergency kits.

Decisions Check List

Communications:

- Who will be notified?
- Do you have the contact information for persons to be notified?
- What methods will members of the group use for communication?
- Will you set up a School Incident Command Post?
- Will you send staff persons to the hospital with the injured? To the emergency management agency? To the on-site Incident Command Post?

- Who will communicate with the central office, parents, the emergency teams from the community, and important community leaders present at the scene?
- How will you communicate with the staff?
- How will you communicate with the other schools?
- Who is responsible for gathering information for the media? How will it be disseminated?

Transportation:

- Will school(s) need to be closed? If so, what actions will you take to assure the safe transportation of students?
- Will parents be allowed to come to the school and pick up students? What process will be required to release students?
- Will only this school be dismissed, or will **ALL** district schools be dismissed?
- How will the staff keep track of the method by which students were transported home?
- What provisions are made for students who do not ride buses and have no other ride home at that time of day?
- Will buses enter as usual into the school pickup area, at the shelter, or at the evacuation site? Are procedures provided to communicate with all personnel/parents involved in transporting students?

Media:

- What is your team plan to respond to the media? Who is to be the spokesperson?
- Where is the designated area for the media to gather? They should never move about at will but await information from the school-appointed information officer.
- What information is confidential, and what information will be released?
- How often will you provide the media with information?
- When will you hold press conferences? Who will be present? Who is the spokesperson?

Assigned Roles for Team Members:

- Who makes decisions and how are those decisions to be made?
- Who is assigned to command posts?
- Who goes to the hospital?
- Who arranges transportation?
- Who works with the staff and students at the evacuation site or the shelter?
- Who will be assigned to keep records of actions taken by the School Safety Team?
- Who will prepare press releases? Parent information releases? These can be developed in draft form prior to an incident.
- Who will make arrangements for funerals or memorials for deceased victims?
- Who will begin the planning of counseling and debriefing?
- Who will debrief the staff? The student?

NEEDS ASSESSMENT GUIDELINES

Key Personnel for Management Areas

All Team Leaders must be trained in each of the management areas but primarily have responsibility for providing leadership in his/her designated areas. Therefore, each Team Leader is required to have a working knowledge of the responsibilities in the area to which he/she is assigned.

Incident Command Post Team Leader

- This Team Leader will be responsible for assisting the Incident Commander with information pertaining to the physical plant. This information must be prepared in advance and copies placed in designated areas of the school building.
- This Team Leader will meet with the emergency personnel and must remain in the designated area until the Incident Commander releases him/her.
- Pertinent information and equipment needed will include keys to all locked areas, a highly detailed map of the school, knowledge of the cut-off location of all gas and power lines, and the location of other various sites within the plant.

School Command Post Team Leader

- This Team Leader will be responsible for coordinating information within and outside the School Command Post operations.
- This Team Leader is responsible for taking student rosters and medical records to the Triage Area.
- This Team Leader will be responsible for distribution of medical records to the Triage Area.
- This Team Leader will notify the Incident Commander once accountability has taken place for all individuals that were present in the building. (e.g., staff, students, visitors, etc.)
- This Team Leader will be responsible for making arrangements for student transportation, if necessary.
- This Team Leader will be accountable for knowing the location of all students and faculty, including those injured who may have been transferred to local medical facilities.

Triage Area Team Leader

- This Team Leader's responsibility will be to function as a gatekeeper of the Triage Area, knowing at all times the names and the status of any individuals who need immediate first-aid treatment.

- In the event an individual must be moved for further medical treatment, this Team Leader will be responsible for notification to the School Command Post as to the relocation of the individual.
- All injured parties must be accounted for at all times.

Parent Area Team Leader

- This Team Leader in the Parent Area will be responsible for communicating with parents the status of their children.
- This Team Leader must also make provisions to reunite injured children with their parents as soon as possible. No parent(s) will be reunited with their child until all students are accounted for. Then, an organized and preplanned process will be used. Proactive communications and assurances should enhance a smoother transition for this action.
- Law enforcement will also be in this area to assist in a variety of ways.

Media Area Team Leader

- This Team Leader in the Media Area will be primarily responsible for containing the media in the designated area. It may be necessary to work in conjunction with law enforcement in this area.
- This Team Leader is in charge of the Media Area until the school system media spokesperson (Community Relations Director) is present at the site.
- All information provided pertaining to the incident should be of a general nature.
- Factual information should be provided about the school facility, enrollment, and the faculty/staff.
- All information pertaining to the disaster will be communicated from the Media Area upon the approval of the LEA superintendent or the building principal.
- Medical information will be released by the hospital or at the discretion of the LEA superintendent or building principal.
- Individual student and staff interviews should be strongly discouraged. Consultation with law enforcement regarding the designated status of "Crime Scene" may assist with this need.

Area Hospital Team Leaders

- In the event that the scope and nature of the injuries of students and/or faculty warrant transportation to area hospitals, the Team Leader assigned to the hospital will be responsible for all official communication between the School Command Post and the hospital.
- In case of a large incident with many and/or severe injuries, several medical facilities should be accessed according to pre-planning in the safety plan process.
- No school personnel should release any information to the media without prior approval.
- The media should expect only hospital personnel to provide specific medical information.

Floaters

- Floaters are individuals who must have the ability to move around the incident site without other designated responsibilities.
- Floaters may include the building principal, superintendent, or other designated personnel.

Runners

- Runners will be needed to move from area to area, carrying vital information to the designated command posts.
- The role of the Runner is critical until radio communication is reestablished.
- Runners will provide accountability information regarding students and staff to the School Command Post.
- All student and staff information must be considered extremely CONFIDENTIAL and must be treated with great caution. This information must not be transmitted or given to the public without prior approval.

Classroom Teachers

- Classroom Teachers will be responsible for the care of all of their students who have not been assigned to another area.
- Classroom Teachers will be responsible for accounting for all of their students, administering minor first aid, and signing students out only to appropriate persons per the school plan for this activity.
- A code must be established for Classroom Teachers for accountability of those persons in their charge and those persons who are missing.
- This information will be reported to the Runners who will carry this information to the School Command Post.
- Classroom Teachers must remain with their students at all times and must be prepared to do so until the last student is released.
- Classroom Teachers should have activities planned in advance to help the students remain calm. Teachers must be able to recognize students who are in distress and/or who may need additional help.
- An emergency bag, kept in a designated area in each classroom, should be prepared for use in emergency situations.

Shelter Team Leader

- ❑ The Team Leader at the Shelter Area will be responsible for coordinating the arrival and departure of students.
- ❑ This Team Leader should provide counseling staff with the names of students or staffs who has an immediate need to talk with a counselor.
- ❑ This Team Leader must know the location of all people at the shelter and be able to identify the support personnel at the shelter site.

Local law enforcement, Red Cross, and counseling personnel from within the school system and nearby LEAs will give additional support at the Shelter.

Part IV
SDE
SAFETY PLAN CHECKLISTS

SDE SAFETY PLAN CHECKLIST

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.

SDE REQUIRED COMPONENTS CHECKLIST

System 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

SDE REQUIRED COMPONENTS CHECKLIST

Individual 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 SP-01 and SP-02)	<input checked="" type="checkbox"/> System/School Safety Planning Committee	SP-01
<input checked="" type="checkbox"/> Step Two (Form SP-03)	<input checked="" type="checkbox"/> Statement of Commitment	SP-03
<input checked="" type="checkbox"/> Step Three (Forms SP-04 through SP-08)	<input checked="" type="checkbox"/> Identification of Hazard (Comprehensive Floor Plans)	SP-04
<input checked="" type="checkbox"/> Step Four (Form SP-09)	<input checked="" type="checkbox"/> Analysis of Identified Hazards	SP-09
<input checked="" type="checkbox"/> Step Five (Forms SP-10, SP-41, and SP-11 through SP-36)	<input checked="" type="checkbox"/> Incident Command System Roles	SP-10 and SP-41
<input checked="" type="checkbox"/> Step Five (Form SP-37)	<input checked="" type="checkbox"/> Emergency Telephone List(s)	SP-37
<input checked="" type="checkbox"/> Step Five (Form SP-38)	<input checked="" type="checkbox"/> List of Materials and Equipment	SP-38
<input checked="" type="checkbox"/> Step Six (Part III, pages 51 through 59; Part IV, pages 102 through 110; and Form SP-39)	<input checked="" type="checkbox"/> Improve and Make Corrections to Existing Plans (General Emergency Procedures)	Part IV, pages 102 through 110, SP-39
<input checked="" type="checkbox"/> Step Seven (Form SP-40)	<input checked="" type="checkbox"/> Basic Resources Needed	SP-40
<input checked="" type="checkbox"/> Step Eight (Part III, pages 84 through 86 and Form SP-42)	<input checked="" type="checkbox"/> Provide Training and Implement Exercises	SP-42
<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

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		

Emergency Evacuation	Comments	Page
<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		

SDE EMERGENCY PROCEDURES CHECKLIST

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		

Medical Procedures	Comments	Page
<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		

SDE GENERAL SAFETY PROGRAM CHECKLIST

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		

Buildings and Ground Security	Comments	Page
<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		

SDE GENERAL SAFETY PROGRAM CHECKLIST

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		

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

APPENDIX A



For Immediate Release
Office of the Press Secretary
February 28, 2003

Homeland Security Presidential Directive/HSPD-5

Subject: Management of Domestic Incidents

Purpose

(1) To enhance the ability of the United States to manage domestic incidents by establishing a single, comprehensive national incident management system.

Definitions

(2) In this directive:

(a) the term "Secretary" means the Secretary of Homeland Security.

(b) the term "Federal departments and agencies" means those executive departments enumerated in 5 U.S.C. 101, together with the Department of Homeland Security; independent establishments as defined by 5 U.S.C. 104(1); government corporations as defined by 5 U.S.C. 103(1); and the United States Postal Service.

(c) the terms "State," "local," and the "United States" when it is used in a geographical sense, have the same meanings as used in the Homeland Security Act of 2002, Public Law 107-296.

Policy

(3) To prevent, prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies, the United States Government shall establish a single, comprehensive approach to domestic incident management. The objective of the United States Government is to ensure that all levels of government across the Nation have the capability to work efficiently and effectively together, using a national approach to domestic incident management. In these efforts, with regard to domestic incidents, the United States Government treats crisis management and consequence management as a single, integrated function, rather than as two separate functions.

(4) The Secretary of Homeland Security is the principal Federal official for domestic incident management. Pursuant to the Homeland Security Act of 2002, the Secretary is responsible for coordinating Federal operations within the United States to prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies. The Secretary shall coordinate the Federal Government's resources utilized in response to or recovery from terrorist attacks, major disasters,

or other emergencies if and when any one of the following four conditions applies: (1) a Federal department or agency acting under its own authority has requested the assistance of the Secretary; (2) the resources of State and local authorities are overwhelmed and Federal assistance has been requested by the appropriate State and local authorities; (3) more than one Federal department or agency has become substantially involved in responding to the incident; or (4) the Secretary has been directed to assume responsibility for managing the domestic incident by the President.

(5) Nothing in this directive alters, or impedes the ability to carry out, the authorities of Federal departments and agencies to perform their responsibilities under law. All Federal departments and agencies shall cooperate with the Secretary in the Secretary's domestic incident management role.

(6) The Federal Government recognizes the roles and responsibilities of State and local authorities in domestic incident management. Initial responsibility for managing domestic incidents generally falls on State and local authorities. The Federal Government will assist State and local authorities when their resources are overwhelmed, or when Federal interests are involved. The Secretary will coordinate with State and local governments to ensure adequate planning, equipment, training, and exercise activities. The Secretary will also provide assistance to State and local governments to develop all-hazards plans and capabilities, including those of greatest importance to the security of the United States, and will ensure that State, local, and Federal plans are compatible.

(7) The Federal Government recognizes the role that the private and nongovernmental sectors play in preventing, preparing for, responding to, and recovering from terrorist attacks, major disasters, and other emergencies. The Secretary will coordinate with the private and nongovernmental sectors to ensure adequate planning, equipment, training, and exercise activities and to promote partnerships to address incident management capabilities.

(8) The Attorney General has lead responsibility for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States, or directed at United States citizens or institutions abroad, where such acts are within the Federal criminal jurisdiction of the United States, as well as for related intelligence collection activities within the United States, subject to the National Security Act of 1947 and other applicable law, Executive Order 12333, and Attorney General-approved procedures pursuant to that Executive Order. Generally acting through the Federal Bureau of Investigation, the Attorney General, in cooperation with other Federal departments and agencies engaged in activities to protect our national security, shall also coordinate the activities of the other members of the law enforcement community to detect, prevent, preempt, and disrupt terrorist attacks against the United States. Following a terrorist threat or an actual incident that falls within the criminal jurisdiction of the United States, the full capabilities of the United States shall be dedicated, consistent with United States law and with activities of other Federal departments and agencies to protect our national security, to assisting the Attorney General to identify the perpetrators and bring them to justice. The Attorney General and the Secretary shall establish appropriate relationships and mechanisms for cooperation and coordination between their two departments.

(9) Nothing in this directive impairs or otherwise affects the authority of the Secretary of Defense over the Department of Defense, including the chain of command for military forces from the President as Commander in Chief, to the Secretary of Defense, to the commander of military forces, or military command and control procedures. The Secretary of Defense shall provide military support to civil authorities for domestic incidents as directed by the President or when consistent with military readiness and appropriate under the circumstances and the law. The Secretary of Defense shall retain command of military forces providing civil support. The Secretary of Defense and the Secretary shall establish appropriate relationships and mechanisms for cooperation and coordination between their two departments.

(10) The Secretary of State has the responsibility, consistent with other United States Government activities to protect our national security, to coordinate international activities related to the prevention, preparation, response, and recovery from a domestic incident, and for the protection of United States citizens and United States interests overseas. The Secretary of State and the Secretary shall establish appropriate relationships and mechanisms for cooperation and coordination between their two departments.

(11) The Assistant to the President for Homeland Security and the Assistant to the President for National Security Affairs shall be responsible for interagency policy coordination on domestic and international incident management, respectively, as directed by the President. The Assistant to the President for Homeland Security and the Assistant to the President for National Security Affairs shall work together to ensure that the United States domestic and international incident management efforts are seamlessly united.

(12) The Secretary shall ensure that, as appropriate, information related to domestic incidents is gathered and provided to the public, the private sector, State and local authorities, Federal departments and agencies, and, generally through the Assistant to the President for Homeland Security, to the President. The Secretary shall provide standardized, quantitative reports to the Assistant to the President for Homeland Security on the readiness and preparedness of the Nation -- at all levels of government -- to prevent, prepare for, respond to, and recover from domestic incidents.

(13) Nothing in this directive shall be construed to grant to any Assistant to the President any authority to issue orders to Federal departments and agencies, their officers, or their employees.

Tasking

(14) The heads of all Federal departments and agencies are directed to provide their full and prompt cooperation, resources, and support, as appropriate and consistent with their own responsibilities for protecting our national security, to the Secretary, the Attorney General, the Secretary of Defense, and the Secretary of State in the exercise of the individual leadership responsibilities and missions assigned in paragraphs (4), (8), (9), and (10), respectively, above.

(15) The Secretary shall develop, submit for review to the Homeland Security Council, and administer a National Incident Management System (NIMS). This system will provide a consistent nationwide approach for Federal, State, and local governments to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, and local capabilities, the NIMS will include a core set of concepts, principles, terminology, and technologies covering the incident command system; multi-agency coordination systems; unified command; training; identification and management of resources (including systems for classifying types of resources); qualifications and certification; and the collection, tracking, and reporting of incident information and incident resources.

(16) The Secretary shall develop, submit for review to the Homeland Security Council, and administer a National Response Plan (NRP). The Secretary shall consult with appropriate Assistants to the President (including the Assistant to the President for Economic Policy) and the Director of the Office of Science and Technology Policy, and other such Federal officials as may be appropriate, in developing and implementing the NRP. This plan shall integrate Federal Government domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan. The NRP shall be unclassified. If certain operational aspects require classification, they shall be included in classified annexes to the NRP.

(a) The NRP, using the NIMS, shall, with regard to response to domestic incidents, provide the structure and mechanisms for national level policy and operational direction for Federal support to State and local incident managers and for exercising direct Federal authorities and responsibilities, as appropriate.

(b) The NRP will include protocols for operating under different threats or threat levels; incorporation of existing Federal emergency and incident management plans (with appropriate modifications and revisions) as either integrated components of the NRP or as supporting operational plans; and additional operational plans or annexes, as appropriate, including public affairs and intergovernmental communications.

(c) The NRP will include a consistent approach to reporting incidents, providing assessments, and making recommendations to the President, the Secretary, and the Homeland Security Council.

(d) The NRP will include rigorous requirements for continuous improvements from testing, exercising, experience with incidents, and new information and technologies.

(17) The Secretary shall:

(a) By April 1, 2003, (1) develop and publish an initial version of the NRP, in consultation with other Federal departments and agencies; and (2) provide the Assistant to the President for Homeland Security with a plan for full development and implementation of the NRP.

(b) By June 1, 2003, (1) in consultation with Federal departments and agencies and with State and local governments, develop a national system of standards, guidelines, and protocols to implement the NIMS; and (2) establish a mechanism for ensuring ongoing management and maintenance of the NIMS, including regular consultation with other Federal departments and agencies and with State and local governments.

(c) By September 1, 2003, in consultation with Federal departments and agencies and the Assistant to the President for Homeland Security, review existing authorities and regulations and prepare recommendations for the President on revisions necessary to implement fully the NRP.

(18) The heads of Federal departments and agencies shall adopt the NIMS within their departments and agencies and shall provide support and assistance to the Secretary in the development and maintenance of the NIMS. All Federal departments and agencies will use the NIMS in their domestic incident management and emergency prevention, preparedness, response, recovery, and mitigation activities, as well as those actions taken in support of State or local entities. The heads of Federal departments and agencies shall participate in the NRP, shall assist and support the Secretary in the development and maintenance of the NRP, and shall participate in and use domestic incident reporting systems and protocols established by the Secretary.

(19) The head of each Federal department and agency shall:

(a) By June 1, 2003, make initial revisions to existing plans in accordance with the initial version of the NRP.

(b) By August 1, 2003, submit a plan to adopt and implement the NIMS to the Secretary and the Assistant to the President for Homeland Security. The Assistant to the President for Homeland Security shall advise the President on whether such plans effectively implement the NIMS.

(20) Beginning in Fiscal Year 2005, Federal departments and agencies shall make adoption of the NIMS a requirement, to the extent permitted by law, for providing Federal preparedness assistance through grants, contracts, or other activities. The Secretary shall develop standards and guidelines for determining whether a State or local entity has adopted the NIMS.

Technical and Conforming Amendments to National Security Presidential Directive-1 (NSPD-1)

(21) NSPD-1 ("Organization of the National Security Council System") is amended by replacing the fifth sentence of the third paragraph on the first page with the following: "The Attorney General, the Secretary of Homeland Security, and the Director of the Office of Management and Budget shall be invited to attend meetings pertaining to their responsibilities."

Technical and Conforming Amendments to National Security Presidential Directive-8 (NSPD-8)

(22) NSPD-8 ("National Director and Deputy National Security Advisor for Combating Terrorism") is amended by striking "and the Office of Homeland Security," on page 4, and inserting "the Department of Homeland Security, and the Homeland Security Council" in lieu thereof.

Technical and Conforming Amendments to Homeland Security Presidential Directive-2 (HSPD-2)

(23) HSPD-2 ("Combating Terrorism Through Immigration Policies") is amended as follows:

(a) striking "the Commissioner of the Immigration and Naturalization Service (INS)" in the second sentence of the second paragraph in section 1, and inserting "the Secretary of Homeland Security" in lieu thereof ;

(b) striking "the INS," in the third paragraph in section 1, and inserting "the Department of Homeland Security" in lieu thereof;

(c) inserting ", the Secretary of Homeland Security," after "The Attorney General" in the fourth paragraph in section 1;

(d) inserting ", the Secretary of Homeland Security," after "the Attorney General" in the fifth paragraph in section 1;

(e) striking "the INS and the Customs Service" in the first sentence of the first paragraph of section 2, and inserting "the Department of Homeland Security" in lieu thereof;

(f) striking "Customs and INS" in the first sentence of the second paragraph of section 2, and inserting "the Department of Homeland Security" in lieu thereof;

(g) striking "the two agencies" in the second sentence of the second paragraph of section 2, and inserting "the Department of Homeland Security" in lieu thereof;

(h) striking "the Secretary of the Treasury" wherever it appears in section 2, and inserting "the Secretary of Homeland Security" in lieu thereof;

(i) inserting ", the Secretary of Homeland Security," after "The Secretary of State" wherever the latter appears in section 3;

(j) inserting ", the Department of Homeland Security," after "the Department of State," in the second sentence in the third paragraph in section 3;

(k) inserting "the Secretary of Homeland Security," after "the Secretary of State," in the first sentence of the fifth paragraph of section 3;

(l) striking "INS" in the first sentence of the sixth paragraph of section 3, and inserting "Department of Homeland Security" in lieu thereof;

(m) striking "the Treasury" wherever it appears in section 4 and inserting "Homeland Security" in lieu thereof;

(n) inserting ", the Secretary of Homeland Security," after "the Attorney General" in the first sentence in section 5; and

(o) inserting ", Homeland Security" after "State" in the first sentence of section 6.

Technical and Conforming Amendments to Homeland Security Presidential Directive-3 (HSPD-3)

(24) The Homeland Security Act of 2002 assigned the responsibility for administering the Homeland Security Advisory System to the Secretary of Homeland Security. Accordingly, HSPD-3 of March 11, 2002 ("Homeland Security Advisory System") is amended as follows:

(a) replacing the third sentence of the second paragraph entitled "Homeland Security Advisory System" with "Except in exigent circumstances, the Secretary of Homeland Security shall seek the views of the Attorney General, and any other federal agency heads the Secretary deems appropriate, including other members of the Homeland Security Council, on the Threat Condition to be assigned."

(b) inserting "At the request of the Secretary of Homeland Security, the Department of Justice shall permit and facilitate the use of delivery systems administered or managed by the Department of Justice for the purposes of delivering threat information pursuant to the Homeland Security Advisory System." as a new paragraph after the fifth paragraph of the section entitled "Homeland Security Advisory System."

(c) inserting ", the Secretary of Homeland Security" after "The Director of Central Intelligence" in the first sentence of the seventh paragraph of the section entitled "Homeland Security Advisory System".

(d) striking "Attorney General" wherever it appears (except in the sentences referred to in subsections (a) and (c) above), and inserting "the Secretary of Homeland Security" in lieu thereof; and

(e) striking the section entitled "Comment and Review Periods."

GEORGE W. BUSH

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For Immediate Release
Office of the Press Secretary
December 17, 2003

December 17, 2003 Homeland Security Presidential Directive/Hspd-8

Subject: National Preparedness

Purpose

(1) This directive establishes policies to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies by requiring a national domestic all-hazards preparedness goal, establishing mechanisms for improved delivery of Federal preparedness assistance to State and local governments, and outlining actions to strengthen preparedness capabilities of Federal, State, and local entities.

Definitions

(2) For the purposes of this directive:

(a) The term "all-hazards preparedness" refers to preparedness for domestic terrorist attacks, major disasters, and other emergencies.

(b) The term "Federal departments and agencies" means those executive departments enumerated in 5 U.S.C. 101, and the Department of Homeland Security; independent establishments as defined by 5 U.S.C. 104(1); Government corporations as defined by 5 U.S.C. 103(1); and the United States Postal Service.

(c) The term "Federal preparedness assistance" means Federal department and agency grants, cooperative agreements, loans, loan guarantees, training, and/or technical assistance provided to State and local governments and the private sector to prevent, prepare for, respond to, and recover from terrorist attacks, major disasters, and other emergencies. Unless noted

otherwise, the term "assistance" will refer to Federal assistance programs.

(d) The term "first responder" refers to those individuals who in the early stages of an incident are responsible for the protection and preservation of life, property, evidence, and the environment, including emergency response providers as defined in section 2 of the Homeland Security Act of 2002 (6 U.S.C. 101), as well as emergency management, public health, clinical care, public works, and other skilled support personnel (such as equipment operators) that provide immediate support services during prevention, response, and recovery operations.

(e) The terms "major disaster" and "emergency" have the meanings given in section 102 of the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122).

(f) The term "major events" refers to domestic terrorist attacks, major disasters, and other emergencies.

(g) The term "national homeland security preparedness-related exercises" refers to homeland security-related exercises that train and test national decision makers and utilize resources of multiple Federal departments and agencies. Such exercises may involve State and local first responders when appropriate. Such exercises do not include those exercises conducted solely within a single Federal department or agency.

(h) The term "preparedness" refers to the existence of plans, procedures, policies, training, and equipment necessary at the

Federal, State, and local level to maximize the ability to prevent, respond to, and recover from major events. The term "readiness" is used interchangeably with preparedness.

(i) The term "prevention" refers to activities undertaken by the first responder community during the early stages of an incident to reduce the likelihood or consequences of threatened or actual terrorist attacks. More general and broader efforts to deter, disrupt, or thwart terrorism are not addressed in this directive.

(j) The term "Secretary" means the Secretary of Homeland Security.

(k) The terms "State," and "local government," when used in a geographical sense, have the same meanings given to those terms in section 2 of the Homeland Security Act of 2002 (6 U.S.C. 101).

Relationship to HSPD-5

(3) This directive is a companion to HSPD-5, which identifies steps for improved coordination in response to incidents. This directive describes the way Federal departments and agencies will prepare for such a response, including prevention activities during the early stages of a terrorism incident.

Development of a National Preparedness Goal

(4) The Secretary is the principal Federal official for coordinating the implementation of all-hazards preparedness in the United States. In cooperation with other Federal departments and agencies, the Secretary coordinates the preparedness of Federal response assets, and the support for, and assessment of, the preparedness of State and local first responders.

(5) To help ensure the preparedness of the Nation to prevent, respond to, and recover from threatened and actual domestic terrorist attacks, major disasters, and other emergencies, the Secretary, in coordination with the heads of other appropriate Federal departments and agencies and in consultation with State and local governments, shall develop a national domestic all-hazards preparedness goal. Federal departments and agencies will work to achieve this goal by:

(a) providing for effective, efficient, and timely delivery of Federal preparedness assistance to State and local governments; and

(b) supporting efforts to ensure first responders are prepared to respond to major events, especially prevention of and response to threatened terrorist attacks.

(6) The national preparedness goal will establish measurable readiness priorities and targets that appropriately balance the potential threat and magnitude of terrorist attacks, major disasters, and other emergencies with the resources required to prevent, respond to, and recover from them. It will also include readiness metrics and elements that support the national preparedness goal including standards for preparedness assessments and strategies, and a system for assessing the Nation's overall preparedness to respond to major events, especially those involving acts of terrorism.

(7) The Secretary will submit the national preparedness goal to me through the Homeland Security Council (HSC) for review and approval prior to, or concurrently with, the Department of Homeland Security's Fiscal Year 2006 budget submission to the Office of Management and Budget.

Federal Preparedness Assistance

(8) The Secretary, in coordination with the Attorney General, the Secretary of Health and Human Services (HHS), and the heads of other Federal departments and agencies that provide assistance for first responder preparedness, will establish a single point of access to Federal preparedness assistance program information within 60 days of the issuance of this directive. The Secretary will submit to me through the HSC recommendations of specific Federal department and agency programs to be part of the coordinated approach. All Federal departments and agencies will cooperate with this effort. Agencies will continue to issue financial assistance awards consistent with applicable laws and regulations and will ensure that program announcements, solicitations, application instructions, and other guidance documents are consistent with other Federal preparedness programs to the extent possible. Full implementation of a closely coordinated interagency grant process will be completed by September 30, 2005.

(9) To the extent permitted by law, the primary mechanism for delivery of Federal preparedness assistance will be awards to the States. Awards will be delivered in a form that allows the recipients to apply the assistance to the highest priority preparedness requirements at the appropriate level of government. To the extent permitted by law, Federal preparedness assistance will be predicated on adoption of Statewide comprehensive all-hazards preparedness strategies. The strategies should be consistent with the national preparedness goal, should assess the most effective ways to enhance preparedness, should address areas facing higher risk, especially to terrorism, and should also address local government concerns and Citizen Corps efforts. The Secretary, in coordination with the heads of other appropriate Federal departments and agencies, will review and approve strategies submitted by the States. To the extent permitted by law, adoption of approved Statewide strategies will be a requirement for receiving Federal preparedness assistance at all levels of government by September 30, 2005.

(10) In making allocations of Federal preparedness assistance to the States, the Secretary, the Attorney General, the Secretary of HHS, the Secretary of Transportation, the Secretary of Energy, the Secretary of Veterans Affairs, the Administrator of the Environmental Protection Agency, and the heads of other Federal departments and agencies that provide assistance for first responder preparedness will base those allocations on assessments of population concentrations, critical infrastructures, and other significant risk factors, particularly terrorism threats, to the extent permitted by law.

(11) Federal preparedness assistance will support State and local entities' efforts including planning, training, exercises, interoperability, and equipment acquisition for major events as well as capacity building for prevention activities such as information gathering, detection, deterrence, and collaboration related to terrorist attacks. Such assistance is not primarily intended to support existing capacity to address normal local first responder operations, but to build capacity to address major events, especially terrorism.

(12) The Attorney General, the Secretary of HHS, the Secretary of Transportation, the Secretary of Energy, the Secretary of Veterans Affairs, the Administrator of the Environmental Protection Agency, and the heads of other Federal departments and agencies that provide assistance for first responder preparedness shall coordinate with the Secretary to ensure that such assistance supports and is consistent with the national preparedness goal.

(13) Federal departments and agencies will develop appropriate mechanisms to ensure rapid obligation and disbursement of funds from their programs to the States, from States to the local community level, and from local entities to the end users to derive maximum benefit from the assistance provided. Federal departments and agencies will report annually to the Secretary on the obligation, expenditure status, and the use of funds associated with Federal preparedness assistance programs.

Equipment

(14) The Secretary, in coordination with State and local officials, first responder organizations, the private sector and other Federal civilian departments and agencies, shall establish and implement streamlined procedures for the ongoing development and adoption of appropriate first responder equipment standards that support nationwide interoperability and other capabilities consistent with the national preparedness goal, including the safety and health of first responders.

(15) To the extent permitted by law, equipment purchased through Federal preparedness assistance for first responders shall conform to equipment standards in place at time of purchase. Other Federal departments and agencies that support the purchase of first responder equipment will coordinate their programs with the Department of Homeland Security and conform to the same standards.

(16) The Secretary, in coordination with other appropriate Federal departments and agencies and in consultation with State and local governments, will develop plans to identify and address national first responder equipment research and development needs based upon assessments of current and future threats. Other Federal departments and agencies that support preparedness research and development activities shall coordinate their efforts with the Department of Homeland Security and ensure they support the national preparedness goal.

Training and Exercises

(17) The Secretary, in coordination with the Secretary of HHS, the Attorney General, and other appropriate Federal departments and agencies and in consultation with State and local governments, shall establish and maintain a comprehensive training program to meet the national preparedness goal. The program will identify standards and maximize the effectiveness of existing Federal programs and financial assistance and include training for the Nation's first responders, officials, and others with major event preparedness, prevention, response, and recovery roles. Federal departments and agencies shall include private organizations in the accreditation and delivery of preparedness training as appropriate and to the extent permitted by law.

(18) The Secretary, in coordination with other appropriate Federal departments and agencies, shall establish a national program and a multi-year planning system to conduct homeland security preparedness-related exercises that reinforces identified training standards, provides for evaluation of readiness, and supports the national preparedness goal. The establishment and maintenance of the program will be conducted in maximum collaboration with State and local governments and appropriate private sector entities. All Federal departments and agencies that conduct national homeland security preparedness-related exercises shall participate in a collaborative, interagency process to designate such exercises on a consensus basis and create a master exercise calendar. The Secretary will ensure that exercises included in the calendar support the national preparedness goal. At the time of designation, Federal departments and agencies will identify their level of participation in national homeland security preparedness-related exercises. The Secretary will develop a multi-year national homeland security preparedness-related exercise plan and submit the plan to me through the HSC for review and approval.

(19) The Secretary shall develop and maintain a system to collect, analyze, and disseminate lessons learned, best practices, and information from exercises, training events, research, and other sources, including actual incidents, and establish procedures to improve national preparedness to prevent, respond to, and recover from major events. The Secretary, in coordination with other Federal departments and agencies and State and local governments, will identify relevant classes of homeland-security related

information and appropriate means of transmission for the information to be included in the system. Federal departments and agencies are directed, and State and local governments are requested, to provide this information to the Secretary to the extent permitted by law.

Federal Department and Agency Preparedness

(20) The head of each Federal department or agency shall undertake actions to support the national preparedness goal, including adoption of quantifiable performance measurements in the areas of training, planning, equipment, and exercises for Federal incident management and asset preparedness, to the extent permitted by law. Specialized Federal assets such as teams, stockpiles, and caches shall be maintained at levels consistent with the national preparedness goal and be available for response activities as set forth in the National Response Plan, other appropriate operational documents, and applicable authorities or guidance. Relevant Federal regulatory requirements should be consistent with the national preparedness goal. Nothing in this directive shall limit the authority of the Secretary of Defense with regard to the command and control, training, planning, equipment, exercises, or employment of Department of Defense forces, or the allocation of Department of Defense resources.

(21) The Secretary, in coordination with other appropriate Federal civilian departments and agencies, shall develop and maintain a Federal response capability inventory that includes the performance parameters of the capability, the timeframe within which the capability can be brought to bear on an incident, and the readiness of such capability to respond to domestic incidents. The Department of Defense will provide to the Secretary information describing the organizations and functions within the Department of Defense that may be utilized to provide support to civil authorities during a domestic crisis.

Citizen Participation

(22) The Secretary shall work with other appropriate Federal departments and agencies as well as State and local governments and the private sector to encourage active citizen participation and involvement in preparedness efforts. The Secretary shall periodically review and identify the best community practices for integrating private citizen capabilities into local preparedness efforts.

Public Communication

(23) The Secretary, in consultation with other Federal departments and agencies, State and local governments, and non-governmental organizations, shall develop a comprehensive plan to provide accurate and timely preparedness information to public citizens, first responders, units of government, the private sector, and other interested parties and mechanisms for coordination at all levels of government.

Assessment and Evaluation

(24) The Secretary shall provide to me through the Assistant to the President for Homeland Security an annual status report of the Nation's level of preparedness, including State capabilities, the readiness of Federal civil response assets, the utilization of mutual aid, and an assessment of how the Federal first responder preparedness assistance programs support the national preparedness goal. The first report will be provided within 1 year of establishment of the national preparedness goal.

(25) Nothing in this directive alters, or impedes the ability to carry out, the authorities of the Federal departments and agencies to perform their responsibilities under law and consistent with applicable legal authorities and presidential guidance.

(26) Actions pertaining to the funding and administration of financial assistance and all other activities, efforts, and policies in this directive shall be executed in accordance with law. To the extent permitted by law, these policies will be established and carried out in consultation with State and local governments.

(27) This directive is intended only to improve the internal management of the executive branch of the Federal Government, and it is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity, against the United States, its departments, agencies, or other entities, its officers or employees, or any other person.

GEORGE W. BUSH

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Return to this article at:

<http://www.whitehouse.gov/news/releases/2003/12/20031217-6.html>

APPENDIX B

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

NAME	TELEPHONE (Work/Cell)	TITLE	SIGNATURE
		Superintendent	
		Board of Education Member	
		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 Med.	
		Fire Dept.	
		Social Services (Public Health)	
		Social Services (Mental Health)	
		Public Works (Water)	
		Public Works (Electrical)	
		Public Works (Gas)	
		Public Works (Communications)	
		Parent/Guardian	
		Government Official	

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

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?

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

SYSTEM FLOOR PLAN

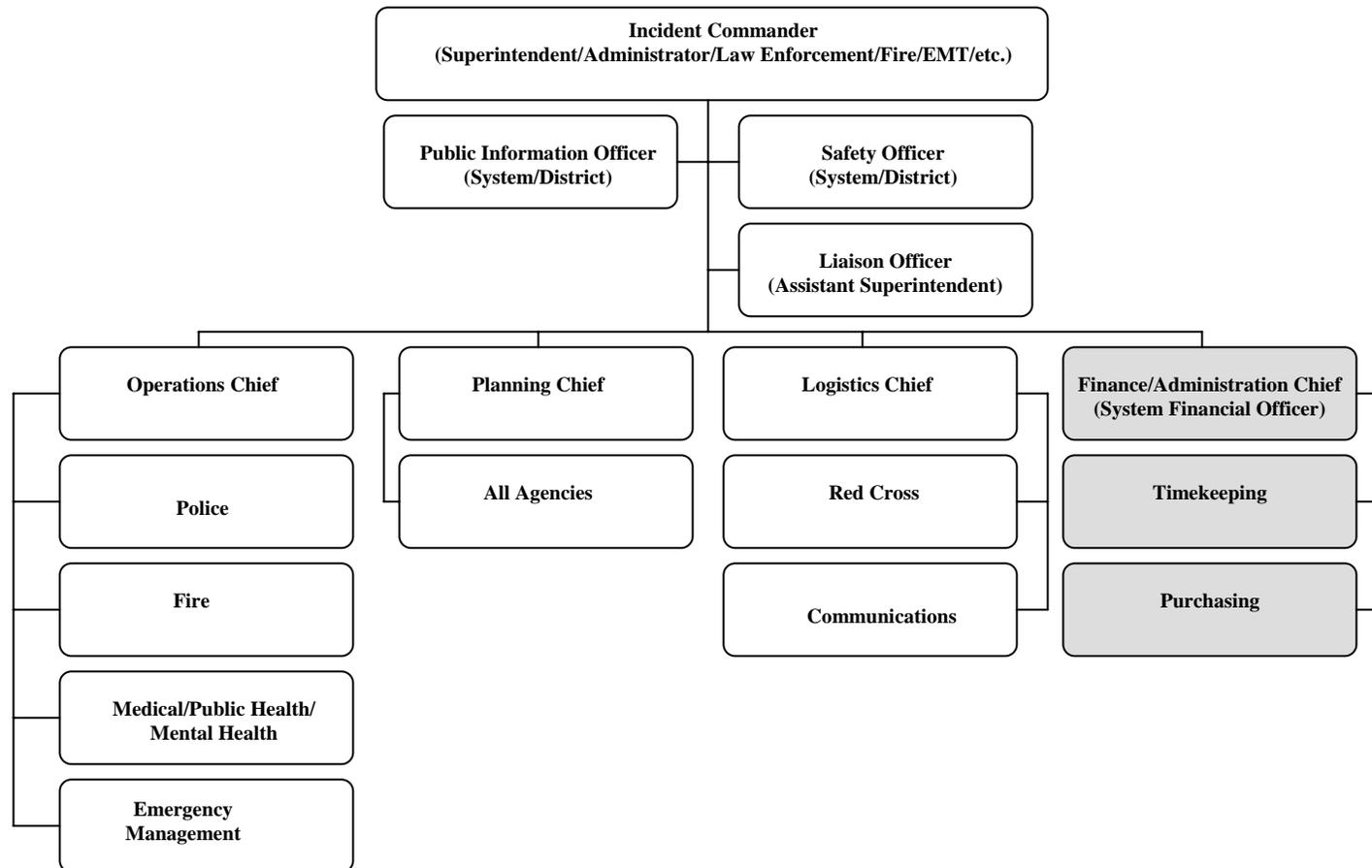
Step Four: Identifying Potential Hazards in the Neighborhoods and Communities

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)

EMERGENCY TELEPHONE LIST

Board of Education

POSITION	NAME	OFFICE	OFFICE FAX	CELL	HOME
Chairperson/President					
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					
Surrounding Boards of Education					
1.					
2.					
3.					
4.					
5.					
6.					
SAFE SCHOOL HOT LINE	1-888-SAV-KIDS (1-888-728-5437)				

**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.

SYSTEM EMERGENCY ASSIGNMENT WORKSHEET

Position	Staff Assigned	Alternate Personnel
Incident Commander		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
Operations Section Chief		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
Planning Section Chief		1. 2.
Documentation		1. 2.
Situation Analysis		1. 2.
Logistics Section Chief		1. 2.
Supplies/Facilities		1. 2.
Staffing		1. 2.
Communications		1. 2.
Finance/Administration Section Chief		1. 2.
Timekeeping		1. 2.
Purchasing		1. 2.

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 C

Step One: SCHOOL SAFETY PLANNING COMMITTEE AND RESPONSE TEAM DATE:

NAME	TELEPHONE (Work/Cell)	TITLE	SIGNATURE
		Superintendent/Representative	
		Board of Education Member	
		Principal	
		Child Nutrition/Cafeteria Manager	
		Transportation/Bus Driver	
		Maintenance/Custodian	
		Legal Counsel	
		Special Education Teacher	
		ELL/ESL Teacher	
		Regular Education Teacher	
		Counselor	
		Nursing/Health Services	
		Bookkeeper	
		Secretary	
		Public Information Officer (PIO)	
		EMA Representative	
		Law Enforcement	
		Emergency Medical Technician	
		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"/> CPR (current yes/no)
<input type="checkbox"/> Triage
<input type="checkbox"/> Firefighting
<input type="checkbox"/> Emergency Planning
<input type="checkbox"/> Emergency Management
<input type="checkbox"/> Search & Rescue
<input type="checkbox"/> Law Enforcement
<input type="checkbox"/> Shelter Management
<input type="checkbox"/> Survival Training & Techniques
<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Journalism | <input type="checkbox"/> Bi/Multi-lingual (language(s) _____)
<input type="checkbox"/> Construction (electrical, plumbing, carpentry, etc.)
<input type="checkbox"/> Running/Jogging
<input type="checkbox"/> Mechanical Ability
<input type="checkbox"/> Structural Engineering
<input type="checkbox"/> Bus/Truck Driver (Class 1 or 2 license Yes/No)
<input type="checkbox"/> Ham Radio Operator
<input type="checkbox"/> CB Radio
<input type="checkbox"/> Camping
<input type="checkbox"/> Recreation Leader
<input type="checkbox"/> Waste Disposal |
|---|--|

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?

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

SCHOOL FLOOR PLAN

Step Three: SCHOOL GROUNDS HAZARD ASSESSMENT

Date Surveyed: _____

Surveyed By: _____

Hazard	Comments
<p>School Building:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long, unsupported roof spans. <input type="checkbox"/> Large, window panes (especially over exits). <input type="checkbox"/> Heating and air conditioning units. <input type="checkbox"/> Overhangs. <input type="checkbox"/> Exit doors improperly marked. <input type="checkbox"/> Exit doors not opening to the outside. <input type="checkbox"/> Missing or malfunctioning panic hardware on exit doors. <input type="checkbox"/> Broken or nonfunctioning surveillance cameras and monitoring equipment. <input type="checkbox"/> Safety zones improperly marked in career technical shop. <input type="checkbox"/> Safety signs missing or illegible in career technical shop. <input type="checkbox"/> Missing, improper, or damaged safety guards on machines in career technical building or shops/work areas. <input type="checkbox"/> Safety eyewear available for all students operating career technical machinery or performing experiments in the science lab. <input type="checkbox"/> Outside fire escapes present for buildings with two or more stories (for buildings without fireproof stairs). <input type="checkbox"/> Fire escape directional diagrams posted in all rooms that house students (include cafeterias, gyms, and auditoriums). <input type="checkbox"/> Unsecured fire extinguishers or fire extinguishers that are not properly charged and tagged. <input type="checkbox"/> Safe-place diagrams posted for severe weather in all rooms that house students (include cafeterias, gyms, and auditoriums). <input type="checkbox"/> Toxic, corrosive, and flammable materials not stored according to State Fire Marshal Regulations and the <i>Code of Alabama (1975)</i> (Note: Check for cleaning compounds, art supplies, chemistry and science materials, swimming pool chemicals, etc.). <input type="checkbox"/> Inadequate ventilation systems in chemical storage areas (labs, vocational classrooms, custodial closets, etc.). <input type="checkbox"/> Malfunctioning alarm system. 	

Step Three: SCHOOL GROUNDS HAZARD ASSESSMENT

Date Surveyed: _____

Surveyed By: _____

Hazard	Comments
<p>School Building (cont.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hazardous materials located in areas that do not have warning signs. <input type="checkbox"/> Unsecured appliances (e.g., water heaters, space heaters, toaster ovens, microwave ovens, etc.). <input type="checkbox"/> Unsecured filing cabinets or cabinets with inadequate drawer latches. <input type="checkbox"/> Inadequately supported light fixtures. <input type="checkbox"/> Unanchored table lamps. <input type="checkbox"/> Unsecured athletic equipment. <input type="checkbox"/> Other: 	
<p>Other Structures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Unsecured portable structures. <input type="checkbox"/> Portable buildings properly anchored. <input type="checkbox"/> Unsecured siding or roofing materials. <input type="checkbox"/> Incompatible chemical storage. <input type="checkbox"/> Inadequate ventilation. <input type="checkbox"/> Other fire hazards (List). <input type="checkbox"/> Other: 	
<p>Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equipment in need of repair. <input type="checkbox"/> Rocks or other material that could cause injury. <input type="checkbox"/> Fences in need of repair. <input type="checkbox"/> Exposed nails, screws, or bolts. <input type="checkbox"/> Traffic pattern during the school day. <input type="checkbox"/> Schedule playground safety inspections on a regular basis. <input type="checkbox"/> Other: 	

Step Three: SCHOOL GROUNDS HAZARD ASSESSMENT

Date Surveyed: _____

Surveyed By: _____

Hazard	Comments
<p>School Grounds:</p> <ul style="list-style-type: none"><input type="checkbox"/> Trees or shrubs that present a fire hazard or wind hazard or provide areas for an intruder to hide.<input type="checkbox"/> Streams in close proximity.<input type="checkbox"/> Electric wires.<input type="checkbox"/> Gasoline or propane tanks.<input type="checkbox"/> Natural gas lines.<input type="checkbox"/> Fences in need of repair.<input type="checkbox"/> Traffic pattern during the school day.<input type="checkbox"/> Insufficient lighting for activities in all areas of the campus.<input type="checkbox"/> Other:	

Step Three: CLASSROOM HAZARD ASSESSMENT

Room: _____ **Date Surveyed:** _____

Hazard	Comments
<input type="checkbox"/> Free-standing cabinets, bookcases, and wall shelves.	
<input type="checkbox"/> Heavy objects on high shelves.	
<input type="checkbox"/> Aquariums and other potentially hazardous displays located near seating areas.	
<input type="checkbox"/> Unsecured TV monitors.	
<input type="checkbox"/> Unsecured wall-mounted objects.	
<input type="checkbox"/> Hanging plants above or near seating areas.	
<input type="checkbox"/> Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia).	
<input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat source.	
<input type="checkbox"/> No safety glasses or shields in science/chemistry labs and vocational classrooms.	
<input type="checkbox"/> Floors not covered with nonskid wax or nonskid pads at each water-bearing workstation.	
<input type="checkbox"/> Lack of ground fault interrupters (GFI) within arms reach of faucets.	
<input type="checkbox"/> Inadequate or no fire blankets (non-asbestos) prominently labeled and strategically located in the lab.	
<input type="checkbox"/> Lack of or poorly functioning eyewash stations in the lab or vocational classroom.	
<input type="checkbox"/> Lack of or poorly functioning master shutoffs for gas and electric in the lab or vocational classroom.	
<input type="checkbox"/> Other:	

Surveyed By: _____

Step Three: IDENTIFYING POTENTIAL HAZARDS ALONG EVACUATION ROUTES

Date Surveyed: _____ Surveyed By: _____

Hazard	Location
<input type="checkbox"/> Hallways and/or doors containing glass panels that are other than tempered glass or Plexiglas.	
<input type="checkbox"/> Lockers, bookshelves, or other storage units along hallways. + Hallways may be cluttered with debris from ceilings, fallen light fixtures, broken glass, and toppled storage units. Students should be advised to anticipate these hazards.	
<input type="checkbox"/> Lighting that is dependent on electricity rather than sunlight (no emergency lighting).	
<input type="checkbox"/> Elevators + Elevators are vulnerable to damage from fires, earthquakes, and other hazards. Signs should be posted near elevators prohibiting their use during emergencies.	
<input type="checkbox"/> Building exit routes that pass through canopies or porch-like structures.	
<input type="checkbox"/> Roofs with clay or slate tiles.	
<input type="checkbox"/> Building facings that include parapets, balconies, or cornices.	
<input type="checkbox"/> Gas, sewer, or power lines near the outdoor assembly area.	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:	

Step Three: IDENTIFYING POTENTIAL HAZARDS IN THE NEIGHBORHOODS AND COMMUNITIES

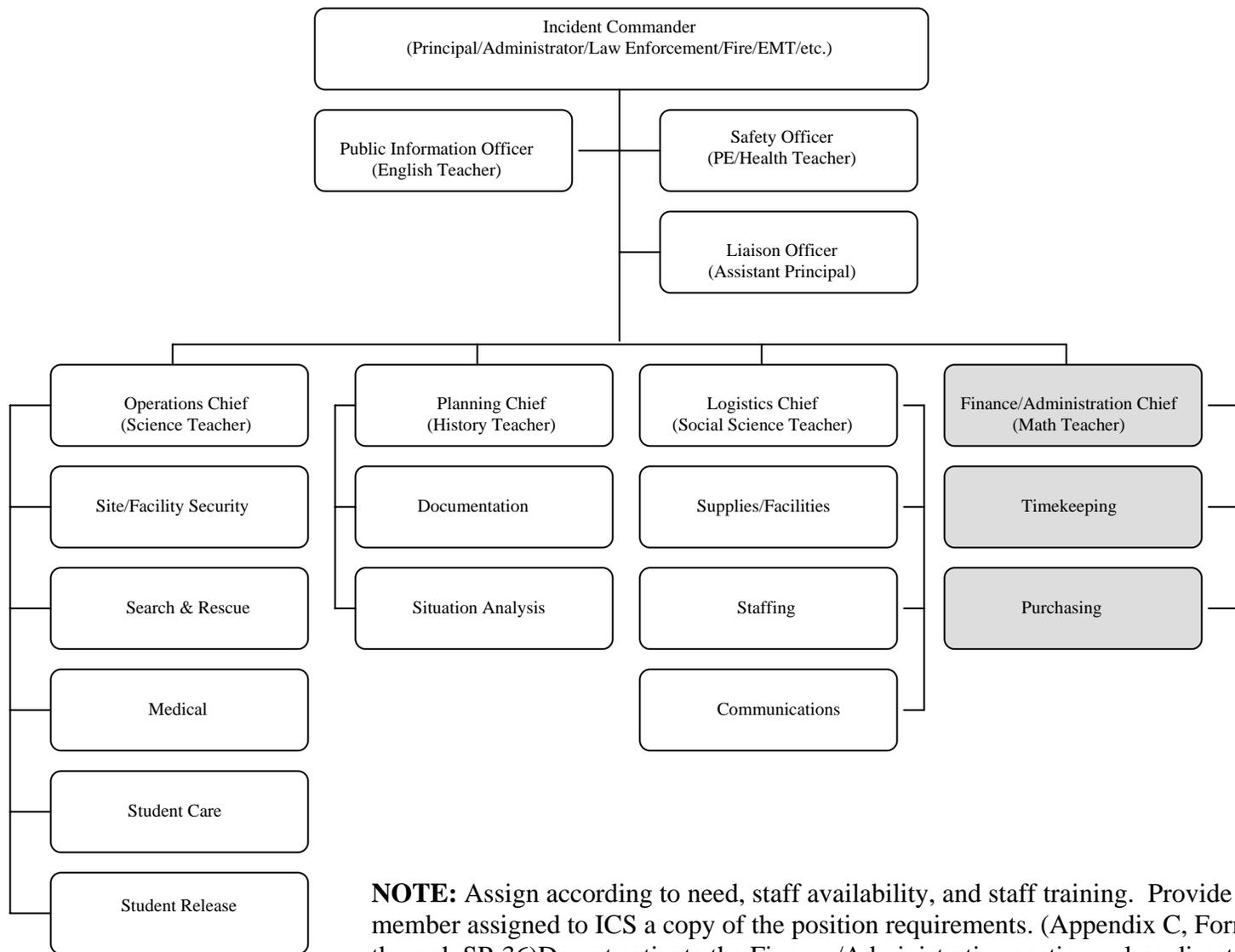
Date Surveyed: _____ **Surveyed By:** _____

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, storage facilities, pesticide manufacturers/distributors, nuclear power plants).	
<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, tanks, and treatment centers.	
<input type="checkbox"/> Gas storage facilities.	
<input type="checkbox"/> Natural gas plants.	
<input type="checkbox"/> Laboratory and Agricultural Facilities.	
<input type="checkbox"/> Fireworks Factories/Storage Facilities.	
<input type="checkbox"/> Military Installations/Munitions Factories/Depots.	
<input type="checkbox"/> Pharmaceutical Companies.	
<input type="checkbox"/> Government buildings and landmarks.	
<input type="checkbox"/> High crime rate areas (e.g., drugs, prostitution, theft).	
<input type="checkbox"/> Other:	

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

Step Five: ESTABLISH THE INCIDENT COMMAND SYSTEM ORGANIZATION CHART

School Incident Command System (ICS)



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) Do not activate the Finance/Administration section unless directed by the System/District.

COMMAND SECTION: INCIDENT COMMANDER

Responsibilities:	<p>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</p> <p>Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.</p>
Start-up Actions:	<ul style="list-style-type: none"> ▪ Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet). ▪ Assess the type and scope of emergency. ▪ Determine the threat to human life and structures. ▪ Implement the emergency plan and hazard-specific procedures. ▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. ▪ Activate functions and assign positions as needed. ▪ Fill in the Incident Assignments form. ▪ Appoint a backup or alternate Incident Commander (as described in the emergency plan).
Ongoing Operational Duties:	<ul style="list-style-type: none"> ▪ Continue to monitor and assess the total school situation: <ul style="list-style-type: none"> ◦ View the site map periodically for search and rescue progress and damage assessment information. ◦ Check with chiefs for periodic updates. ◦ Reassign personnel as needed. ▪ Report (through Communications) to the school district on the status of students, staff, and facility as needed (Site Status Report). ▪ Develop and communicate revised incident action plans as needed. ▪ Begin student release when appropriate. <p>+ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.</p> <ul style="list-style-type: none"> ▪ Authorize the release of information. ▪ Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. ▪ Plan regular breaks for all staff and volunteers. Take care of your caregivers! ▪ Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.) ▪ Remain on and in charge of your campus until redirected or released by the superintendent.

COMMAND SECTION: INCIDENT COMMANDER
COMMAND SECTION: INCIDENT COMMANDER (Continued)

<p>Closing Down:</p>	<ul style="list-style-type: none"> ▪ Authorize deactivation of sections, branches, or units when they are no longer required. ▪ At the direction of the superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action. ▪ Ensure that any open actions not yet completed will be taken care of after deactivation. ▪ Ensure the return of all equipment and reusable supplies to Logistics. ▪ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit. ▪ Announce the termination of the emergency and proceed with recovery operations if necessary.
<p>Command Post Equipment/Supplies:</p>	<ul style="list-style-type: none"> ▪ Campus map ▪ Master keys ▪ Staff and student rosters ▪ Disaster response forms ▪ Emergency plan ▪ Duplicate rosters (two sets) ▪ Tables and chairs (if Command Post is outdoors) ▪ Vests (if available) ▪ Job description clipboards ▪ Command Post tray (pens, etc.) ▪ School district radio ▪ Campus two-way radios ▪ AM/FM radio (battery) ▪ Bullhorn

COMMAND SECTION: SAFETY OFFICER

Responsibilities:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available. ▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document: <ul style="list-style-type: none"> ▫ Messages received. ▫ Action taken. ▫ Decision justification and documentation. ▫ Requests filled.
Operational Duties:	<ul style="list-style-type: none"> ▪ Monitor drills, exercises, and emergency response activities for safety. ▪ Identify and mitigate safety hazards and situations. ▪ Stop or modify all unsafe operations. ▪ Ensure that responders use appropriate safety equipment. ▪ Think ahead and anticipate situations and problems before they occur. ▪ Anticipate situation changes, such as cascading events, in all planning. ▪ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
Closing Down:	<ul style="list-style-type: none"> ▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit. ▪ Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest or position identifier if available ▪ Hardhat if available ▪ Clipboard, paper, and pens ▪ Two-way radio if available

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO)

Personnel:	Available staff with assistance from available volunteers
Policy:	<p>The public has the right and need to know important information related to an emergency/disaster at the school site <i>as soon as it is available</i>.</p> <p>The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.</p> <p>News media can play a key role in assisting the school in getting emergency/disaster-related information to the public (parents).</p> <p>Information released must be consistent, accurate, and timely.</p>
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander. ▪ Identify yourself as the PIO (by vest, visor, sign, etc.) ▪ Consult with the district PIO to coordinate information release. ▪ Assess the situation and obtain a statement from the Incident Commander. Tape-record it if possible. ▪ Advise arriving media that the site is preparing a press release and the approximate time of its issue. ▪ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
Operational Duties:	<ul style="list-style-type: none"> ▪ Keep up to date on the situation. ▪ Statements must be approved by the Incident Commander and should reflect: <ul style="list-style-type: none"> ◦ Reassurance (EGBOK— “Everything’s going to be OK.”) ◦ Incident or disaster cause and time of origin. ◦ Size and scope of the incident. ◦ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names. ◦ Resources in use. ◦ Best routes to the school, if known and if appropriate. ◦ Any information the school wishes to be released to the public.

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO)

<p>Operational Duties (Continued):</p>	<ul style="list-style-type: none"> ▪ Read statements if possible. ▪ When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.” ▪ Remind school staff and volunteers to refer all questions from the media or waiting parents to the PIO. ▪ Update information periodically with the Incident Commander. ▪ Ensure that announcements and other information are translated into other languages as needed. ▪ Monitor news broadcasts about the incident. Correct any misinformation heard.
<p>Closing Down:</p>	<ul style="list-style-type: none"> ▪ At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
<p>Equipment/Supplies:</p>	<ul style="list-style-type: none"> ▪ Public information kit consists of: <ul style="list-style-type: none"> ▫ ID vest ▫ Battery-operated AM/FM radio ▫ Paper/pencils/marking pens ▫ Scotch tape/masking tape ▫ Scissors ▫ School site map(s) and area maps <ul style="list-style-type: none"> • 8-1/2 x 11 handouts • Laminated poster board size for display ▪ Forms: <ul style="list-style-type: none"> ▫ Disaster Public Information Release Work Sheet ▫ Sample Public Information Release ▫ School Profile or School Accountability Report Card (SARC)

COMMAND SECTION: LIAISON OFFICER

Responsibilities:	<p>The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.</p>
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Determine your personal operating location and set it up as necessary. ▪ Obtain the necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available. ▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
Operational Duties:	<ul style="list-style-type: none"> ▪ Brief agency representatives on the current situation, priorities, and incident action plan. ▪ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. ▪ Provide periodic update briefings to agency representatives as necessary.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest or position identifier, if available. ▪ Two-way radio if available. ▪ Clipboard, paper, and pens.

OPERATIONS SECTION: OPERATIONS SECTION CHIEF

Responsibilities:	<p>The Operations Chief manages the direct response to the disaster, which can include:</p> <ul style="list-style-type: none"> ▪ Site Facility Check/Security ▪ Search and Rescue ▪ Medical ▪ Student Care ▪ Student Release
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available.
Operational Duties:	<ul style="list-style-type: none"> ▪ Assume the duties of all operations positions until staff are available and assigned. ▪ As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists. ▪ If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed. ▪ Coordinate search and rescue operations if it is safe to do so. Appoint an S&R Team Leader to direct operations if necessary. ▪ As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander. ▪ Inform the Planning Section Chief of operations tasks and priorities. ▪ Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities. ▪ Schedule breaks and reassign staff within the section as needed.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping. ▪ Return equipment and reusable supplies to Logistics. ▪ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest or position identifier if available. ▪ S&R equipment. ▪ Two-way radio. ▪ Job description clipboard, paper, and pens. ▪ Maps: <ul style="list-style-type: none"> ➤ Search and rescue maps. ➤ Large campus map.

OPERATIONS SECTION: SITE FACILITY CHECK/SECURITY

Personnel:	Staff as assigned. Work in pairs.
Responsibilities:	Take no action that places you in danger.
Start Up Actions:	<ul style="list-style-type: none"> ▪ Wear hardhat and orange identification vest if available. ▪ Take appropriate tools, job description clipboard, and radio. ▪ Put batteries in flashlight if necessary.
Operational Duties:	<p>As you complete the following tasks, observe the campus and report any damage by radio to the Command Post.</p> <p>+ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> <ul style="list-style-type: none"> ▪ Lock gates and major external doors. ▪ Locate, control, and extinguish small fires as necessary. ▪ Check gas meter and, if gas is leaking, shut down the gas supply. ▪ Shut down electricity only if building has clear structural damage or advised to do so by Command Post. ▪ Post yellow caution tape around damaged or hazardous areas. ▪ Verify that the campus is “locked down” and report the same to the Command Post. ▪ Advise the Command Post of all actions taken for information and proper logging. ▪ Be sure that the entire campus has been checked for safety hazards and damage. ▪ No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety. ▪ Route fire, rescue, and police, as appropriate. ▪ Direct all requests for information to the Public Information Officer.
Closing Down:	<ul style="list-style-type: none"> ▪ Return equipment and reusable supplies to Logistics. ▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest, hardhat, works gloves, and whistle. ▪ Campus two-way radio, master keys, and clipboard with job description. ▪ Bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools—for gas and water (crescent wrench).

OPERATIONS SECTION: SEARCH AND RESCUE (S&R) TEAM LEADER

Safety Rules:	<p>Use the buddy system: Assign a minimum of two persons to each team.</p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.</p>
Start-up Actions:	<ul style="list-style-type: none"> ▪ Obtain all necessary equipment from container. (See list below.) ▪ Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response. ▪ Assign teams based on available manpower, minimum two persons per team.
Operational Duties:	<ul style="list-style-type: none"> ▪ Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment. ▪ Record names and assignments before deploying teams. ▪ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team. ▪ Remain at the Command Post in radio contact with S&R Teams. ▪ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map. ▪ If injured students are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team. ▪ Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map. ▪ Keep radio communication brief and simple. No codes. <p>+ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p>
Closing Down:	<ul style="list-style-type: none"> ▪ Record the return of each S&R team. Direct them to return equipment and report to Logistics for additional assignment. ▪ Provide maps and logs to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest, hardhat, work and latex gloves, and whistle with master keys on a neck lanyard. One team member should wear a first aid backpack. ▪ Campus two-way radio and clipboard with job description and map indicating the search plan. ▪ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

OPERATIONS SECTION: SEARCH AND RESCUE TEAMS

Safety:	<p>Use the buddy system: Ensure that each team has been assigned a minimum of two persons.</p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.</p>
Start-up Actions:	<ul style="list-style-type: none"> ▪ Obtain all necessary equipment from the container. (See list below.) You must wear sturdy shoes and long sleeves. Put batteries in the flashlight. ▪ Check in at the Command Post for assignment.
Operational Duties:	<ul style="list-style-type: none"> ▪ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible. ▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER! ▪ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an “X” on the door. Report by radio to the Command Post that the room has been cleared (e.g. “Room A-123 is clear.”). <p>+ Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> <ul style="list-style-type: none"> ▪ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post. ▪ Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post. ▪ Keep radio communication brief and simple. Do not use codes.
Closing Down:	<ul style="list-style-type: none"> ▪ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Vest, hardhat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first-aid backpack. ▪ Campus two-way radio and clipboard with job description and map indicating the search plan. ▪ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

OPERATIONS SECTION: MEDICAL TEAM LEADER

<p>Responsibilities:</p>	<p>The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.</p>
<p>Start-Up Actions:</p>	<ul style="list-style-type: none"> ▪ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs. ▪ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment. ▪ Set up a first-aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area. ▪ Assess available inventory of supplies and equipment. ▪ Review safety procedures and assignments with personnel. ▪ Establish a point of entry (“triage”) into the treatment area. ▪ Establish “immediate” and “delayed” treatment areas. ▪ Set up a separate psychological first aid area if staff levels are sufficient.
<p>Operational Duties:</p>	<ul style="list-style-type: none"> ▪ Oversee the assessment, care, and treatment of patients. ▪ Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient. ▪ Make sure that accurate records are kept. ▪ Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics. ▪ If needed, request additional personnel from Logistics. ▪ Brief newly assigned personnel. ▪ Report deaths immediately to the Operations Section Chief. ▪ Keep the Operations Section Chief informed of the overall status. ▪ Set up a morgue, if necessary, in a cool, isolated, secure area. Follow the guidelines established in the plan. ▪ Stay alert for communicable diseases and isolate appropriately. ▪ Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

OPERATIONS SECTION: MEDICAL TEAM LEADER

Closing Down:	<ul style="list-style-type: none">▪ At the Incident Commander's direction, release medical staff that are no longer needed. Direct staff members to sign out through Timekeeping.▪ Return equipment and reusable supplies to Logistics.▪ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none">▪ First-aid supplies. (See the list on the following page.)▪ Job description clipboards▪ Stretchers▪ Vests, if available▪ Tables and chairs▪ Staff and student medication from the Health Office▪ Forms:<ul style="list-style-type: none">➤ Notice of First Aid Care➤ Medical Treatment Victim Log▪ Masking tape▪ Marking pens▪ Blankets▪ Quick reference medical guides▪ Ground cover/tarps

OPERATIONS SECTION: MEDICAL TEAM LEADER

Recommended First-Aid Supplies:

- 4 x 4" compress: 1000 per 500 students
- 8 x 10" compress: 150 per 500 students
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of small, medium, large.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.):
 $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Bleach: 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Vinyl Powder or Powder Free gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus
2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pair

OPERATIONS SECTION: MEDICAL TEAM

Personnel:	First-aid trained staff and volunteers
Responsibilities:	Use approved safety equipment and techniques.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Obtain and wear personal safety equipment including latex gloves. ▪ Check with the Medical Team Leader for assignment.
Operational Duties:	<ul style="list-style-type: none"> ▪ Administer appropriate first aid. ▪ Keep accurate records of care given. ▪ Continue to assess victims at regular intervals. ▪ Report deaths immediately to the Medical Team Leader. ▪ If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—do not send any records with the victim. ▪ A student’s emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number if available.
	Triage Entry Area:
	<p>The triage area should be staffed with a minimum of two trained team members, if possible.</p> <ul style="list-style-type: none"> ▪ One member confirms the triage tag category (red, yellow, and green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged. ▪ Second team member logs victims’ names on form and sends the forms to the Command Post as completed.
	Treatment Areas (“Immediate and Delayed”)
<p>Treatment areas should be staffed with a minimum of two team members per area if possible.</p> <ul style="list-style-type: none"> ▪ One member completes secondary head-to-toe assessment. ▪ Second member records information on the triage tag and on-site treatment records. ▪ Follow categories: Immediate, Delayed, Dead <p>+ When using the two-way radio, do not use the names of the injured or dead.</p>	

OPERATIONS SECTION: MEDICAL TEAM

Closing Down:	<ul style="list-style-type: none">▪ Return equipment and unused supplies to Logistics.▪ Clean up first-aid area. Dispose of hazardous waste safely.▪ Complete all paperwork and turn it in to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none">▪ First-aid supplies (See the list on the following page.)▪ Job description clipboards▪ Stretchers▪ Vests if available▪ Tables and chairs▪ Staff and student medication from health office▪ Forms:<ul style="list-style-type: none">◦ Notice of First-Aid Care◦ Medical Treatment Victim Log▪ Marking pens▪ Blankets▪ Quick reference medical guides▪ Ground cover/tarps

Operations Section: Medical Branch Morgue

Personnel:	To be assigned by the Operations Section Chief if needed.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check with the Operations Section Chief for direction. ▪ If directed, set up a morgue area. Verify: <ul style="list-style-type: none"> ➤ Tile, concrete, or other cool floor surface ➤ Accessible to Coroner’s vehicle ➤ Remote from the assembly area ➤ Security: Keep unauthorized persons out of the morgue. ➤ Maintain a respectful attitude.
Operational Duties:	<p>After pronouncement or determination of death:</p> <ul style="list-style-type: none"> ▪ <i>Confirm that the person is actually dead.</i> ▪ <i>Do not</i> move the body until directed by the Command Post. ▪ <i>Do not</i> remove any personal effects from the body. Personal effects must remain with the body <i>at all times.</i> ▪ As soon as possible, <i>notify the Operations Section Chief</i>, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the Coroner. ▪ Keep accurate records and make them available to law enforcement and/or the Coroner when requested. ▪ Write the following information on two tags: <ul style="list-style-type: none"> ➤ Date and time found. ➤ Exact location where found. ➤ Name of decedent if known. ➤ If identified—how, when, by whom. ➤ Name of person filling out tag. ▪ Attach one tag to body. ▪ If the Coroner’s Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue. ▪ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Operations Section: Medical Branch Morgue

Closing Down:	<ul style="list-style-type: none">▪ After all bodies have been picked up, close down the Morgue.▪ Return equipment and unused supplies to Logistics.▪ Clean up the area. Dispose of hazardous waste safely.▪ Complete all paperwork and turn in to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Tags▪ Pens/pencils▪ Plastic trash bags▪ Duct tape▪ Vicks VapoRub▪ Plastic tarps▪ Stapler▪ 2" cloth tape

OPERATIONS SECTION: STUDENT CARE

Personnel:	Classroom teachers, substitute teachers, and staff as assigned.
Responsibilities:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Wear an identification vest, if available. ▪ Take a job description clipboard and radio. ▪ Check in with the Operations Section Chief for a situation briefing. ▪ Make personnel assignments as needed. ▪ If evacuating: <ul style="list-style-type: none"> ➤ Verify that the assembly area and routes to it are safe. ➤ Count or observe the classrooms as they exit, to make sure that all classes evacuate. ➤ Initiate the set-up of portable toilet facilities and hand-washing stations.
Operational Duties:	<ul style="list-style-type: none"> ▪ Monitor the safety and well being of the students and staff in the assembly area. ▪ Administer minor first aid as needed. ▪ Support the Student Release process by releasing students with the appropriate paperwork. ▪ When necessary, provide water and food to students and staff. ▪ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. ▪ Make arrangements to provide shelter for students and staff. ▪ Arrange activities and keep students reassured. ▪ Update records of the number of students and staff in the assembly area (or in the buildings). ▪ Direct all requests for information to the PIO.

OPERATIONS SECTION: STUDENT CARE

Closing Down:	<ul style="list-style-type: none">▪ Return equipment and reusable supplies to Logistics.▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Vest▪ Clipboard with job description▪ Ground cover, tarps▪ First-aid kit▪ Student activities: books, games, coloring books, etc.▪ Forms:<ul style="list-style-type: none">▫ Student Accounting▫ Notice of First-Aid Care▪ Campus two-way radio▪ Water, food, sanitation supplies

OPERATIONS SECTION: STUDENT RELEASE

Personnel:	School secretary, available staff and disaster volunteers. Use a buddy system. Student runners may support the Student Release process.
Responsibilities:	Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Obtain and wear a vest or position identifier if available. ▪ Check with the Operations Section Chief for assignment to the Request Gate or Release Gate. ▪ Obtain necessary equipment and forms from Logistics. ▪ Secure the area against unauthorized access. Mark the gates with signs. ▪ Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests. ▪ Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist. ▪ Set up the Release Gate some distance from the Request Gate.
Operational Duties:	<p>Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:</p> <ul style="list-style-type: none"> ▪ Refer all requests for information to the POI. Do not spread rumors! ▪ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.
Procedures:	<ul style="list-style-type: none"> ▪ The requesting adult fills out a Student Release Form, gives it to a staff member, and shows identification. ▪ The staff member verifies the identification, pulls the Emergency Card from the file, and verifies that the requester is listed on the card. ▪ The staff member instructs the requester to proceed to the Release Gate. ▪ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, a runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box. ▪ The runner takes the form(s) to the designated classroom. <p>+ Note: If a parent refuses to wait in line, don't argue. Note the time with appropriate comments on the Emergency Card and place it in the out box.</p>

OPERATIONS SECTION: STUDENT RELEASE

	<p><u>If the student is with the class:</u></p> <ul style="list-style-type: none">▪ Runner shows the Student Release Form to the teacher.▪ The teacher marks the box, “<i>Sent with Runner.</i>”▪ If appropriate, the teacher sends the parent copy of the First Aid Form with the runner.▪ The runner walks the student(s) to the Release Gate.▪ The runner hands the paperwork to release personnel.▪ Release staff matches the student to the requester, verify proof of identification, ask the requester to fill out and sign the lower portion of Student Release Form, and release the student. Parents are given the Notice of First-Aid Care Given, if applicable. <p><u>If the student is not with the class:</u></p> <ul style="list-style-type: none">▪ The teacher makes the appropriate notation on the Student Release Form:<ul style="list-style-type: none">◦ “<i>Absent</i>” if the student was never in school that day.◦ “<i>First Aid</i>” if the student is in the Medical Treatment area.◦ “<i>Missing</i>” if the student was in school but now cannot be located.▪ The runner takes Student Release Form to the Command Post.▪ The Command Post verifies the student’s location if known and directs the runner accordingly.▪ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning “Missing” forms to the Command Post for verification.▪ The parent should be notified of the missing student’s status and escorted to a crisis counselor.▪ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.▪ If the student was marked absent, a staff member will notify the parent.
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OPERATIONS SECTION: STUDENT RELEASE

Closing Down:	<ul style="list-style-type: none">▪ At the direction of the Operations Section Chief, return equipment and unused supplies to Logistics.▪ Complete all paperwork and turn it in to the Documentation Unit.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Job description clipboards▪ Pens, stapler▪ Box(es) of Emergency Cards▪ Signs to mark Request Gate and Release Gate▪ Signs for alphabetical grouping to organize the parents (A-F, etc.)▪ Empty file boxes to use as out boxes▪ Student Release Form (copies for every student)

PLANNING SECTION: PLANNING SECTION CHIEF

Responsibilities:	This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available.
Operational Duties:	<ul style="list-style-type: none"> ▪ Assume the duties of all Planning Section positions until staff is available and assigned. ▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ▪ Assist the Incident Commander in writing action plans.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Incident Commander's direction, deactivate the section and close out all logs. ▪ Verify that the closing tasks of all Planning Section positions have been accomplished. ▪ Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio ▪ File box(es) ▪ Dry-erase pens ▪ Large site map of campus, laminated or covered with Plexiglas ▪ Forms: <ul style="list-style-type: none"> ▫ Emergency Time/Situation Report ▫ Sample Log ▫ Student Accounting Form ▪ Paper, pens ▪ Job description clipboard ▪ Tissues

PLANNING SECTION: DOCUMENTATION

Responsibilities:	<p>This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.</p>
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Planning Section Chief for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available. ▪ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditure as well as all personnel timekeeping records.
Operational Duties:	<p>Records:</p> <ul style="list-style-type: none"> ▪ Maintain a time log of the incident, noting all actions and reports. (See the sample log in Appendix G.) ▪ Record content of all radio communication with the district Emergency Operations Center (EOC). ▪ Record verbal communication for basic content. ▪ Log in all written reports. ▪ File all reports for reference (file box). <p>+ <i>Important:</i> A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.</p> <p>Student and Staff Accounting:</p> <ul style="list-style-type: none"> ▪ Receive, record, and analyze Student Accounting forms. ▪ Check off staff roster. Compute the number of students, staff, and others on campus for Situation Analysis. Update periodically. ▪ Report missing persons and site damage to the Command Post. ▪ Report first aid needs to the Medical Team Leader. ▪ File forms for reference.

PLANNING SECTION: DOCUMENTATION

Closing Down:	<ul style="list-style-type: none">▪ Collect and file all paperwork and documentation from deactivating sections.▪ Securely package and store these documents for future use.▪ Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Two-way radio▪ File box(es)▪ Forms:<ul style="list-style-type: none">▫ Emergency Time/Situation Report▫ Student Accounting Form▫ Sample Log▪ Paper, pens▪ Job description clipboard

PLANNING SECTION: SITUATION ANALYSIS

Responsibilities:	This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with Planning Section Chief for a situation briefing. ▪ Obtain necessary equipment and supplies from Logistics. ▪ Put on a position identifier, such as a vest, if available.
Operational Duties:	<p>Situation Status (Map):</p> <ul style="list-style-type: none"> ▪ Collect, organize and analyze situation information. ▪ Mark the site map appropriately as related reports are received, including but not limited to S&R reports and damage updates, giving a concise picture of the status of the campus. ▪ Preserve the map as a legal document until it is photographed. ▪ Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.) <p>Situation Analysis:</p> <ul style="list-style-type: none"> ▪ Provide current situation assessments based on analysis of information received. ▪ Develop situation reports for the Command Post to support the action planning process. ▪ Think ahead and anticipate situations and problems before they occur. ▪ Report only to Command Post personnel. Refer all other requests to the PIO.
Closing Down:	<ul style="list-style-type: none"> ▪ Close out all logs and turn all documents in to Documentation. ▪ Return equipment and reusable supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio ▪ Paper, pens, dry-erase pens, tissues ▪ Job description clipboards ▪ Large site map of campus, laminated or covered with Plexiglas ▪ File box(es) ▪ Map of county or local area

LOGISTICS SECTION: LOGISTICS SECTION CHIEF

Responsibilities:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Open the supplies container or other storage facility. ▪ Put on position identifier, such as a vest if available. ▪ Begin distribution of supplies and equipment as needed. ▪ Ensure that the Command Post and other facilities are set up as needed.
Operational Duties:	<ul style="list-style-type: none"> ▪ Assume the duties of all Logistics positions until staff is available and assigned. ▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ▪ Coordinate supplies, equipment, and personnel needs with the Incident Commander. ▪ Maintain security of the cargo container, supplies, and equipment.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Incident Commander's direction, deactivate the section and close out all logs. ▪ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio ▪ Job description clipboard ▪ Paper, pens ▪ Cargo container or other storage facility and all emergency supplies stored on campus ▪ Clipboards with volunteer sign-in sheets ▪ Forms: <ul style="list-style-type: none"> ➤ Inventory of emergency supplies on campus ➤ Site Status Report ➤ Communications Log ➤ Message forms

LOGISTICS SECTION: SUPPLIES/FACILITIES

Responsibilities:	This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Logistics Section Chief for a situation briefing. ▪ Open the supplies container or other storage facility if necessary. ▪ Put on a position identifier, such as a vest, if available. ▪ Begin distribution of supplies and equipment as needed. ▪ Set up the Command Post.
Operational Duties:	<ul style="list-style-type: none"> ▪ Maintain security of the cargo container, supplies, and equipment. ▪ Distribute supplies and equipment as needed. ▪ Assist team members in locating appropriate supplies and equipment. ▪ Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned. ▪ Secure all equipment and supplies.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio ▪ Job description clipboard ▪ Paper, pens ▪ Cargo container or other storage facility and all emergency supplies stored on campus ▪ Form: Inventory of emergency supplies on campus

LOGISTICS SECTION: STAFFING

Responsibilities:	This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Logistics Section Chief for a situation briefing. ▪ Put on a position identifier, such as a vest, if available. ▪ Open three logs to list staff, volunteers, and students who are awaiting assignment.
Operational Duties:	<ul style="list-style-type: none"> ▪ Deploy personnel as requested by the Incident Commander. ▪ Sign in volunteers, making sure volunteers are wearing their ID badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.
Closing Down:	<ul style="list-style-type: none"> ▪ Ask volunteers to sign out. ▪ At the Logistic Section Chief's direction, close out all logs and turn them in to Documentation. ▪ Return all equipment and supplies.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radio ▪ Job description clipboard ▪ Paper, pens ▪ Cargo container or other storage facility and all emergency supplies stored on campus ▪ Clipboards with volunteer sign-in sheets ▪ Forms: <ul style="list-style-type: none"> ➤ Inventory of emergency supplies on campus ➤ List of registered disaster volunteers

LOGISTICS SECTION: COMMUNICATIONS

Responsibilities:	This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
Personnel:	<ul style="list-style-type: none"> ▪ A school staff member with a campus two-way radio, supported by student or disaster volunteer runners, and ▪ A disaster volunteer who is a qualified amateur radio operator.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Set up the Communications station in a quiet location with access to the Command Post. ▪ Turn on radios and advise the Command Post when ready to accept traffic.
Operational Duties:	<ul style="list-style-type: none"> ▪ Communicate with the district EOC per district procedure. At the direction of the Incident Commander, report the status of students, staff, and campus using the Site Status Report form. ▪ Receive and write down all communications from the district EOC. ▪ Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief. ▪ Maintain the Communications Log: date/time/originator/recipient ▪ Follow communications protocol. Do not contact the city directly if the district EOC is available. ▪ Direct the media or the public to the PIO. ▪ Monitor AM/FM radio for local emergency news: [specify station(s) and frequency].
Closing Down:	<ul style="list-style-type: none"> ▪ Close out all logs, message forms, etc., and turn them over to Documentation. ▪ Return all equipment and unused supplies to Logistics.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Two-way radios with spare batteries for each ▪ Job description clipboard ▪ Paper, pens ▪ Table and chairs ▪ AM/FM radio ▪ File boxes, tote tray for outgoing messages ▪ Forms: <ul style="list-style-type: none"> ➤ Site Status Report ➤ Message forms

**FINANCE/ADMINISTRATION SECTION:
FINANCE/ADMINISTRATION SECTION CHIEF**

Responsibilities:	The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. It maintains financial records and tracks and records staff hours.
Start-Up Actions:	<ul style="list-style-type: none"> ▪ Check in with the Incident Commander for a situation briefing. ▪ Put on a position identifier, such as a vest, if available. ▪ Locate and set up workspace. ▪ Check in with the Documentation Clerk to collect records and information that relate to personnel timekeeping and/or purchasing.
Operational Duties:	<ul style="list-style-type: none"> ▪ Assume the duties of all Finance/Administration positions until staff is available and assigned. ▪ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
Closing Down:	<ul style="list-style-type: none"> ▪ At the Incident Commander's direction, deactivate the section and close out all logs. ▪ Verify that the closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.
Equipment/Supplies:	<ul style="list-style-type: none"> ▪ Job description clipboard ▪ Paper, pens ▪ Form: Staff Duty Log

FINANCE/ADMINISTRATION SECTION: TIMEKEEPING

Responsibilities:	This unit is responsible for maintaining accurate and complete records of staff hours.
Start-Up Actions:	<ul style="list-style-type: none">▪ Check in with the Finance/Administration Section Chief for a situation briefing.▪ Put on a position identifier, such as a vest, if available.▪ Locate and set up workspace.▪ Check in with the Documentation Clerk to collect records and information that relate to personnel timekeeping.
Operational Duties:	<ul style="list-style-type: none">▪ Meet with the Finance/Administration Section Chief to determine the process for tracking regular and overtime hours of staff.▪ Ensure that accurate records are kept of all staff members, indicating the hours worked.▪ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
Closing Down:	<ul style="list-style-type: none">▪ Close out all logs.▪ Secure all documents and records.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Job description clipboard▪ Paper, pens▪ Form: Staff Duty Log

FINANCE/ADMINISTRATION SECTION: PURCHASING

Responsibilities:	This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
Start-Up Actions:	<ul style="list-style-type: none">▪ Check in with the Finance/Administration Section Chief for a situation briefing.▪ Put on a position identifier, such as a vest, if available.▪ Locate and set up workspace.▪ Check in with the Documentation Clerk to collect records and information that relate to purchasing.
Operational Duties:	<ul style="list-style-type: none">▪ Meet with the Finance/Administration Section Chief to determine the process for tracking purchases.▪ Support Logistics in making any purchases that have been approved by the Incident Commander.
Closing Down:	<ul style="list-style-type: none">▪ Close out all logs.▪ Secure all documents and records.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Job description clipboard▪ Paper, pens

STUDENT CARE: TEACHER RESPONSIBILITIES

Personnel:	<p style="text-align: center;">All teachers and substitute teachers</p>
Responsibilities:	<p>General:</p> <ul style="list-style-type: none"> ▪ Assess the situation and remain calm. ▪ If the ground is shaking or wind is blowing to the point that glass breakage or other damage to the school poses a risk to students, lead “drop, cover, and hold.” ▪ Calm, direct, and give aid to students. Assist seriously injured students if possible. <p>Lockdown or Shelter in Place:</p> <ul style="list-style-type: none"> ▪ If gunfire or explosions are heard, get everyone to lie flat on the floor. ▪ If shelter in place is activated, follow procedures as described in your school’s plan. (Note: These procedures should be in your classroom “Go Kit” as well.) <p>Evacuation:</p> <ul style="list-style-type: none"> ▪ Check with your buddy teacher and assist as necessary. ▪ Take classroom Go Kit, emergency cards, and roll book. ▪ Evacuate to emergency assembly area: <ul style="list-style-type: none"> ▫ Check with your buddy teacher and assist or, if necessary, evacuate both classes together. ▫ Use the safest route; stay alert for hazards; move quickly and quietly. ▫ Close the classroom door, but leave it unlocked for search and rescue access. <p>Assembly Area:</p> <ul style="list-style-type: none"> ▪ Instruct the students to sit on the grass or blacktop. ▪ Take attendance and complete a Student Accounting Form. ▪ One of each pair of buddy teachers must take the accounting forms to documentation and reports (at the Command Post).

STUDENT CARE: TEACHER RESPONSIBILITIES

<p>Responsibilities (Continued)</p>	<p>Remaining Supervising Teacher:</p> <ul style="list-style-type: none"> ▪ Supervise and reassure students. ▪ Administer first aid as necessary or send the student(s) to the First Aid area with his/her emergency card. ▪ Fill out a Notice of First Aid Care form if first aid is given. Retain one copy; attach the other to the emergency card. ▪ Locate each student's emergency card. ▪ Keep a record of the location of all students at all times, using the Student Accounting Form. ▪ Be alert for latent signs of injury/shock in <i>all</i> students. <p>Student Release:</p> <ul style="list-style-type: none"> ▪ Student runners will bring a form requesting the student. ▪ Note that the student has left on the Student Accounting Form. ▪ Send the emergency card and any first aid forms with the student. ▪ The student will accompany the runner to the release area. ▪ If a parent demands the child, breaking release procedure, make an appropriate notation describing the incident on the emergency card and store it in the Classroom Kit. Avoid confrontations.
<p>Equipment/Supplies:</p>	<ul style="list-style-type: none"> ▪ Class lists ▪ Student Information Sheets or Emergency Cards ▪ First-Aid Kit and Classroom Kit (if available) ▪ Forms: <ul style="list-style-type: none"> ▫ Student Accounting Form ▫ Notice of First Aid Care ▪ Clipboard ▪ Pen or pencil

SUPPORT STAFF RESPONSIBILITIES

Personnel:	Librarian Cafeteria Workers Classroom Aides School Volunteers Resource Teachers	Guidance Counselors Maintenance Workers Day Care Providers Curriculum Specialist Custodians
Responsibilities:	<ul style="list-style-type: none">▪ Follow standard safety procedures.▪ If remaining with the students, follow Classroom Teacher Responsibility Guidelines.▪ Check in at the Command Post for assignment.▪ Report any known injuries or damage.▪ Use safety equipment and follow directions.	

STUDENT SUPPORT TEAMS (OPTIONAL)

Personnel:	Pre-selected students in-serviced on emergency procedures and with parental permission may assist in support roles. Students should never be placed in hazardous or potentially traumatic situations or unsupervised positions responsible for the safety of others.
Responsibilities:	<ul style="list-style-type: none">▪ Report to classroom location for roll call.▪ After roll is taken, check in at the Command Post for assignment. <p>Possible assignments may include:</p> <ul style="list-style-type: none">▪ Serving as runners for student release or delivery of written information to or from the Command Post.▪ Assisting in the set up of student release and other response locations.▪ Assisting the Student Care Director by delivering or assembling equipment (e.g., portable toilets and enclosures), distributing water, or acting as information runners.▪ Assisting in recreational activities for students.
Equipment/Supplies:	<ul style="list-style-type: none">▪ Orange safety vest (if available)▪ Others issued as necessary

COMPREHENSIVE EMERGENCY TELEPHONE LISTING**DATE:**

TITLE	NAME	TELEPHONE (Work)	TELEPHONE (Cell)
Superintendent			
Board of Education Chair			
Local Board Member			
Assistant Superintendent			
Superintendent's Secretary			
Transportation Supervisor			
Maintenance Supervisor			
Board of Education Legal			
Emergency Management (EMA)			
Law Enforcement (City)			
Law Enforcement (County)			
Law Enforcement (State)			
Emergency Medical (EMT)			
Local Hospital			
Fire Department			
Social Services (Public Health)			
Social Services (Mental Health)			
Public Works (Water)			
Public Works (Electrical)			
Public Works (Gas)			
Public Works (Communication)			
Principal			
Assistant Principal			
Secretary			
Bookkeeper			
CNP Manager			
School Nurse			

**LIST OF MATERIALS AND EQUIPMENT AVAILABLE ON CAMPUS OR WITHIN THE VICINITY TO
SUPPORT SCHOOLS DURING AN EMERGENCY**

Materials and Equipment	Location/Agency	Contact Person	Telephone Number (Work/Cell)	

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.

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET

Position	Staff Assigned	Alternate Personnel
Incident Commander		1. 2.
Safety Officer		1. 2.
Public Information Officer		1. 2.
Liaison Officer		1. 2.
Operations Section Chief		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.

CAMPUS EMERGENCY ASSIGNMENT WORKSHEET

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

Step Eight: Provide Training for all school staff and students 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:

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

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