

Revised July 2002

FORMAT FOR SCHOOL SYSTEM AND INDIVIDUAL SCHOOL SAFETY PLANS

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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 which they feel is unsafe. Incidents of violence in Alabama's schools are well documented. Therefore, it is imperative that our school systems and each school make every effort to ensure the safety of their students and those that teach them.

The Governor of Alabama has 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 Alabama State Department of Education (SDE) is assisting local education agencies (LEAs) in complying with that directive. The SDE is providing this document, *Format for School System and Individual School Safety Plans*, 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 department, and other resources, school systems and schools should develop a well-written plan that will be effectively implemented by all students and school personnel.

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

A SAFE SCHOOL SYSTEM/INDIVIDUAL SCHOOL ENVIRONMENT

WHERE TEACHERS CAN TEACH AND STUDENTS CAN LEARN

INTRODUCTORY INFORMATION

THREATS TO OUR SAFETY:

- Well documented in our daily life.
- Media coverage reminds us almost by the hour.
- First-hand knowledge/experience for some of us.

WHY PROCEDURES ARE NECESSARY:

- Quick response can be made without hesitation and perhaps preparation.
 - Quick response to provide support and security.
 - Quick response in best interest of all, regardless of who is in charge.
 - Correct response can take place because of preventative planning.
 - Response can be made that is in the best interest of all concerned.
 - All bases can be covered by a somewhat standard response.
 - Emergencies cannot be predicted but prior planning can ease consequences.
 - Prevent panic among parents, students, and the public.
 - Anticipate needs and make plans to meet them.
 - Permits scheduling and training/simulations.
 - Encourages school personnel and students to react in a calmer pre-planned fashion.
 - Permits planning for needed equipment and personnel to be available.
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SCHOOL SYSTEM SAFETY PLAN SUGGESTED FORMAT

The school system safety plan 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 responsibilities. It should also project the expected basic content for individual school plans.

SCHOOL SYSTEM SAFETY PLAN SUGGESTED FORMAT

- I. List of comprehensive school safety planning committee members with addresses, telephone numbers, and titles. Committee members should include representation from school professional/support personnel, parents, students, related agencies/organizations, medical services, law enforcement agencies, government, etc.

- II. An introductory statement, which includes philosophy, expectations, and directives to schools from the superintendent and the local board of education members.

- III. List of resources from the central office:
 - List of central office personnel available to assist schools during emergencies by title; assigned responsibility during emergency; and telephone numbers (work and home), beepers, cellular telephones, and e-mail.
 - List of central office materials and equipment available to support schools during an emergency.
 - List of telephone numbers and contact persons for all agencies, organizations, and other community services available to assist with emergencies.
 - Any other resources deemed important or necessary for school system/school collaboration during an emergency.

- IV. Description and method of delivery of all standard operating procedures that relate to schools including, but not limited to, the following:
 - State and federal laws, state and local board policies, and procedures that affect safety at the school level.
 - Provision and/or method of delivery expected to be available at each school in the areas of Prevention, Intervention, Support, and Recovery.
 - List of materials and supplies each school and/or classroom is expected to have.
 - Transportation to alternate evacuation sites for students/personnel if needed.
 - Notification of parents/guardians during emergencies when deemed necessary.
 - Preservation of the crime scene.
 - Communication with the news media/other persons who need to be informed.
 - Determination of chain of command during the emergency including persons serving in absence of the originally designated persons.
 - Method of student check-out procedures during emergencies.

- V. Safety plans/procedures for central office personnel and any other occupants under the direction of the local board of education.
- VI. Safety procedures for any outlying facilities that students/personnel utilize for any reason.
- VII. A Recovery Plan for central office and school system as a whole.
- VIII. Plans to train all central office personnel on the system/individual school(s) safety plans.
- IX. Plans to train professional school/support personnel at individual schools in the implementation of the system safety plan.

INDIVIDUAL SCHOOL SAFETY PLAN SUGGESTED FORMAT

Staff from each individual school assisted by a cadre of personnel from the community should develop a plan unique to the circumstances surrounding that school. No one single plan can describe or offer solutions to the needs of all schools. It is imperative that an individual plan be developed to reflect the resources and needs of each school.

INDIVIDUAL SCHOOL SAFETY SUGGESTED PLAN FORMAT

- I. List of comprehensive school safety planning committee members with addresses, telephone numbers, and titles. Committee members should include representatives from school professional/support personnel, parents, students, community agencies/organizations, medical services, law enforcement agencies, government, etc.
- II. An introduction and “Statement of Commitment” to School Safety.
- III. The following information identifiable by school/school system and in the order listed:
 - School floor plans clearly indicating evacuation routes to safe areas.
 - Emergency contact information (telephones, beepers, etc.).
 - School Crisis Team Members, their roles and responsibilities.
 - List of emergency supplies and their locations.
- IV. The needs assessment instrument (pp. 7-43) in the following areas:
 - Prevention and Curriculum.
 - Buildings and Grounds Security.
 - Communications.
 - Available Safety Information.
 - Supervision of Students.
 - Training for Staff, Students, Parents, and Others.
 - Crisis Management Plan/Team.
 - Athletics/Extracurricular Activities Venue.
 - Recovery.
- V. Specific procedures in order of sequence or priority that school personnel will follow or implement in each category listed above to ensure a comprehensive approach to safe school planning.

VI. Specific procedures in order of sequence or priority that school personnel will follow during identified emergencies that appear to be relevant to the school including, but not limited to, the following:

<ul style="list-style-type: none"> ◆ Abduction. ◆ Air disasters. ◆ Animals in the school. ◆ Bomb threat. ◆ Catastrophic/communicable illness. ◆ Chemical spills. ◆ Death of student/staff or other school-related persons. ◆ Distribution of medications. ◆ Drugs. ◆ Earthquake. ◆ Emergency action plan for teachers. ◆ Emergency evacuation. ◆ Emergency kit. ◆ Explosions. ◆ Field trips. ◆ Fights/disruptions. ◆ Fire drills. ◆ Fire. ◆ Flood. ◆ Gas leak. ◆ Hostage. 	<ul style="list-style-type: none"> ◆ Intruder. ◆ Irate visitors. ◆ Kidnapping. ◆ Lost/runaway students. ◆ Medical emergency. ◆ Railway derailment. ◆ Riot. ◆ Safe school check list. ◆ Serious accident on or off campus. ◆ Sexual assault. ◆ Shooting. ◆ Suicide. ◆ Triage area. ◆ Universal precautions. ◆ Utility emergency. ◆ Vandalism. ◆ Weapons. ◆ Weather. ◆ All other areas of emergency relevant to individual school.
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NEEDS ASSESSMENT GUIDELINES FOR INDIVIDUAL SCHOOL SAFETY PLANS

(COMPONENTS NEEDED PRIOR TO DEVELOPMENT OF INDIVIDUAL SCHOOL SAFETY PLAN)

- > PREVENTION AND CURRICULUM**
- > BUILDINGS AND GROUNDS SECURITY**
- > COMMUNICATIONS**
- > GENERAL SAFETY INFORMATION**
- > SUPERVISION OF STUDENTS**
- > SUGGESTED TRAINING FOR STAFF, STUDENTS, PARENTS, AND OTHERS**
- > CRISIS MANAGEMENT PLAN**
- > ATHLETICS/EXTRACURRICULAR ACTIVITIES VENUE**
- > RECOVERY**

See following pages for specific information on each component.

**PREVENTION
AND
CURRICULUM**

PREVENTION AND CURRICULUM

Use the information below to assess the strengths of your school in the area of prevention and curriculum.

School Climate

- Has a school climate survey been administered in the last two years?
- Have results been evaluated? How were results used?
- Is there a formal procedure for students and faculty to provide feedback regarding school climate on a regular basis?

Student/Faculty/Staff Records

- Is information on file and is it:
 - Accurate?
 - Accessible (computerized)?
 - Current?
 - Updated at regular intervals specified on the school calendar?
 - Complete with life-threatening medical facts such as the following:
 - Allergies?
 - Ongoing or chronic medical conditions (e.g., diabetes)?
 - Medications?
- Is there a current photo of each student?
- Is individual student transportation (to and from school) included (e.g., car, school bus, walker)?
- Do records clearly identify persons authorized to pick up the student in the absence of parent/guardian?
- Do procedures require that records and identification be checked prior to release of student to any person (e.g., check photo identification upon check-out)?
- If computerized records are unavailable, are records coded so that sorting can take place quickly (e.g., color codes, abbreviation)?
- Do staff/faculty records meet the same qualifications noted for student records?
- Are back-up copies of student/staff records kept at an alternate site, preferably off campus or on a laptop computer removed from the school during drills and emergencies?
- Are categorical talents/needs noted so that personnel can be easily summoned as needed (e.g., CPR)? This includes school, central office, and community resources and may include long range as well as immediate needs (e.g., counseling).
- Are there periodic parent orientation programs and frequent newsletters or bulletins disseminated to parents informing them of school safety/discipline issues, etc.?

Discipline Plan

- Does a plan exist? How often is the plan updated?
- Is the plan disseminated to all persons in writing, (e.g., students/parents)?

Discipline Plan (Continued)

- Is training provided for faculty and staff?
- Is the plan understood and implemented by all faculty/staff?
- Is the plan updated and refined periodically?
- Do students understand and respond to the discipline plan?
- Are parents aware of the discipline plan and their supporting role?
- Is the plan consistently and fairly enforced for all students?
- Are all faculty/staff visible throughout the school day to support the discipline plan?

Conflict Resolution/Peer Mediation/Mentoring Programs

- Is conflict resolution taught as a part of the curriculum?
- Is conflict resolution implemented by students?
- Is conflict resolution modeled by the faculty/staff?
- Have student leaders been identified to provide leadership in peer mediation?
- Is time permitted/arranged for peer mediation to take place?
- Is there a need to implement a teen court?
- Are mentoring programs available and utilized?
- Do mentoring programs include peer-to-peer and adult-to-student activities?

Alcohol/Drug/Violence Programs

- Are comprehensive alcohol/drug/violence prevention programs integrated into subject areas?
- Are “no tolerance” policies in place?
- Are rules enforced consistently?
- Does the school provide offenders with opportunities for counseling treatment?
- Does the school conduct regular unannounced visits to search for drugs?
- Are opportunities available for support groups as needed for students/staff?
- Are in-service opportunities available on a regular basis in these areas?

Law-Related Education

- Is law-related education implemented in all K-12 content areas through a semester credit course?

Health Education

- Have areas of safety been identified in the Health Course of Study? Is each one taught?

Science

- Has the SDE Science diskette been reviewed by all appropriate persons? Is it implemented consistently and appropriately?

Visitor Access Control

- Is there a procedure for visitor identification?
- Is training on the visitor procedure provided for all staff, students, and parents?
- Is the visitor procedure implemented **consistently and efficiently**?
- Are signs posted at all entrances indicating that visitors should report to a designated area to sign in/out?
- Are unique (difficult to duplicate) badges given to all visitors on campus?
- Are faculty/staff alert to identified and nonidentified visitors?
- Are visitors escorted through the building if disruption is anticipated?

First Aid/CPR/Heimlich/Blood Borne Pathogens Procedures and Equipment

- Is training in CPR/Heimlich procedures provided to all persons?
- Is there an opportunity to practice these procedures during the school year?
- Are equipment/safety devices provided for use with CPR procedures?
- Is there a first aid kit in every classroom?
- Has general first aid training been provided for all teachers?
- Is a reference book readily available regarding first aid procedures?
- Are appropriate gloves readily available in order to provide first aid services to students/staff?
Some persons are allergic to latex.

Personal Safety

- Is training made available to students/staff and updated periodically?
- Is training scheduled with regularity, but at least once a year?
- Are films, updates, speakers, and demonstrations, when appropriate, provided periodically?
- Are staff/students informed of current problems in and around the school that may affect their own personal safety?

Bicycle/Bus/Pedestrian Safety

- Are arrival/departure procedures appropriate for each type of transportation?
- Are arrival/departure procedures implemented consistently for each area?
- Are buses equipped with surveillance cameras as needed?
- Do adult monitors ride on buses for extra assistance?
- Do a sufficient number of staff members supervise loading/unloading procedures?
- Are there assigned seats on the buses if needed?
- Are bus drivers included in all related school safety in-services provided by the school system?
- Are there procedures to recall bus drivers during school hours to transport students to an alternative site during an emergency?
- Is training provided for all staff, students, and parents?
- Are teachers trained as bus drivers to transport students/personnel to an alternative site when needed?

Community Assistance

- Have community assistance possibilities been assessed?
- Are community support services already documented?
(Examples: counseling services, health services, clinics, hotlines, self-help groups, law enforcement, social services, and bilingual/bicultural resources)

Student Identification Plans/Procedures

- Is there a daily plan to identify students who belong at school?
- Are there specific and appropriate procedures to identify students, faculty, and other chaperones on field trips?
- Are there identification procedures to be implemented during crisis events?
- Are students, parents, and other persons trained in using the identification process?
- Is picture identification required for all students/staff? Are they updated annually?
- Are medical records including a recent photograph available on buses during school trips?

Suggested Lockdown Procedures

Lockdown procedures should identify the steps staff members should follow when an immediate threat occurs to the safety of students and staff members.

- Is there a code to announce a schoolwide lockdown?
- Is there a procedure for office staff, teachers, administrators, and custodians to use when a lockdown occurs?
- Is there a procedure to lock classroom doors, windows, and entrances to the school?
- Is there a procedure for contacting law enforcement agencies for assistance about the threat?
- Is there a procedure to announce when a situation has been neutralized?
- Is there a procedure for portable classrooms, if applicable, to have communication devices to report to the office?
- Are signs posted for visitors to report to the office when entering the school building?

**BUILDINGS AND
GROUNDS SECURITY**

BUILDINGS AND GROUNDS SECURITY

Each faculty member should be assigned the responsibility to walk through the building and note any questions/concerns that he/she has for safety. Specifically, each faculty member should carefully assess all areas assigned to him/her. This includes extracurricular activities and areas both inside and outside the school building.

To assist in this procedure, the following list might be utilized. Other topics should be included as appropriate.

Alarm System

- Are fire, severe weather, stranger in the building, and other alarms established? Understood by all?
- Do all rooms have audible alarm systems?
- What is the backup to audible alarms during power failure?
- Is the backup alarm used during drills?

Playground and Playing Areas

- Are fences present and appropriately repaired as needed?
- Is the playground free of traffic during the school day?
- Is playground equipment safe for all students to use?
- Are playgrounds inspected for safety on a regular basis?

School Location, Traffic Patterns, and Protective Barriers

- Are there written rules for traffic during student arrival and departure times?
- Are these rules implemented consistently?
- Are all rules disseminated to students, faculty, and parents?
- Are faculty members available and visible during student arrival and departure times?

Parking Lot/Exterior Lighting/Exterior Pay Phones

- Is there sufficient lighting for day/night activities in all areas of the campus?
- Are surveillance cameras placed in parking lot as necessary?
- Are there a sufficient number of speed bumps placed where needed?
- Do students have assigned parking areas?
- Are parking lots monitored as needed?
- Do students receive parking decals (should be difficult to duplicate)?
- Has a parent patrol been considered for arrival and departure of students who drive?

Visual Access Inside and Outside

- Are all buildings that comprise the school identified?
- Are all hallways supervised?
- Are surveillance cameras/recorders available for each hallway/stairwell or other areas that may be hidden?
- Are mirrors placed in areas to access visibility around corners?
- Are pay-telephone usage rules explained/implemented by students/staff consistently?

Limitations of Building Design

- Are all hallways supervised?
- Are separate buildings utilized?
- Is the location of each separate classroom designated by a school floor plan?
- Is each separate building identified with appropriate numbering/letters?
- Is each separate building equipped with the same safety features and equipment as the main building?
- Do plans to build new schools or remodel existing schools include a study of known safety features other than those required by building codes?

Exits

- Do all exit doors open to the outside?
- Are all exit doors locked during the day?
- Are exit doors marked with appropriate signs?
- Do exit doors have panic bars on the inside of each door?
- Are all panic bars in working order?
- Are there any doors with chains?
- Are there window security needs such as broken panes, etc.?
- Is there a fire exit for second and more stories of any building with multiple stories?

Fire Extinguishers/Fire Alarms

- Are fire extinguishers appropriately located and available?
- Are fire extinguishers recharged as needed? Overcharged, as well as undercharged, fire extinguishers can be dangerous.
- Is all staff knowledgeable of how to use fire extinguishers?

Electrical Safety and Appropriate Machinery/Equipment Use **Check Occupation Safety and Health Act (OSHA)**

- Are air conditioners and other outside equipment enclosed in locked fences/buildings?
- Are extension cords appropriately used?
- Does all school science laboratory equipment meet appropriate standards?
- Are appropriate procedures utilized in the science laboratory?

Electrical Safety and Appropriate Machinery/Equipment Use (continued)

- Are safety devices consistently utilized in vocational programs?
- Are school lunchrooms free of hazards?
- Are there dates noted on the school calendar for the areas related to this topic to be reviewed?

Signs/Directions to Safety Areas

- Are all exit lights in operating order?
- Are signs erected with arrows/visual indicators for safety areas in the building?
- Are drug-free/gun-free zone signs posted at all entrances of campus/buildings?
- Are visitor entrance procedures posted at all entrances?

Hall Passes

- Do hall passes include name of student, teacher, date, time, and destination?
- Are passes unique/difficult to duplicate?
- Are hall monitors available at all times?
- Are sign-in/sign-out forms to record students who received hall passes used in each classroom, recording the time in/out and name of the student?

Security

- Are keys to all areas locked in a central location and easily accessible in an emergency?
- Are keys collected from employees when they retire/resign/are dismissed?
- Are keys only distributed to staff who have a demonstrated need? Are they collected at the end of each school year?
- Is there an alarm system installed?
- Are all records placed in a secure place at the end of each day?
- Is information relating to preserving the crime scene given to all staff?
- Is there a plan to immediately cover graffiti on school property after proper investigation/photographs have been made?

COMMUNICATIONS

COMMUNICATIONS

Communications

- Does the existing intercom system permit two-way communication?
- Is there a sufficient number of walkie-talkies, beepers, and/or cellular telephones provided for faculty and staff? (Check with your local law enforcement agencies regarding use of each because these items **can** detonate a bomb. Seek help and advice. Then, inform students and staff.)
- Do the fire/severe weather alarm procedures cover all buildings?
- Can alarms be heard?
- Is there a back-up for the alarm during power failure?
- Is the back-up procedure practical during drills?
- Is there a method for alerting staff for other emergencies such as strangers in the building, lock-down procedures, etc.?
- Are fire/weather alarms too similar or are they very distinctly understood?
- Is a telephone line installed and utilized just for the purpose of emergencies? Is the telephone number known only to applicable personnel?
- Are sufficient computers, faxes, and e-mail capabilities available to serve emergencies?
- Are there portable computers, faxes, etc.? Are batteries kept charged?
- Are there sufficient bullhorns available to use inside and outside the building at the same time? Are battery-powered bullhorns available and are batteries kept charged?

**GENERAL
SAFETY INFORMATION**

GENERAL SAFETY INFORMATION

- Are fire drill evacuation charts updated, posted, and reviewed with all the staff?
- Are fire drills practiced every month?
- Are severe weather evacuation charts updated, posted, and reviewed with all the staff/students?
- Are weather drills practiced on a regular basis?
- Are there distinctive codes for fire/weather alarms? Are backup procedures in place for power failures? Are back-up procedures practiced?
- Are early dismissal procedures developed and distributed to students, staff, parents, and the community?
- Do all evacuation plans/codes include methods for managing students with disabilities and/or students with limited English proficiency?
- Are alternative shelters designated off campus in case of immediate evacuation from the school?
- Are emergency codes/signals to alert the staff developed/communicated for all types of emergencies?
- Are communication (telephone) trees for all staff updated and distributed on a regular basis?
- Is there an accountability system in place for students? Are teachers required to keep lists of students in their class at all times?
- Are community evacuation plans that include the school shared with all staff/students (e.g., nuclear evacuation plan, chemical spill)?
- Are all areas of the campus adequately monitored by adults at all times (e.g., before school, hallways, stairwells, gymnasiums, and after school programs)?

**SUPERVISION
OF
STUDENTS**

SUPERVISION OF STUDENTS

- What responsibilities are assigned to school personnel for supervising students? Are rules written and distributed?
- What methods are employed to supervise students when it becomes necessary for a teacher to leave the room?
- What methods are employed for movement of selected students to special areas when other students are in their regular classrooms (e.g., physical education, Title I, restrooms)?
- Do teachers carefully monitor hallways during change of classes (listening as well as watching)?
- Are all areas currently monitored?
- Is each area monitored: hallways, play areas, classrooms, labs, early dismissals, cafeterias/auditoriums, restrooms, gymnasiums, and all other areas?
- Are there specific rules governing field trips beginning with permission slips and ending with the students' return to base and/or their parents? This should include permanent nametags, medical records, and telephone numbers of parents at work and home.
- When teachers leave the classroom, do they consistently take with them current class rolls?
- Are substitute teachers/assistants required to attend orientation for all related safety information before they enter a classroom? A short videotape could assist here.
- Are there written duty rosters for all personnel?

**SUGGESTED TRAINING FOR
STAFF, STUDENTS, PARENTS,
AND OTHERS**

SUGGESTED TRAINING FOR STAFF, STUDENTS, PARENTS, AND OTHERS

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

Prevention and Curriculum

- Code of conduct.
 - Discipline plan.
 - Conflict resolution.
 - Anger reduction.
 - Peer helping.
 - Peer mediation.
 - Peer mentoring.
 - Student assistance programs.
 - Signs/symptoms of drug/alcohol/tobacco use.
 - Emotional and behavioral warning signs.
 - Visitor access to the building.
 - Stranger safety.
 - First aid.
 - CPR.
 - Heimlich.
 - Blood borne pathogens.
 - Gang awareness.
 - Community resources.
 - Law-related education (K-12).
 - Health Course of Study.
 - Science diskettes (K-12).
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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.
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Communications

- Use of equipment.
 - Two-way intercoms.
 - Walkie-talkies.
 - Bullhorns.
 - Computers.
 - Fax machine.
 - Pager.
 - Surveillance cameras.
- Overall security measures.

General Safety

- Dismissal procedures during an emergency.
- Dismissal procedures during a non-emergency
- State laws, state board/local board policies relating to safety.
- Telephone trees.
- Shelter plan if school is designated as a 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.

Crisis Management Team

- Crisis response team members (telephone numbers, beepers, cellular telephones, etc.).
- Roles/responsibilities/chain of command.
- Mock crisis.
- Community resources including media, law enforcement, social services, etc.
- Legal issues.
 - En loco parentis.
 - Confidentiality.
 - Liability.
- Emotional/behavioral warning signs.

Recovery

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

**INDIVIDUAL SCHOOL
CRISIS MANAGEMENT PLAN**

STEPS TO DEVELOP AN INDIVIDUAL SCHOOL CRISIS MANAGEMENT PLAN

- Select Crisis Management Team members. The team should include an administrator, school resource officer, teachers, counselors, support staff, nurse, parents, etc. This team consists only of school personnel and should not be confused with the school safety planning committee, which involves community persons.
- Designate roles and responsibilities for each member of the Crisis Management Team.
- Develop a “chain of command.” Decide who will be in charge at each school site.
- Develop clear and consistent policies and procedures.
- Have school attorney review crisis response procedures and forms.
- Develop the necessary forms and information sheets to be distributed.
- Establish a law enforcement liaison. Designate one person from the school with whom law enforcement can communicate.
- Establish a media liaison and identify suitable facilities where reporters can work and news conferences can be held. Ask law enforcement personnel to direct reporters to the designated facilities.
- Designate a parent liaison (preferably two to three people, including law enforcement) to give accurate and updated information on a timely basis.
- Establish a working relationship with persons in community health agencies/medical services, social services, and other school personnel (counselors), etc., that can be contacted in case of an emergency.
- Set up communication (telephone) trees for school and outside liaisons.
- Plan to make space/food/facilities available for service providers/students involved in crisis management.
- Develop a plan for emergency coverage of classes.
- Develop a plan for traffic control. Streets must be kept clear for emergency vehicles.
- Establish a code to alert staff of the type of crisis, which can be used over the public address system without unduly alarming the student body.
- Hold a practice “crisis alert” session. Prepare staff members for their roles/responsibilities through role-playing.
- Hold an annual in-service meeting on general crisis intervention for **all** school staff.
- Train crisis management teams on a timely basis with continuous changes/updates as they may occur.
- Revise plan as needed on a continuing basis.

**ATHLETIC/EXTRACURRICULAR
ACTIVITIES VENUE**

ATHLETIC/EXTRACURRICULAR ACTIVITIES VENUE NEEDS ASSESSMENT

Venue Equipment or Supplies

- Is each practice or game venue equipped with at least one cellular phone?
- Does each practice or game venue have a minimum of one telephone landline that is available and accessible? (Interview, Observe)
- Does each game or practice venue have immediate access to ice? (Interview, Observe)
- Is each athletic game or practice venue equipped with at least one weather radio? (Interview, Observe)
- Is each venue equipped with at least one metal detector wand?
- Is each game venue equipped with at least one bullhorn?
- Is each school bus used for an athletic or extracurricular event equipped with a two-way communication device?
- Is all emergency and/or communication equipment operational? (Interview, Observe)
- Is each school bus equipped with a basic first-aid kit and blood borne pathogens kit? (Interview, Observe)

Safety Plans and Procedures

- Does each coach/sponsor have immediate access to the **Emergency Plan Quick Reference Card** that has been developed for each individual team and/or athletic game or practice venue?
- Does each coach/sponsor keep up-to-date pertinent medical information on players, students, and staff and have 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?
- Does each coach/sponsor have immediate access to the **Safety Plan** that has been developed for each individual team and/or athletic game or practice venue?
- Does each coach/sponsor have immediate access to the **Emergency Medical Treatment Manual** that has been provided for each individual team and/or athletic game or practice venue? (Interview, Observe)

- Is each coach/sponsor familiar with **Emergency Procedures for Miscellaneous Incidents** that have been provided for each individual team and/or athletic game or practice venue? (Interview, Observe, Document)

Emergency First-Aid/Trauma Kit

- Does each athletic team have immediate access to a well-equipped first-aid or trauma kit?
- Does each coach/sponsor keep accurate documentation and inventory records of emergency supplies and/or equipment? (Interview, Observe)
- Does each coach/sponsor keep all medications and/or first-aid supplies and equipment in a locked and secure location that is accessible when needed?
- Does each athletic venue first-aid or trauma kit include, at a minimum, the following items: (Interview, Observe)

Cellular phone	Airway kit	Ammonia capsules	Baggies
Band-aids	Blanket	Blood pressure cuff	Cervical collar
CPR mask	CPR prompter	Cold packs	Crutches
Eye wash	Flashlight	Gauze	Gloves (Latex or Non-Latex)
Glucose gel	Hand sanitizer	Hydrogen peroxide	Ipecac
Neosporin	Pen light	Saline rinse for wounds	Save-a-tooth kit
Scissors (bandage)	Screw driver	Slings	Spine Board
Splints	Sterile sheet	Stethoscope	Tape (bandage)
Trainer's Angel (Helmet Removal)	Tweezers	Pre-existing student medical information	Pre-existing staff medical information

Optional Supplies

Automated external Defibrillator	Inhaler (Ventolin)	Sam splint (Universal)	Suture supplies: Laceration tray Xylocaine (plain 2% 3-0 Ethilon suture Sterile gloves Epi-Pen
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Staff Training and Certification

- Do all coaches, sponsors, directors, etc., at a minimum, receive first-aid training and certification?
- Do all coaches, sponsors, directors, etc., at a minimum, receive CPR training and certification?
- Does each coach/sponsor adhere to the school system's reporting procedures following an incident that involved violence and/or injury? (Interview, Observe)
- Does each game venue or event have a minimum of two legally authorized security officers in attendance?
- Are legally prescribed written orders obtained from a certified physician before the use of invasive medical treatment? (Interview, Document)

RECOVERY

RECOVERY

- Follow-up with faculty/staff/students in appropriate settings.
 - Allow ventilation and discussion.
 - Convey accurate and complete information.
 - Devise plan of action or response.
- Identify local, state, and national support networks.
- Identify students at risk of delayed emotional response.
 - Allow ventilation and discussion.
 - Identify and acknowledge feelings.
 - Convey safety/security measures.
 - Arrange referrals as necessary.
- Follow-up with parents/community.
 - Convey accurate and complete information.
 - Arrange support groups as needed.

RESOURCES

SUGGESTED ROLES AND ASSIGNMENTS DURING SCHOOL EMERGENCIES

- Person(s) assigned to call 911 and contact other emergency personnel utilizing list prepared in advance.
- Persons trained in CPR and first aid to report immediately to the site of the emergency with appropriate supplies. In case of a school emergency, at the appropriate time these persons should report to the site pre-established to serve as a triage center.
- Persons assigned to go immediately to the hospital or other places where 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.
- Person to develop and deliver reports to the media on a scheduled basis. Such reports should be made in cooperation with law enforcement personnel when possible.
- Persons to develop and deliver reports to parents on a scheduled basis. Such reports should be made in cooperation with law enforcement when possible.
- Persons assigned to operate the telephones and other communication links.
- Persons to provide identification for the seriously injured or deceased. They should provide nametags and medical records for the injured as quickly as possible.
- Persons to direct traffic and keep lanes clear for emergency vehicles.
- Persons to notify parents/guardians and other school administrators.
- Persons to perform other roles determined to be relevant based upon school needs.

EQUIPMENT/SUPPLY LIST

- Battery-type bullhorn(s) for use inside and outside the building.
- Two-way intercom to each school area or alternative system of communication.
- Laptop computer with modem and charged battery or cables to hook to car lighter.
- Fax machine.
- Portable telephone, cellular telephone.
- Walkie-talkies or other radios.
- First-aid kits for school office, individual classrooms, and other areas occupied by students and staff.
- Office emergency kits-one or more for school office with the following items: class rolls; telephone directory; student and staff medical records; telephone numbers for parents/guardians at work and home; list of persons permitted to check students out of school.
- Classroom emergency kits with above items plus class work/games for students during waiting time.
- Caller identification device for school office telephone; *69 return call for further identification.
- Flashlights and other auxiliary lighting.
- Rubber gloves available to all school personnel.
- Name tags (stick-on type) to place on students or staff as needed.
- Teacher identification nametags, ribbons, or orange/yellow vests to be worn during emergencies.

SUGGESTED OUTLINE FOR EMERGENCY TELEPHONE LIST

Telephone Numbers of Board of Education Administration Offices.

Central Office

NAME	HOME TELEPHONE	OFFICE TELEPHONE	FAX
Superintendent			
Coordinator of Administrative Services			
Custodian of Funds			
Coordinator of Pupil Personnel Services			
Coordinator of Special Services			

Bus Shop and Maintenance

NAME	HOME TELEPHONE	OFFICE TELEPHONE	FAX
Coordinator of Auxiliary Services			
Maintenance Supervisors			
Transportation Director			

Instructional Center

NAME	HOME TELEPHONE	OFFICE TELEPHONE	FAX
Coordinator			
Vocational Director			
Testing Coordinator			

Health Services

NAME	HOME TELEPHONE	OFFICE TELEPHONE	FAX
Health Services Director			
Nurse			
Nurse			
Coordinator of Pupil Personnel Services			
Coordinator of Special Services			

Technology Center

NAME	HOME TELEPHONE	OFFICE TELEPHONE	FAX
Coordinator			
Co-coordinator			

SUGGESTED AGENCIES FOR WHOM EMERGENCY TELEPHONE NUMBERS ARE NEEDED

Emergency Community Services Agency

NAME	HOME TELEPHONE	OFFICE TELEPHONE	FAX
Emergency Service			
Alabama State Troopers			
County Emergency Management Team			
Police Department			
Fire Department			
County Sheriff Department			
County Fire Department			
American Red Cross			
Crisis Center			
Medical Center/Hospital			
Poison Control Center			
Animal Control Unit			
Human Resources			
Safe School Hot Line	1-800 SAVE KIDS		
Volunteer Fire Departments			
Surrounding Boards of Education			
Contacts:			

SUGGESTED ASSIGNMENTS FOR CENTRAL OFFICE PERSONNEL

Central Office Personnel Assignments.

<u>Incident Command Post</u>	<u>Parent Area</u>
1. Superintendent/Designee 2. 3. 4.	1. 2. 3 4.
<u>School Command Post</u>	<u>Shelter Area</u>
1. Principal 2. 3. 4.	1. 2. 3 4.
<u>Triage Area</u>	<u>Shelter Transportation</u>
1. 2. 3. 4.	1. Bus Supervisor 2. 3 4.
<u>Hospitals</u>	<u>Other Available Personnel</u>
1. 2. 3. 4.	1. 2. 3 4.
<u>Media Area</u>	
1. Superintendent/Designee 2. 3. 4.	1. 2. 3 4.

SUGGESTED ASSIGNMENTS FOR SCHOOL PERSONNEL

School Personnel Assignments Crisis Response Team

<u>Incident Command Post</u>	<u>Media Area</u>
1. 2. 3. 4.	1. 2. 3 4.
<u>School Command Post</u>	<u>Parent Area</u>
1. 2. 3. 4.	1. 2. 3 4.
<u>Triage Area</u>	<u>Shelter Transportation</u>
1. 2. 3. 4.	1. 2. 3 4.
<u>Runners</u>	<u>Hospital</u>
1. 2. 3. 4.	1. 2. 3 4.
<u>Extra Resources</u>	
1. 2. 3. 4.	1. 2. 3 4.

*Designated team leaders.

**Floater

**SUGGESTED FORMAT FOR LISTING SCHOOL STAFF/PERSONNEL
FOR INDIVIDUAL SCHOOLS**

SCHOOL	HOME TELEPHONE	OFFICE TELEPHONE	FAX
School Principal _____ Assistant Principal _____ Counselor _____ Custodian _____			
School _____ Principal _____ Assistant Principal _____ Counselor _____ Custodian _____			
School _____ Principal _____ Assistant Principal _____ Counselor _____ Custodians _____			
School _____ Principal _____ Assistant Principal _____ Counselor _____ Custodians _____			
School _____ Principal _____ Assistant Principal _____ Counselor _____ Custodians _____			

TEAM DIRECTIONS

Essential facts that each team should prepare for/include:

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

MATERIALS NEEDED

- Large nametags describing each team member's role (e.g., "principal," "counselor").
- Notepads, pens, and pencils.
- Outline of notes, based on your school's crisis response plan, or the actual plan.
- Assigned roles with duties for each team member.
- School's emergency kit.

DECISIONS CHECK LIST

Communications:

- Who will be notified?
- Do you have the emergency numbers of persons to be notified?
- What methods will members of the group use for communication?
- Will you set up a School Command Post?
- Will you send team members to the hospital? 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 who will be 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 children? What process will be required?
- Will only this school be dismissed, or will **All** district schools be dismissed?
- How will the staff keep track of how students were transported home?
- What will you do with students who do not ride buses and have no other ride home at that time of day?
- Will buses lead as usual into the pickup area, at the shelter, or at the evacuation site?

Media:

- What is your team plan to deal with the media? Who is to be the spokesperson?
- Where will the media be assigned a designated area? They should not move about at will.
- 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?

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?
- 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?

KEY PERSONNEL FOR MANAGEMENT AREAS

Team Leaders must be trained in each of the management areas. Each Team Leader will be responsible for providing leadership in his/her designated areas. 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 LEADER

- The 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.
- The Team Leader will meet with the emergency personnel and must remain in the designated area until he/she is released by the Incident Commander.
- Pertinent information and equipment 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 LEADER

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

TRIAGE AREA LEADER

- The 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, the 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 LEADER

- The Team Leader in the Parent Area will be responsible for communicating with parents as to the status of their children.
- The Team Leader must also make provisions to reunite injured children with their parents as soon as possible. No parents will be able to be reunited with their child until all children are accounted for. Then, an organized and preplanned process will be used.
- Law enforcement will also be in this area to assist in a variety of ways.

MEDIA AREA LEADER

- The 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.
- The Team Leader is in charge of the Media Area until the system media spokesperson (Community Relations Director) is present at the site.
- All information pertaining to the disaster 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 superintendent or the building principal.
- Medical information will be released by the hospital or at the discretion of the superintendent or building principal.
- Individual student and staff interviews should be discouraged.

AREA HOSPITAL LEADERS

- In the event that the scope and nature of the injuries of students and/or faculty warrant transportation to area hospitals, the central office personnel assigned to the hospital will be responsible for all official communication between the School Command Post and the hospital.
- In case of a large disaster with many injuries, several medical facilities should be accessed according to preplans.
- No information should be released to the media by school personnel without prior approval.
- The media should expect hospital personnel to provide specific medical information.

FLOATERS

- Floaters are individuals who must have the ability to move around the disaster 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, faculty, and staff to the School Command Post.
- All student and faculty information must be considered extremely CONFIDENTIAL and must be treated delicately. 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 to appropriate family members 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. Runners will carry this information to the School Command Post.
- Classroom Teachers must remain with their students at all times and must be prepared to remain with their students until the last student is released.
- Classroom Teachers should have planned activities to help the students remain calm and 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.
 - Providing counseling staff with the names of students or teachers who have an immediate need to talk with a counselor.
 - Knowing the location of all people at the shelter.
 - Knowing the support personnel in the shelter site.
- Local law enforcement, Red Cross, LODAC, and counseling personnel from within the school system will give additional support at the Shelter.