

School Safety Plan Evaluation Tool for Higher Education



Developed by [Safe Havens International](http://www.safehavensinternational.org)

This tool is based upon the [Jane's](#) model for school safety planning. This is the most comprehensive planning model available, and it is compliant with the [United States Department of Education plan model](#), which is a national standard. We urge you to conduct a critical review of your current plan using this four-part tool as a guide to identify any gaps or weaknesses in the plan so they can be addressed *before* a tragedy occurs. As a non-profit center, our goal is to help school and community officials create and maintain a reasonably safe learning environment for students and those who dedicate their lives to educate them. Please feel free to contact us for any assistance we may be able to provide at either chris@weakfish.org or mike@weakfish.org or through www.safehavensinternational.org.

Part One

There should be four distinct plan sections:

- 1. Prevention/Mitigation** *The plan contains a specific and distinct prevention and mitigation plan section. This plan section outlines the measures in use to prevent crime, violence, accidents and disruptive events as well as those designed to minimize the negative impact of those events that cannot be prevented or that may occur in spite of prevention efforts.*
- 2. Preparedness** *The plan contains a specific and separate preparedness plan to provide specific guidance to staff in the event of an emergency, crisis or disaster.*
- 3. Response** *The plan contains a specific response plan which helps to ensure the preparedness plan is actually implemented while staff are functioning under what may be stressful and chaotic conditions. This plan establishes a system for crisis team members to document their actions during the response phase.*
- 4. Recovery** *The plan contains a specific written recovery plan which outlines specific measures to be implemented to help students, staff, family members and public safety responders cope with the emotional aftermath of traumatic incidents. The recovery plan also addresses in written form the business continuity plan to ensure that the business of education can be resumed and/or continued rapidly and efficiently in the event of significant damage to facilities and/or systems.*

Part Two

Does the plan include these key concepts?

1. The plan is compliant with the [National Incident Management System \(NIMS\)](#). The plan includes specific and detailed descriptions of the incident command system.

Yes ___ No___

2. The plan utilizes the all-hazards approach to planning and is based upon a formal hazard and vulnerability assessment process including:

- a. A review of the local emergency management agency community hazard assessment

Yes___ No___

- b. Annual tactical site surveys of the campus, all buildings, school owned facilities and any facilities leased by the school for major events (such as athletic events and graduation ceremonies)

Yes___ No___

- c. Reviews of incident data for all safety and security incidents reported on or adjacent to school property

Yes___ No___

- d. Safety surveys of students and *all* staff.

Yes___ No___

3. The plan has been updated and revised within the past year

Yes ___ No ___

4. Obsolete plan components have been recovered from staff to prevent conflicting protocols or training

Yes ___ No ___

Planning collaboration:

The plan has been developed with assistance from:

Yes	No

Area response and community service agencies and organizations

1. The local emergency management agency
2. All local law enforcement agencies
3. All local fire departments
4. Local emergency medical services
5. Local Public Health agency
6. Local coroner/medical examiner
7. American Red Cross
8. Courts
9. Local prosecutor
10. Area mental health
11. Area media
12. Area military base personnel

Yes	No

Internal departments/personnel

1. University police/security
2. Facilities/Physical Plant
3. Transportation
4. Mental health
5. Student Health Services staff
6. Risk management
7. Student services
8. Legal council
9. Special needs education
10. Food services
11. Finance

Part Three:

Plan distribution

Yes	No

1. A copy of the entire plan has been provided to the university legal counsel
2. A copy of the plan has been provided to the insurance agency or risk management pool administrator
3. Each employee is issued the appropriate ready-reference flip chart for their job classification
4. A written log of distribution is maintained for all plan components that are issued
5. Copies of the plan have been provided to local law enforcement, fire service and emergency management agencies

Part Four

Evaluation and testing of the plan

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

1. The plan has been reviewed and evaluated by an external emergency management practitioner
2. Tested through a series of drills and exercises with at least one full scale exercise (Preparedness section of the plan)
3. Evaluated by the state department of education
4. Evaluated by the state emergency management agency
5. The plan has been submitted to the risk management group / insurance company for complimentary review (and possible rate reduction)

For universities that are in the later stages of the planning process, a progressive exercise program has been established that involves:

Drills as appropriate to local hazards:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- Lockdown
- Shelter in place
- Reverse Evacuation
- Severe Weather
- Earthquake

Other exercises which include, but are not limited to (In order of increasing complexity):

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- Tabletop Exercises
- Functional Exercises
- Full-Scale Exercise

Note: We strongly recommend making sure the following types of scenarios have been gamed out using a combination of tabletop, functional and full-scale exercises **after** plans have been completed and all staff issued their components and receiving proper briefing/training on the plan:

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- Severe Weather
- Chemical Incident
- Biological Incident
- Major act of violence
- Act of Terrorism