

District / School Safety Planning Worksheet

This worksheet is meant to be used by district or school teams as they meet to begin their EOP/Safety Plan development process.

Participants discuss the proposed plan, and gather notes to be used in developing the 'final' safety plan.

For more detailed information and resources, visit the OSPI School Safety Center page
<http://www.k12.wa.us/SafetyCenter>



Basic Plan Work Sheets

- **Introductory Material**

- Cover Page includes the title of the plan, a date, and the school(s) covered by the plan.
- Signature Page contains a signed statement formally recognizing and adopting the school EOP. It gives both the authority and the responsibility to school officials to perform their tasks before, during, or after an incident, and therefore should be signed by the school administrator or another authorizing official.
- Approval and Implementation Page outlines its applicability, and indicates that it supersedes all previous plans. It includes a delegation of authority for specific modifications that can be made to the plan and by whom they can be made without the school administrator's signature. It also includes a date and should be signed by the authorized school administrator.
- Record of Changes for each update or change to the plan should be tracked. At a minimum: the date of the change, the name of the person who made the change, and a summary of the change.
- Record of Distribution indicates the title and the name of the person receiving the plan, the agency to which the recipient belongs (either the school office or, if from outside the school, the name of the appropriate government agency or private-sector entity), the date of delivery, and the number of copies delivered.
- Table of Contents is a logically ordered, clearly identified layout of the major sections and subsections of the plan that will make finding information within the plan easier.

My NOTES

- [Purpose and Situation Overview](#)
 - The Basic Plan’s purpose is a general statement of **what** the school EOP is meant to do. The statement should be supported by a brief synopsis of the Basic Plan and annexes.
 - The Situation Overview section explains **why** a school EOP is necessary:
 - The threats and hazards that pose a risk to the school, and
 - Dependencies on parties outside the school for critical resources.

NOTES

- Concept of Operations

- The Concept of Operations section gives an overall picture of how the school will protect students, staff, and visitors. For example, it should:
 - Identify those with authority to activate the plan (e.g., school administrators);
 - Describe the process to coordinate with all appropriate agencies, boards, or divisions within the jurisdiction;
 - Describe how plans take into account the architectural, programmatic, and communication rights of individuals with disabilities and others with access and functional needs;
 - Identify other response and support agency plans that directly support the implementation of this plan (e.g., city or county EOP, school EOPs from schools co-located on the campus);
 - Explain that the primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property;
 - Explain that the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and

Explain that the primary purpose of actions taken after an emergency is to recover from its impact on life or property.

NOTES

- [Organization and Assignment of Responsibilities](#)
 - Provide an overview of the broad roles and responsibilities of school staff, families, guardians, and community partners (e.g., first responders, local emergency managers, public and mental health personnel), and of organizational functions during all emergencies.

NOTES

- [Direction, Control, and Coordination](#)
 - Provide the framework for direction, control, and coordination activities. Include the following:
 - The ICS structure as used by the school;
 - The relationship between the school EOP and the district, or the broader community's emergency management system; and
 - Who has control of the equipment, resources, and supplies needed to support the school EOP

NOTES

- [Information Collection, Analysis, and Dissemination](#)
 - This section addresses the documentation of information in the successful implementation of the activities that occur before, during, and after an emergency.

NOTES

- [Training and Exercises](#)

- This section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school

NOTES

- [Administration, Finance, and Logistics](#)
 - This section covers support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan.

NOTES

- [Plan Development and Maintenance](#)

- This section describes the overall approach to planning and the assignment of plan development and maintenance responsibilities. It describes the planning process, participants in that process, and how development and revision of different sections of the school plan are coordinated before an emergency;
- It assigns responsibility for the overall planning and coordination to a specific position or person, and provides for a regular cycle of training, evaluating, reviewing, and updating of the school EOP.

NOTES

- [Authorities and References](#)

- This section provides the legal basis for emergency operations and activities, and includes the laws, statutes, ordinances, executive orders, regulations,
- Formal agreements relevant to emergencies; and
- Provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

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Functional Annexes Work Sheets

Evacuation

How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations. How to evacuate when the primary evacuation route is unusable. How to evacuate students who are not with a teacher or staff member. How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

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Accounting for Students and Staff

How staff will determine who is in attendance at the assembly area. What to do when a student, staff member, or guest cannot be located. How staff will report to the assembly supervisor. How and when students will be dismissed or released.

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Lockdown

How to lock all exterior doors, and when it may or may not be safe to do so. How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action. What to do when a threat materializes inside the school. When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).

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Shelter-in-Place

How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services. How to move students when the primary route is unusable. How to locate and move students who are not with a teacher or staff member. What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water). Consider the need for and integration of “safe rooms” for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.

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Reunification

How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification. How to verify that an adult is authorized to take custody of a student. How to facilitate communication between the parent check-in and the student assembly and reunion areas. How to ensure students do not leave on their own. How to protect the privacy of students and parents from the media. How to reduce confusion during the reunification process. How frequently families will be updated. How to account for technology barriers faced by students, staff, parents, and guardians. How to effectively address language access barriers faced by students, staff, parents, and guardians. –

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Recovery

How to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

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Communications

How to communicate and coordinate during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

NOTES

Threats & Hazards Work Sheets

The threat- and hazard-specific sections describe situations and actions unique to particular threats and hazards which your district or school identify. Actions already outlined in the previous functional annex do not need to be repeated in a threat- or hazard description. Just reference the action.

Develop the sections here based on your prioritized list of threats and hazards determined in the assessment process from your Basic Plan.

Sample, typical types of threats and hazards:

Natural Hazards	Technological Hazards	Biological Hazards	Adversarial, Incidental, and Human-caused Threats
Earthquakes; Tornadoes; Lightning; Severe wind; Hurricanes; Floods; Wildfires; Extreme temperatures; Landslides or mudslides; Avalanche; Tsunamis; Volcanic eruptions; Lahar flow; Winter precipitation; Dangerous animals on campus;	Explosions or accidental release of toxins from industrial plants; Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills; Hazardous materials releases from major highways or railroads; Radiological releases from nuclear power stations; Dam failure; Power failure; Water failure; Other	Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i> , and meningitis; Contaminated food outbreaks, including Salmonella, botulism, and <i>E. coli</i> ; Toxic materials present in school laboratories; Other	Fire; Active/Rampage shooters; Criminal threats or actions; Harassment; Bullying; Gang violence; Bomb threats; Domestic violence and abuse; CSEC/Trafficking; Cyber attacks; Suicide; Bus accidents; Kidnapping/missing student; Other