

Safe Havens International presents:

Sample School Safety Plan Development Templates

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About the Templates

The school safety plan development templates are designed to allow school officials to work closely with local emergency response and community service officials to develop a custom four phase all hazards school safety plan as recommended by the United States Department of Education and Jane's Information Group.

Portions of the templates were tested by several client districts who were recipients of United States Department of Education crisis planning grants. Preliminary tests by these school systems indicate that the templates allow school and local public safety and public service officials to develop a customized four phase plan with about a 75% reduction in the time and effort required. Evaluators also reported that the plan sections they developed using the templates were also of much higher quality.

The full package of school safety plan development templates, which is over 300 pages long, includes:

- A user guide.
- A prevention and mitigation plan development template.
- Response plan templates including master response protocols. Includes integrated flip charts for a variety of categories of employees including lead administrator/crisis response team members, transportation personnel, faculty/staff, custodians and an after hours event flip chart. Each flip chart template is derived from and integrated with the master protocols. Also includes 14 different logs and tracking sheet template.
- A recovery plan template: The United States Department of Education and top recovery experts including Marleen Wong recommend that districts develop a recovery plan and train staff in its use.
- A tactical site survey checklist template
- An exercise package for planning and conducting emergency drills and exercises using a progressive exercise program as recommended by the United States Department of Education, the Federal Emergency Management Agency and Jane's. The exercise package includes more than thirty drills, tabletop exercises and functional exercises complete with messaging slips. The package also includes a variety of exercise design and evaluation forms and checklists. This section will enable a district with an aggressive exercise program to conduct one drill per school month for three years without repeating a scenario.
- Survey and feedback forms for staff, students, and parents.

Included in this sample are some excerpts from the templates that should provide a strong idea of the comprehensive nature of the templates and their ability to assist a district with the development of a complete crisis plan. There are 14 different sample sections included in this document.

Sample Description	Page
1. Section from the Prevention/Mitigation Plan Template	4
2. Functional Protocol: Remote Evacuation and Family Reunification	6
3. Incident Specific Protocol: Bomb Threats/Suspicious Packages.....	7
4. Lead Administrator/Crisis Response Team Member: Remote Evacuation and Family Reunification Protocol	10
5. Transportation Flip Chart: Remote Evacuation and Family Reunification Protocol.....	11
6. Faculty/Staff Flip Chart: Remote Evacuation and Family Reunification Protocol.....	13
7. Custodian's Flip Chart: Remote Evacuation and Family Reunification Protocol	14
8. After Hours Activities Flip Chart: Remote Evacuation and Family Reunification Protocol.....	15
9. Response Plan Templates: Incident Tracking Sheet.....	16
10. Recovery Plan Templates: Death Notification Protocol.....	18
11. Section from Comprehensive Tactical Site Survey Template	20
12. Sample Items from the Exercise Package.....	22
13. Sample Questions for Participants to Use in Functional Exercises	25
14. Sample Exercise Checklists: Emergency Programs	26

If you are interested in the templates for your district or state, please contact Safe Havens International to discuss pricing and package offers.

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1. Section from the Prevention/Mitigation Plan Template

E. Interior Physical Security and Safety Measures

1. Security cameras provide coverage for key indoor areas at all middle and high schools.
2. All school lockers are kept locked at all times, and students are required to use school locks.
3. The school system has established a procedure for random locker inspections to deter students from keeping weapons in lockers.
4. The school system has established a random metal detection policy. Random metal detection screening is conducted at each middle and high school several times each year.
5. Drug and bomb detection dogs are utilized several times each year to check student lockers and public areas for drugs, firearms, and explosive devices as a deterrent measure.
6. The number of trash containers in use in each school has been minimized. Trash containers are not situated in areas that are out of view. This has been done to reduce the number of potential hiding places for explosive devices and contraband.
7. All schools require that students and school employees wear standardized identification badges with a photograph.
8. All schools have a visitor badge system in place.
9. Each school tests all fire alarm pull stations twice each year to ensure that they function properly.
10. Fire department fire prevention bureau personnel conduct a fire prevention seminar for the staff at each school and facility once annually. Topics include the proper use of fire extinguishers, fire evacuation procedures, common fire code violations in schools, and special concerns for cafeteria personnel.
11. Each school tests the building intrusion alarm system twice each year.
12. The police department crime prevention bureau conducts a crime prevention seminar for staff at each school and facility once annually.
13. Each school has taken steps to properly secure all desktop computers, VCR's and television sets. Security measures include steps to secure computers against theft and unauthorized access.
14. All television sets that are not wall mounted are either bolted to carts or secured using safety straps. District policy prohibits students from being used to move television carts
15. Each school has developed a system to ensure that rooms that are not in use are kept locked.
16. The district has a system in place to ensure that serial numbers are on file for school system property.
17. Valuable school property has been clearly marked to identify it as school property.
18. Each school has established a system to locate, photograph, remove, and report all graffiti to law enforcement in a timely manner.
19. The district uses an internet filtering system. These filtering systems prevent access to sites containing pornography, hate groups, and sites relating to weapon and bomb making materials. The filters are tested through use to make sure they work while not blocking sites needed by students for schoolwork.
20. Each school has developed a system to restrict access to the building during the day by keeping specified doors locked when not in use.

21. Every school has a designated room that is heavily secured. High value equipment is moved to these rooms for storage during extended holidays and summer breaks.
22. The district safety design team has conducted a CPTED (crime prevention through environmental design) and target hardening assessment of each school and facility. Changes have been made as appropriate based on the team's recommendations. Team members have received formal training on CPTED.
23. The district safety design team evaluates all building construction and renovation plans early in the design process and makes recommendations to enhance the level of safety through design features (CPTED and target hardening).
24. Local emergency management, fire service and law enforcement officials have an opportunity to review building construction and renovation plans early in the design process. These officials are afforded an opportunity to make comments on safety and emergency management concerns.
25. The district requires that the architectural firm awarded a building construction or renovation project must have at least one CPTED-trained design team member.

2. Functional Protocol: Remote Evacuation and Family Reunification

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announcement over the public address system “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”

Lead administrator Response

1. Notify the central office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. Activate appropriate crisis teams.
4. Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”
5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement officials to conduct the evacuation room by room.
6. Designate a staff member to serve as your representative at the family reunification center. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.

Staff Response

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

3. Incident Specific Protocol: Bomb Threats/Suspicious Packages

Definition

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

Alert Signal

Announcement over the public address system “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____ . Please sweep all routes and the site.”

Or;

“All staff initiate a sweep in place, please report your status upon completion of the sweep”

Lead administrator Response

Upon receipt of a bomb threat, the lead administrator should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented (keep the phone that the call was received on off the hook so that the call can be traced – if another call comes in afterward this is no longer possible). Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____ . Please sweep all routes and the site.” If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.

5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: “All staff initiate a sweep in place, please report your status upon completion of the sweep.”
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.

Staff Response

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should use masking or duct tape to make a slash across the entrance door to the area (/) to indicate to public safety officials they have swept the area and no suspicious items were noticed.
3. If any suspicious items are noted, they should not be disturbed and the staff member should notify the lead administrator or designee upon evacuation from the area.
4. The staff member should then follow the non-fire evacuation protocol. Have students bring their book bags and other hand carried articles with them.
5. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare instances, radio frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Sweep and remain in place procedures:

1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If no such items are noted, staff should make a slash with masking or duct tape across the entrance door to the area (/) to indicate to public safety officials that they have swept the area and no suspicious items were noted. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the lead administrator's office and inform the lead administrator or designee of his or her observations.
4. Follow the lead administrator's instructions.

4. Lead Administrator/Crisis Response Team Member: Remote Evacuation and Family Reunification Protocol

Definition

This type of evacuation is used for any situation in which students and staff need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announce over the public address system “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”

Lead administrator Response

1. Notify the central office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so that buses can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. Activate appropriate crisis teams.
4. Make the announcement by public address system, runners, e-mail or whichever means is most practical “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”
5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
6. Designate a staff member to serve as your representative at the family reunification center. Instruct him or her to take along student information from one of the Emergency Evacuation Kits.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.

5. Transportation Reference Chart: Remote Evacuation and Family Reunification Protocol

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones. Transportation personnel need to be familiar with two very different scenarios for this protocol, relocation from an affected school, and relocation from an affected bus.

Alert Signal

Notification by dispatcher or in person notification by route supervisor

For an incident involving your bus:

Driver Response

1. Follow non-fire evacuation procedures and guide students to an appropriate evacuation site. Prepare students to board another bus.
2. Ensure that any special needs persons are assisted during the evacuation.
3. Once students have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

Route Supervisor Response

1. Notify dispatch and the central office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so a bus can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. If you must stay at the scene, designate a staff member to serve as your representative at the family reunification center.

When one or more schools are affected by a crisis:

Driver Response

1. When you are notified that your assistance is needed for implementation of the family reunification plan, make sure that you have copies of student family reunification rosters.
2. Follow directions provided by route supervisors and public safety officials as to the best approach to the affected school or its evacuation area.
3. Try to calm students as they board the bus.
4. Once loaded, proceed safely to the family reunification site. Understand that evacuees may be traumatized by events and may be in an excited and emotionally distraught state.
5. Have a staff member fill out the student transport roster. If no staff member is present, ask a student to perform this task and note the name of the student who completed this task on the form.
6. Do not stop the bus or open the door to allow evacuees to meet family members.
7. When you arrive at the family reunification site, follow the instructions of public safety and crisis team personnel. Provide the roster(s) to the Crisis team member that meets your bus.

8. Return for the next relay if you are needed and repeat the process until the evacuation is complete.
9. Your bus may or may not be escorted by law enforcement depending on the available resources and the nature of the crisis.
10. Keep all radio traffic to a minimum.

Supervisor Response

1. Advise all drivers to keep the radio clear except for important transmissions until the last transport is completed.
2. Work with administrators at the affected site, crisis response team members and public safety officials to set up an efficient relay system. Designate a staging area near the school so buses can be staged there if too many buses arrive at the evacuation area at one time for loading.
3. Maintain a log of the status of all involved buses to help you keep track of available resources.
4. If buses from another school system or mass transit buses are sent to assist, coordinate with their supervisors and personnel. Attempt to establish a means of radio communications with their personnel. You may be able to provide a spare radio to a representative of their organization.
5. Brief your supervisor as appropriate.

6. Faculty/Staff Reference Chart: Remote Evacuation and Family Reunification Protocol

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announcement over the public address system “All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____ . Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”

Teacher Response

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. Once students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver’s evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

7. Custodian's Reference Chart: Remote Evacuation and Family Reunification Protocol

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announcement over the public address system "All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____located at _____. Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location"

Custodial Response

1. Follow non-fire evacuation procedures and guide students to the designated on campus evacuation site. Prepare students for boarding of buses.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. Report to the lead administrator/staff member/Crisis Response Team member and provide assistance as needed. Assistance may include:
4. Aiding Crisis Response Team members in sweeping all or part of the facility to ensure that all occupants are evacuated.
5. Aiding Crisis Response Team members in securing the facility.
6. Once you are advised to evacuate to the family reunification site and students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
7. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

8. After Hours Activities Reference Chart: Remote Evacuation and Family Reunification Protocol

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a remote site for reunification with family members and loved ones.

Alert Signal

Announcement over the public address system, bullhorn, or other means “We are activating our Family Reunification protocol. Students, staff and visitors will be transported to _____ to be reunited with their loved ones.

We ask for your assistance and cooperation. Buses will pick us up at _____

All staff initiate a Code Blue – emergency evacuation in effect at this time, evacuate to site _____ located at _____.

Please sweep all routes and the site. We will be implementing the Remote Evacuation and Family Reunification Protocol from that location”

Lead Staff Member Response

1. Coordinate with public safety officials and/or Crisis Response Team members when deciding which site to use. Unlike a daytime emergency, another school or athletic stadium may be appropriate.
2. Notify _____ of your decision to implement the family reunification protocol and request that the Crisis Response Team be activated and sent to the selected site. Request that Crisis Response Team members have someone dispatched to the selected site with master keys. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
3. Request that law enforcement officials dispatch uniformed personnel to the staging area.
4. Make the announcement by public address system, runners, e-mail or by the most practical means available to inform visitors, staff and students. It may be best to wait until the Crisis Response Team and buses have had time to travel to the affected site and the family reunification site before making the announcement and moving to the staging area.
5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement officials to conduct the evacuation room by room.
6. Designate a Crisis Response Team member or other staff member to serve as your representative at the family reunification center. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
7. Notify the appropriate crisis team member to serve as your representative at the staging area.

9. Response Plan Templates: Incident Tracking Sheet

Use official command post time. Please use ink.

Location of Incident:

Type of incident: **BOMB THREAT/NON-FIRE EVACUATION**

Sheet initiated by:

Date:

1st Shift

Relieved by:

Time:

2nd Shift

Relieved by:

Time:

3rd Shift

Relieved by:

Time

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify appropriate public safety (police, fire)				
Select an evacuation route and site				
Activate appropriate crisis teams				
Send designated staff member(s) to sweep the evacuation route and site				
Announce evacuation				
Sweep the facility for students and adults, assist special needs persons				
Ensure that the emergency evacuation kits are removed from the building				
Evacuate according to non-fire evacuation protocol				
Report to the first responding public safety official				
Report to the evacuation site				

Decide whether to implement the family reunification protocol				
Implement the media protocol				
Once at the site, develop a written list of all evacuees				
Confiscate any electronic communications devices that are prohibited by policy				

Time and date log closed out:

Name of person closing log:

Incident Tracking Sheet received by:

Date received:

Witnessed by:

Date:

Tips for Delivering Death Notification

1. Do not use clichés.
2. When a child is killed and one parent is at home, notify that parent and then offer to take them to notify the other parent.
3. Never speak to the media without the family's permission.
4. Do not leave survivors alone.
5. Call and follow up the next day with a visit.
6. Ask the family how and when they would like personal possessions delivered. Do not assume that clothing should be washed. Inventory items and pack in a box. Do not deliver personal items in a plastic bag or trash bag.
7. Do not discount feelings, theirs or yours. Intense reactions are normal. Expect fight, flight, freezing, or other forms of regression. If someone goes into shock have them lie down, elevate their feet, keep them warm, monitor breathing and pulse, and call for medical assistance.
8. Know exactly how to access immediate medical or mental health care should family members experience a crisis reaction that is beyond your response capability.
9. Do not blame the victim in any way for what happened, even though he/she may have been fully or partially at fault.
10. Join the survivors in their grief without being overwhelmed by it.
11. Answer all questions honestly (requires knowing the facts before you go). Do not give more detail than is asked for, but be honest in your answers.
12. Offer to make calls, arrange for child care, and call clergy, relatives and employers. Provide them with a list of the calls you make as they will have probably have difficulty remembering what you have told them.
13. Debrief your own personal reactions with caring and qualified disaster mental health personnel.

11. Section from Comprehensive Tactical Site Survey Template

Hallways and Main Areas:

Yes	No	Can doors be quickly secured during a lockdown?
Yes	No	Is visibility through classroom windows unimpeded?
Yes	No	Clear directional signage?
Yes	No	Are classrooms marked by number and not by teacher's name?
Yes	No	Are the numbers located on the wall next to the classroom and are they unobstructed?
Yes	No	Are they raised numbers and fastened in a permanent fashion?
Yes	No	Are they visible when the door is open?
Yes	No	Are all unused lockers secured?
Yes	No	Is someone assigned to conduct a "morning sweep" of the building interior to identify anything out of the ordinary or potentially dangerous?
Yes	No	Are wall electrical panels locked?
Yes	No	Is a fire extinguisher located on each hallway in a visible area and checked regularly for operability?
Yes	No	Are all the fire pull stations functioning properly?
Yes	No	Does each hallway have a minimum of 6-feet of clearance from one side to the other?
Yes	No	Are exit doors clear of obstructions and easy to operate in an emergency?
Yes	No	Are all hallways clear of coat racks?
Yes	No	Are tornado evacuation areas away from skylights and windows?
Yes	No	Are pay phones blocked from receiving incoming phone calls?
Yes	No	Are pay phones located within view of the office staff or monitored by video surveillance?
Yes	No	Do motion detectors cover all entrances and main hallways?
Yes	No	Do classroom doors open inward?
Yes	No	Do classroom doors swing "in the clear"?
Yes	No	Are all ceiling tiles are in place?
Yes	No	Is the interior directional signage for specific locations adequate?
Yes	No	Are all bookrooms, teacher's lounges, custodial closets, and electrical rooms are always secured/locked?
Yes	No	Are the fire exit lights functioning properly?
Yes	No	Is there a functioning emergency lighting system in the hallway?
Yes	No	Are all chemicals and cleaning supplies put up and out of the way?
Yes	No	Are interior fire doors magnetic and do they contain windows?
Yes	No	To these doors remain unobstructed?
Yes	No	Does the magnetic system appear to be functioning properly?
Yes	No	If surveillance cameras are present, do they appear to cover areas near bathrooms and building entrances adequately?
Yes	No	If shaded, bubble protectors are used, are they cleaned routinely?
Yes	No	Do all hanging plants, displays, and/or wall-mounted objects have closed eye-hooks and can they swing freely 45 degrees?
Yes	No	Are fluorescent light bulbs, lenses, and covers securely fastened?
Yes	No	Are large windows located in the hallways made of safety glass or do they have shatter-resistant film on them?
Yes	No	Are display cases or aquariums protected against overturning or sliding off tables?
Yes	No	Are valuable, fragile art objects or trophies protected against tipping over, breaking glass or sliding off shelves or pedestals?

Yes	No	It is very dangerous to chain doors in occupied buildings. There should be no chains on the doors of the facility. Is this the case?
Yes	No	Are lockers locked with school locks?
Yes	No	Is graffiti documented by camera or video and promptly removed?
Yes	No	Are there any indicators on ceiling tiles that they are used as hiding places for contraband?
Yes	No	Are the paper towel and toilet tissue holders see-through plastic?
Yes	No	Are the paper towel and toilet tissue holders locked?
Yes	No	Are all soap dispensers or other items on the wall in current use?
Yes	No	Do the bathrooms have hallway doors?
Yes	No	Are the hallway doors lockable?
Yes	No	Are trashcans plastic?
Yes	No	Are trashcans open-topped?
Yes	No	Do you conduct frequent checks of your trashcans that can result in the discovery of contraband under the plastic liner in the can?
Yes	No	Do interior hallway fire doors remain unobstructed during the day?

12. Sample Items from the Exercise Package

Sample drill scenario:

Emergency bus evacuation drills

All staff and students should participate in at least one emergency bus evacuation drill each year. This is necessary as students who ordinarily do not ride the bus may need to ride a bus during a field trip or emergency evacuation. Students who regularly ride the bus should participate in additional drills. Many school districts conduct additional drills for special needs buses since evacuation procedures are more complex.

Sample tabletop exercise scenario:

Rape of a teacher in her classroom after hours

It is 7:40 P.M. and your crisis response team has been activated due to a reported sexual assault of a teacher at your school. Upon arrival at the school, you meet with other team members in the cafeteria and are briefed on the incident by the principal and a detective. You are told that a teacher regained consciousness in her portable classroom building (or classroom if your school does not have portable units) after being beaten unconscious with a fire extinguisher. Her clothing had been ripped off and a medical exam confirms that she has been raped. She is unable to recall what happened, but it appears that an intruder entered her room and attacked her with the fire extinguisher before raping her. The teacher is in stable condition at the hospital and the incident is under investigation.

Sample functional exercise scenario:

Airplane crash

At 7:35 am a 707 aircraft takes off from the local Airport during a thunderstorm. As it is climbing, it encounters a wind shear condition at an altitude of 250 feet. Within seconds, the plane slams into a commercial/residential area three quarters of a mile south of the airport and five miles from an elementary school and a middle school. Upon impact, the plane is torn apart and leaking jet fuel ignites. Dozens of stores, warehouses, and single-family homes are destroyed over a three-block area. There are numerous injuries and fatalities among passengers and people on the ground. A fire has been reported at the elementary school. Fire/rescue units from the city and from the Airport respond to the scene. They encounter a situation that will require their full resources and capabilities. Additional fire/rescue and police units are requested to report to the elementary school, as well as the fire mobile command post. On-lookers and media personnel have arrived and are standing too close to the hazardous area as well as interfering with incident response operations. Parents are calling the school district offices and the schools.

Questions

1. Who is in charge at the school level?
2. How will you coordinate the services of many agencies and jurisdictions that will respond?
3. How will you deal with the parents?
4. How will you deal with the media?
5. How will you handle school buses that are en route?

6. How will the victims be treated and transported to hospitals?
7. Where will the family reunification site be set up?
8. Who and what agencies will disseminate official information to the public?

Sample generic and scenario specific messages:

MESSAGING SLIPS FOR HAZMAT FUNCTIONAL EXERCISE
LEAD ADMINISTRATOR/PRINCIPAL: You have just had a heart attack, please get up and walk out
LEAD MENTAL HEALTH OFFICIAL: Several people claiming to be mental health professionals have shown up. They want to know where to report.
TEACHER: A student is having an asthma attack.
SECRETARY: You receive a high volume of calls from parents wanting information.
ANNOUNCEMENT TO ALL PLAYERS: 3 students at Town A Elementary School are ill with watery eyes and shortness of breath.
DISTRICT LEAD ADMINISTRATOR: You are notified that several teachers are experiencing severe panic attacks. They have abandoned the children under their care and left the building.
SCHOOL NURSE: You receive a report that the crisis team leader has passed out.
PUBLIC INFORMATION OFFICER: 5 international media outlets are requesting press kits about the situation.
PRINCIPAL: Residents in the area are demanding information about the situation.
DISTRICT REPRESENTATIVE: Several city and county officials are demanding a briefing on this event.
ANNOUNCEMENT TO ALL PLAYERS: Due to the high call volume, the phone system has shut down.
ANNOUNCEMENT TO ALL PLAYERS: Several parents are trying to get into the school to pick up their children. They are beating on the doors demanding to retrieve their children.
PRINCIPAL: The school secretary has lost control and is yelling, "Everyone is going to die!"
PUBLIC INFORMATION OFFICER: Please go to the front of the room and deliver a press briefing.
PRINCIPAL: The county manager would like a briefing from you. Please leave the room for 10 minutes.
ANNOUNCEMENT TO ALL PLAYERS: The Incident Commander is requesting someone to come to the command post. Please have this person get up and leave the room for 10 minutes.

LEAD ADMINISTRATOR: 5 students have become ill and will need to be transported to the hospital.

ANNOUNCEMENT TO ALL PLAYERS: Who is in charge at this point? Quietly write your answer down and give it to the facilitator, who will assess the answers and share findings with the group.

13. Sample Questions for Participants to Use in Functional Exercises

District Staff
Notification/Coordination
With what outside agencies are you coordinating?
How are you communicating (equipment, processes, etc.)?
Who will need to be notified at this point?
Operations
How will schools and school offices be evacuated?
Where will operations be conducted (Command Post)?
What staff will be needed to support this incident?
What is the threat level at this point?
Response
Who is in charge?
How will response efforts be coordinated?
Recovery
How is family reunification coordinated?
What other recovery activities will occur?
Who will coordinate recovery activities?
Public Information
How are parents notified?
What information should be released at this point? Why?

14. Sample Exercise Checklists: Emergency Programs

Indicate the status of each program to determine those in need of practice:

Program	New?	Updated?	Practiced?	Used?
Emergency Operations Plan				
Recovery Plan				
Family Reunification Protocols				
Resource List				
Emergency Public Information				
Emergency Alert System				
Emergency Transportation				
Parent Notification Procedures				
Mutual Aid Agreements				
Coordination				
Emergency Operations Staff				
Volunteer Staff				
Emergency Operations Center				
Communications				
Other:				
Other:				
Other:				