PEERLESS!

Guidelines for School Emergency Planning

"Planning Effective Emergency Response Leaves Every School Safer!"

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INTRODUCTION

Creating and maintaining safe learning environments are everybody's business. While schools remain among the safest places for our students, one incident, whether from natural disasters, technological hazards, or acts of violence disrupts learning and inflicts trauma on students, family, responders, school personnel, and the community in general.

Utah State Code 53A-3-402 (17) requires school boards to adopt and implement comprehensive emergency response plans. It also assigns the State Board of Education the task of developing emergency response plan models that can assist the local school boards. In the spirit of service and cooperation, the Utah Division of Comprehensive Emergency Management (CEM) has prepared this planning guideline to assist these organizations in fulfilling their responsibilities.

Many emergency planning models currently exist and most of them are available. One model recently developed by the state of New York is especially noteworthy and is the primary source for the guidelines presented herein. CEM and the local emergency managers also stand ready to assist school districts to develop community-based Emergency and readiness and response plans.

The basic approach for this planning guideline is multi-hazard. While violence is a pervasive threat and garners headlines in the media, other disasters can be even more traumatic and disruptive (the Ogden elementary school fire in 2001, for example). This approach emphasizes the need for emergency planning, establishes a basic emergency plan that is common to all disasters and emergencies, and specifies those actions that are unique to the various events.

Emergency planning is just one component of a comprehensive, cohesive safe schools program. It must also include prevention, intervention, and recovery. Prevention, intervention, and recovery have psycho-social components that may require the resources of the local school, the school district, the community, and may include resources from the state and federal governments. These components, plus emergency readiness and response must be included if a school emergency plan is to fully address the potential hazards facing our communities. Recovery has a number of components, but includes the critical plan for service continuity/service resumption. The concepts of service continuity and have been largely ignored by many public organizations. These planning guidelines address that aspect of recovery.

INFORMATION ABOUT SCHOOL EMERGENCY PLANNING

The State of Utah Code requires that school emergency plans be prepared at the district level. It is also critical that school building-level plans be formulated using the district plans as guidelines with local conditions, special situations, and local community emergency response agencies being taken into consideration. This is especially important in the majority of Utah school districts as they encompass several local jurisdictions, each of which may have differing resources and standard operating procedures (SOPs).

While code requires the plans to be developed by the school board, it is clear that school district personnel must carry the burden of the effort for the district-wide implementation of school emergency plans. Building-level personnel must also carry the burden of the local plans.

School boards are required to "certify to the State Board of Education that its plan has been practiced at the school level and presented to and reviewed by its teachers, administrators, students, and their parents and local law enforcement and public Emergency representatives" by July 1 each year. (53A-3-402 (17) (e))

It is recommended that a district-wide planning team develop a cohesive and comprehensive Emergency plan that encompasses all aspects of safe schools – prevention, intervention, emergency readiness and response, and recovery. The building-level planning team should include the principles and information from the district plan and make adaptations bases on the local community variations.

The **district-wide planning team** should consist of at least one representative from each of the following: school board, school district, parent organization, local emergency manager (city or county as applicable), local emergency responders (city or county as applicable), and other school personnel.

The **building-level planning team** should consist of at least one representative from each of the following: district staff, district transportation, school administrator, teacher(s), custodial staff, school nurse or counselor/psychologist, parent organization, school resource officer (if applicable), local law enforcement, local fire services, public works, local manager, student (if practicable), and other local resources that might be relevant such as Red Cross or other volunteer organizations.

GUIDELINES FOR DEVELOPING SCHOOL EMERGENCY PLANS

The district-wide school emergency plan provides the framework for a school district to identify and implement appropriate strategies for creating and maintaining a safe and secure learning environment for all school personnel. Developed by the district-wide planning team, the district's plan provides the overall guidance and direction for development of the building-level readiness and response plans for each school building within the district. While the district-wide plan covers a broad scope of activities, the individual building plans focus more directly on critical actions that must be taken to protect the Emergency of students and adults in the event of an emergency. Taken together, the district and building plans provide a comprehensive approach to addressing the various hazards and responsibilities facing Utah schools.

Ensuring that schools are a safe place for learning requires a major commitment by all citizens. The effectiveness of any emergency plan hinges on the ability of school administrators and the planning teams to assess the district's unique concerns and security needs, and to identify and implement appropriate strategies for creating and maintaining a safe school environment. These guidelines also emphasize that effective emergency planning works best when administrators, staff, student, parents, and community members undertake an honest and critical appraisal of a school's Emergency and security needs. The appraisal then must be followed by the development of a school plan that addresses the problems and needs identified by the assessment. Only then can a school Emergency plan truly meet the needs of its school community.

Data Based Planning

Recognizing the need for data in decision-making, the following are offered for your consideration in the development of school emergency plans for districts and local schools.

- **Data Collection**: What information does the school already have available? What else does the school need (internal and external sources)?
- **Data Analysis**: How can the school use this information to identify its needs?
- **Problem-solving**: Based on the data, can the school identify what it needs to do?
- **Implementation**: Based on the research, what strategies are available that would be useful to the school community and address the identified needs?
- **Collaboration**: How will have the community resources been integrated in the planning process such as law enforcement, fire, EMT, medical services, public works, human services agencies, volunteer organizations, parents, and business organizations?
- **Evaluation**: How does the school know its strategies have made a difference?

Guiding Principles for Planning

A set of guiding principles has been developed to assist districts, schools, and their planning teams in formulating both questions and answers as they undertake the planning process.

- Schools should build on what is already in place. Many school districts and school buildings have already developed excellent school emergency plans. These should be used as the foundation for revisions and updating.
- Plans should be developed through an open process with community participation. A school emergency is a community emergency and greatly impacts the community, will be responded to by the community, and should be planned for by representatives of the agencies of the readiness and response community.
- Emergency planning should be based on an assessment of data. School emergency plans will be more responsive to particular school needs when data related to the school are used as a basis for planning.
- Emergency plans should be user-friendly, easy to read, and understandable. Plans should be summarized in response checklists that school personnel, substitute teachers and other temporary individuals, and response personnel can easily read and implement.
- Emergency plans should clearly define roles and responsibilities. It is crucial that all key people know their roles and responsibilities, as well as the roles and responsibilities of others in the event of a crisis situation. Plans should also include contingency provisions to enable implementation when key individuals are unavailable or not in a position to perform their roles.
- Staff development should be included in the emergency planning process. For plans to be effective, staff and others involved individuals need to develop their knowledge and skills about the components in the plans and actions to be taken for implementing the components in appropriate situations.
- Emergency plans should be coordinated with non-public schools, where appropriate and recognize the needs of special school populations. Students and staff with disabilities, limited English-speaking students, and other special student populations should be addressed in all plans.
- Emergency plans should be continually reviewed and updated to remain current. Changes in personnel, local conditions, and other factors necessitate periodic review and updating of plans to ensure their applicability to current conditions.

Notes of Caution

Following is a list of suggestions to keep in mind when preparing district-wide and building level emergency plans.

- **Don't re-invent the wheel.** Districts and schools should build upon existing plans as well as draw upon the experiences of others who have developed and implemented effective plans.
- **Leadership is needed throughout the planning process.** School and community leadership needs to be continuously provided to build and maintain the momentum for effective planning.
- **Effective planning takes time.** The planning process must include adequate time in order to ensure broad participation and active involvement of key partners in the development of the plans.
- **Beware of "packaged products."** The temptation to seek an easy solution by purchasing or obtaining an "off the shelf", pre-packaged school Emergency plan should be avoided.
- **Consider formal agreements, if necessary.** Changes in personnel, new organizational arrangements, or other factors with the schools and/or partner agencies may necessitate formal agreements with periodic review and updates to ensure the viability of plans over time.

Planning Framework

The following framework may prove useful as planning teams prepare plans at the district and school building levels. For districts and schools that have already prepared plans, or have substantially completed their planning process, the information below can be a useful tool for ensuring that their plans have addressed all relevant components.

First: A sample format for both the district-wide and building-level emergency plans follow herein. Both the District-Wide School Emergency Plan and the Building-Level Emergency Readiness and Response Plan contain a series of components that should be included in the plans. These have been organized into broad categories that group similar activities and strategies in order to reduce any redundancy and/or overlap in policies and procedures. Sample plans for the both the District-Wide School Emergency Plan and the Building-Level Emergency Readiness and Response Plan included in this document are organized according to these four categories:

- General Considerations and Planning Guidelines
- Risk Reduction/Prevention
- Response
- Recovery

Second: A series of resources have been developed to assist in developing school emergency plans. These resources are contained in the appendices and will be helpful in the planning process.

- Appendix 1 consists of a series of guiding questions that have been developed for each of the four categories of the District-Wide Emergency Plan. These questions

have been developed to serve as a tool to identify key components to be considered in the planning process. Planning teams may wish to add other questions as they recognize them and as they meet their particular needs.

- Appendix 2 consists of a series of guiding questions that have been developed for each of the four categories of the School-Level Emergency Readiness and Response Plan. These questions have been developed to serve as a tool to identify key components to be considered in the planning process. Planning teams may wish to add other questions as they recognize them and as they meet their particular needs.
- Appendix 3 provides a School Emergency Plan Worksheet that has been developed as a planning tool. The worksheet allows for the organizing of all the key information about policies and procedures in a convenient and easy-to-use format. This tool may be useful to districts and schools as a tool for planning teams to use in the planning process. The tool contains the following sections to identify:
    - whether the planning team (District-Wide or Building-Level) is using the format;
    - which component of the plan is being considered;
    - which specific requirement is to be addressed;
    - guiding questions to stimulate discussion;
    - external and internal resources that could be used;
    - the tasks and activities that could assist the planning team in the planning process; and
    - a summary of the decisions or options selected by the district or school building.
- Appendix 4 is a sample response checklist that will assist personnel at the building-level in responding using a simple checklist for guidance.
- Appendix 5 is a listing of all relevant state agencies to assist in the planning process.
- Appendix 6 is a series of websites that can be useful to school district and to building-level planning teams to answer questions or provide information regarding general or specific issues about school Emergency planning.
- Appendix 7 is a listing of print documents that school district and building-level planning teams might find useful in the planning process.

Using the Sample Formats and Resources as a Framework for Planning

The framework for planning can be a useful tool to ensure that important components are included in the district and building plans. It also provides an easy-to-use format for communicating among individuals and groups participating in the planning process. The following steps provide one way of using the framework for developing school emergency plans:

- Review the guiding principles and the notes of caution in this section with the school emergency planning teams. Combined with the knowledge of the law and

regulations, they provide a good starting point for discussion among planning team members on where to begin the planning process. Based upon their knowledge and their experiences, team members may wish to modify, adapt, and/or add principles or notes of caution that more fully reflect local needs and conditions.

- Determine if the four categories (General Considerations and Planning Guidelines, Risk Reduction/Prevention, Response, and Recovery) are useful ways of organizing school emergency planning activities for your district or school. These categories are suggested as a way of grouping similar tasks and activities to ensure that all key components are included in the district and building-level plans. Depending upon local needs, planning team members may wish to consider other categories for grouping activities that may be more appropriate in the local setting.
- Use the guiding questions as an initial checklist of items that need to be addressed in the school emergency plan. The guiding questions incorporate all the key components that need to be addressed in the plans. In many instances, schools have already developed policies and procedures that can be used in their plans. In other cases, the guiding questions will serve to identify areas where additional work or more comprehensive approaches may be needed. Based upon their own experiences within the local school and community, planning team members may suggest additional questions that should be considered in developing the plans.
- Review the School Emergency Plan Worksheet with planning team members.
- Examine the list of key planning components. Discuss and clarify with team members what is included within each component so everyone has a clear understanding of what needs to be included in the plan. Examine existing plans already developed by the district or school to determine which key components need further development.
- Select a set of guiding questions that planning team members agree need to be addressed for any key component. For example, if a district has not yet developed program initiatives for prevention and intervention strategies based on the district assessment, the guiding questions may be helpful to stimulate discussion.
- Identify the resources that are known and available to the district for use by the planning team in developing the school Emergency plan. A listing of these resources on the worksheet will enable all individuals to better understand the resources that were used as a basis for selecting certain strategies or activities. Under external resources, for example, the U.S. Education Department's "Early Warning, Timely Response" may be the key external resource used to help school and community members better understand early warning signs of potentially violent behaviors. Similarly, the school district's current school emergency plan may be a key internal resource used to meet certain key components.
- Determine the tasks and activities that need to be completed in order to develop all the required components in the school emergency plan. For example, a policy for reducing potential acts of violence may call for a new system for the registration of all visitors and wearing of a visitor pass when an individual visits any school. The

task could be to establish visitor protocols for school visitors, with activities including: developing sign-in sheets, identifying the roles and responsibilities of school staff when the visitor arrives, and specifying rules for school visitations. The planning worksheets can be used to document the person(s) or group who will complete the activities, and timeframe for their completion.

- Prepare a concise summary of the key strategies and activities included in each category as a way of summarizing for all individuals the important components of the school Emergency plan.
- Review and consider the Sample Outlines for District-Wide School Emergency Plan and the Building-Level School Emergency Readiness and Response Plan as a potential format for developing the school emergency plans. Sample outlines are provided as one way of organizing the information for presentation of the plan. These sample plans provide the structure for the information to be entered for each plan at the district and building levels. Some districts may have already developed their plans in another format or are considering organizing their plan differently. While no single format is required, all key components need to be included so that they are comprehensive.

In conclusion, it is understood that school districts across the state are in varying phases of planning. Some districts have comprehensive school emergency plans in place that have been tested over a period of time, and will have few adjustments to make to their plans in order to incorporate the key components. Other districts may need further assistance to incorporate all of the key components. The sample outlines and resources made available in the guide are designed to assist all districts in their planning process.

SAMPLE OUTLINE FOR DISTRICT-WIDE SCHOOL EMERGENCY PLAN

Introduction

Discussion: The Introduction is used to provide information about the background of the emergency plan. It offers an opportunity for district to provide important background information, describe its philosophy that guided the planning process, and included any other information that may aid people who may be reviewing the plan. The district may state its intent to invite the greater school community to assist in providing a safe school environment, and discuss collaboration that is critical to the emergency plan. The district may also want to discuss its process of needs assessment and the data sources used to develop the plan, including any data specific to the need for the plan any information that is relevant to violence prevention and school Emergency. The sample introduction provided below is one potential format for consideration to initiate this section. District specific information should be added to reflect the individual characteristics of the school district.

Emergencies and violent incidents in school district are critical issues that must be addressed in an expeditious manner. School boards (and, thus, school districts) are required to "adopt and implement a comprehensive emergency response plan…" designed to prevent or minimize the effects of serious violent incidents and emergencies. In order to fulfill this requirement in the most effective manner, it must develop the plan in cooperation with the local and county resources that will be affected by such an emergency. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency readiness and response plans needed at the school building level. Districts are at risk for a wide variety of acts of violence, natural, and technological disasters. This comprehensive planning effort is designed to address risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

Describe the process used by the district in developing this school Emergency plan, including any strategies such as community or student involvement and collaboration. The district may describe the data or process used for needs assessment and implementation of the plan to meet the individualized needs of the district.

The _____School District supports Utah Code 53A-3-402 (17), and intends to engage in a comprehensive planning process. The Superintendent encourages and advocates on-going cooperation and support for this planning effort.

Section I: General Considerations and Planning Guidelines

Discussion: Section I is used to provide information about key considerations and planning guidelines that were used in developing the district-wide emergency plan. The sample format shown below, for example, includes the purpose of the plan; an identification of the District-Wide School Emergency Team; and identification of the overall concepts of operation included in the plan; and a description of the plan review that will be used in the district. As the district develops this section of its plan, specific information should be provided, such as the names and positions/affiliations of individuals on the planning team; how this plan supports the development and coordination of the Building-Level Emergency Readiness and Response Plans. This may be a section where the district describes what data collection methods it intends to use to identify school Emergency issues, how the data will be analyzed, which problems it wishes to resolve, and what implementation and evaluation strategies it will develop. Inclusion of procedures for review and comment on the emergency plan; date(s) for review and adoption of the plan by the Board of Education; and any other information deemed pertinent should be included in this section.

A. Purpose

The _____ District-Wide School Emergency Plan was developed pursuant to Utah Code 53A-3-402 (17). At the direction of the _____ School District Board of Education, the Superintendent of _____ School District appointed a District-Wide School Emergency Team and charged it with the development and maintenance of the District-Wide School Emergency Plan.

B. Identification of School Teams

The _____ School District has appointed a District-Wide School Emergency Team consisting of, but not limited to, representatives of the school board, parent organization, administrators, teachers, school emergency personnel, and other school personnel. The members of the team and their positions or affiliations are included herein as Appendix A.

C. Concept of Operations

- *Describe how the District-Wide School Emergency Plan is directly linked to the individual Building-Level Emergency Readiness and Response Plans for each school building. Protocols reflected in the District-Wide School Emergency Plan will guide the development and implementation of individual Building-Level Emergency Readiness and Response Plans.*
- *Describe the methodology used to develop the district-wide plan, including the involvement of the community and what data were used to determine the key components of the plan.*

- *Indicate that in the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Response Team, and what processes are in place to notify the district.*
- *Indicate that upon the activation of the School Emergency Response Team, the Superintendent or his/her designee will be notified and, where appropriate, local officials will also be notified.*
- *Describe how county and state resources could supplement the district's efforts through existing protocols.*

D. Plan Review

The plan will be reviewed periodically during the year and will be maintained by the District-Wide School Emergency Team. A copy of the plan will be available at _____ .

The district-wide emergency plan must be formally adopted by the Board of Education. The Board will then certify to the State Board of Education that the "plan has been practiced at the school level and presented to and reviewed by its teachers, administrators, students, and their parents and local law enforcement and public Emergency representatives." This certification will take place by July 1 of each year.

Section II. Risk Reduction/Prevention and Intervention

Discussion: Section II of the plan is used to identify and describe the district's policies and procedures for reducing the risk of violence; implementing programs and activities for prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency. Research demonstrates that positive, skills-based approaches can increase the Emergency of students and teachers in school, as well as improve the community climate. The sample format below provides an example for consideration by districts of one way of organizing the information in the plan.

A. Prevention/Intervention Strategies

Program Initiatives

- *Describe the programs and activities the district has used for improving communication among students and between students and staff, reporting of potentially violent incidents, such as the establishment of:*
  - *Non-violent conflict resolution training programs,*
  - *Peer mediation programs and youth courts,*
  - *Extended day and other school Emergency programs,*
  - *Youth-run programs*
  - *Creating a forum or designating a mentor for students concerned with bullying or violence,*
  - *Establishing anonymous reporting mechanisms for school violence, and*
  - *Others based on district needs.*

- *The district may also want to describe what strategies it may develop, based on its needs assessment, to create a positive, safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.*

Training, Drills, and Exercises

- *Describe the policies and procedures for annual multi-hazard school Emergency training for staff and students, including the strategies for implementing training related to multi-hazards. For example, the district may have established one or more of the following procedure(s) for annual multi-hazard school emergency training for staff and students and would explain these procedures in this section: early go-home drill, table top exercise, live drill, and Emergency Response Team exercise.*
- *Describe the procedures the district uses for the review and conduct of drills and other exercises to test the components of the emergency readiness and response plan, including the use of tabletop exercises in coordination with local and county responders.*
- *Provide a description of the duties, hiring and screening process, and required training of hall monitors and other Emergency personnel acting in a school security capacity. This description could include collaborative agreements made by the district with state and local law enforcement officials designed to ensure that school Emergency officers and other security personnel are adequately trained, including training to de-escalate potentially violent situations.*

Implementation of School Security

- *Provide a description of the policies and procedures related to school building security, including, where appropriate, the use of school emergency officers and/or security devices or procedures. Examples of school building security measures could include: entrance guards, hall monitor, visitor badge/sign-in procedure, video surveillance, metal detectors including building and/or handheld, security officer, security audit, dog, and random search.*

Vital Educational Agency Information

- *Describe how the district maintains certain information about each educational agency located in the school district, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.*

B. Early Detection of Potentially Violent Behaviors

- *Explain how the district would implement policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family community, and environmental factors to teachers, administrators,*

parents, and other persons in parental relation to students of the school district, students, and other persons deemed appropriate to receive such information. The district may also want to describe programs, training, and services the district may develop to prepare for violent incidents and lessen their impact, such as staff training in identifying early warning signs in students, early intervention/prevention strategies, or development of violence prevention instruction for all staff.

C. Hazard Identification

- *Identify sites of potential emergencies that could also include the process for identifying the sites, the potential internal or external hazards or emergency situations identified, and the location of potential sites. The list of sites of potential emergencies may include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, off-site field trips, and others that the district's planning team chooses to identify.*

Section III: Response

Discussion: Section III of the plan is used to identify and describe the district's policies and procedures for responding to act of violence and other school emergencies. The sample plan format below provides one way of organizing important information about the district's plans for response, including potential policies for communication; responses to specific situations; response protocols; and procedures for obtaining, or providing assistance in cooperation with local government agencies.

A. Notification and Activation (Internal and External Communications)

- *Describe the policies and procedures for contacting appropriate law enforcement officials and other emergency responders in the event of a violent incident. The district's procedures might include maintaining a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.*
- *Describe the system that has been established for informing all educational agencies within a school district of a disaster or an act of violence. The system could include the following forms of communication:*

Telephone	*Intercom*
Fax/E-mail	*Local Media*
District Radio System	*Alert System (EAS)*
NOAA Weather Radio	*Others as appropriate*

  The system may specify that in the event of an , or impending , the district will notify all principals/designees of facilities within the district to take the appropriate action.

- *Describe the policies and procedures to contact parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early*

dismissal. The district might include using local media in some instances, or using a phone tree with contact cards provided by students.

B. Situation Responses

Multi-Hazard Response

- *Describe the district's multi-hazard response plans for taking actions in an emergency that may include the following situations:*

Threats of Violence	*Intruder*
Hostage/Kidnapping	*Explosion/Bomb Threat*
Natural/Weather Related	*Hazardous Materials*
Civil Disturbance	*Biological*
School Bus Accident	*Radiological*
Gas Leak	*Epidemic*

Others as determined by the District-Wide School Emergency Team

Responses to Acts of Violence: Implied or Direct Threats

- *Describe the district's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, and visitors to the school. The following types of procedure(s) could be used by the district:*
  - *Use of staff trained in de-escalation or other strategies to diffuse the situation*
  - *Inform Principal of implied or direct threat.*
  - *Determine level of threat with Superintendent/Designee.*
  - *Contact appropriate law enforcement agency, if necessary.*
  - *Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.*
- *The district may also describe the training and professional development that is available to assist personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior.*

Acts of Violence

- *Describe the district' s policies and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school, including zero-tolerance policies for school violence. The following types of procedure(s) may be used by the district:*
  - *Determine level of threat with Superintendent/Designee.*
  - *If the situation warrants, isolate the immediate area and evacuate if appropriate.*
  - *Inform Principal/Superintendent*

- *If necessary, initiate lock-down procedure, and contact appropriate law enforcement agency.*
- *Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.*

Response Protocols

- *Identify the district's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions, and kidnappings. The following are provided as examples:*
  - *Identification of decision makers.*
  - *Plans to safeguard students and staff.*
  - *Procedures to provide transportation, if necessary.*
  - *Procedures to notify parents.*
  - *Procedures to notify media.*
  - *Debriefing procedures.*

Arrangements for Obtaining Assistance from Local Government

- *Provide a description of the arrangements for obtaining assistance during emergencies from local emergency responders and other local government agencies. The following examples are the types of arrangements that could be used by the district:*
  - *Superintendent/Designee contacts dispatch point or 911 center for fire, EMS, or law enforcement response.*
  - *Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.*

Procedures for Obtaining Advice and Assistance from Local Government Officials

- *Identify the procedures the district will use for obtaining advice and assistance from local government officials including the county or city officials responsible for any formal agreements or for responding to the specific . The types of procedures for obtaining advice and assistance from local governments during county-wide emergencies could include the following:*
  - *Superintendent/Designee will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.*
  - *The district has identified resources for an emergency from the following agencies: (examples include fire department, police, Red Cross, private industry, private individuals, religious organizations, and others.)*

District Resources Available for Use in an Emergency

- *Identify the district resources that may be available during an emergency, which could include the identification of resources such as facilities, buses, and trucks.*

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

- *Describe the district's procedures to coordinate the use of school district resources and manpower during emergencies, including the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.*

Protective Action Options

- *Describe plans for taking the following actions in response to an emergency where appropriate. Examples of actions could include the following and could be made in cooperation with local emergency responders.*
    - *School cancellation*
        - *Monitor any situation that may warrant a school cancellation – decision maker/team.*
        - *Make determination – decision maker.*
        - *Contact local media*
    - *Early dismissal*
        - *Monitor situation – decision maker/team.*
        - *If conditions warrant, close school – decision maker.*
        - *Contact Transportation Supervisor to arrange transportation.*
        - *Contact local media to inform parents of early dismissal – Incident Reporting Form.*
        - *Set up an information center so that parents may make inquiries as to the situation.*
        - *Retain appropriate district personnel until all students have been returned home.*
    - *Evacuation (before, during, and after school hours, including security during evacuation and evacuation routes)*
        - *Determine the level of threat – Superintendent/Designee.*
        - *Contact Transportation Supervisor to arrange transportation – Designee*
        - *Clear all evacuation routes and sites prior to evacuation.*
        - *Evacuate all staff and students to pre-arranged sites.*
        - *Account for all student and staff population. Report any missing staff or students to Building Principal.*
        - *Make determination regarding early dismissal – Designee.*

- *If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form.*
- *Ensure adult supervision or continued school supervision/security.*
- *Set up an information center so that parents may make inquiries as to the situation.*
- *Retain appropriate district personnel until all students have been returned home.*

o *Sheltering sites (internal and external)*

- *Determine the level of threat – Superintendent/Incident Commander/ Designee.*
- *Determine location of sheltering depending on nature of incident.*
- *Account for all students and staff. Report any missing staff or students to Principal.*
- *Determine other occupants of the building.*
- *Make appropriate arrangements for human needs.*
- *Take appropriate Emergency precautions.*
- *Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.*
- *Retain appropriate district personnel until all students have been returned home.*

Section IV: Recovery

Discussion: Section IV of the plan is used to identify and describe the district's actions that will be taken after acts of threats or actual violent incidents or other emergencies that have had a major effect on the well being of students, school staff, and the community at-large. District-Wide School Emergency Plans need to be coordinated with the local, state, and federal disaster mental health services to assure that schools have access to all mental health services in the event of a violent incident. If the district chooses, Section IV can be used as the overall guidance for recovery that can facilitate plans at the building level. Educators can also use the recovery to evaluate its current plan and to develop additional strategies such as school Emergency team training in crisis management and development of post-crisis procedures to restore safe school environments.

A. District Support for Buildings

- *Describe how district resources will support the Response Teams and the Post-Incident Response Teams in the affected school(s).*

B. Disaster Mental Health Services

- *Describe how the district office will assist in the coordination of Disaster Mental Health Resources in support of the Post-Incident Response Teams in the affected school(s).*
- *The district may wish to describe how the recovery phase will result in re-evaluation of current violence prevention and school Emergency activities, and what the school can do to improve its plan.*

Appendix A: District-Wide School Emergency Team

- *List the members of the District-Wide School Emergency Team along with their location, addresses, contact telephone numbers, and any other pertinent information.*

Appendix B: District School Buildings

- *List all school district buildings covered by the District-Wide School Emergency Plan along with addresses, contact names and telephone numbers for the building staff, and relevant maps and building plans.*

Appendix C: Building-Level Readiness and Response Plans

- *Copies of all Building-Level Emergency Readiness and Response Plans are included or the location of where they are filed is indicated.*
- *Identify the local and state emergency responders that have copies of the Building-Level Emergency Readiness and Response Plans and where they are located or filed.*

Appendix D: Memoranda of Understanding/Memoranda of Agreement

- *Copies of all MOUs and MOAs as they apply to implementation of the District-Wide School Emergency Plan and, where appropriate, implementation of the Building-Level Emergency Readiness and Response Plans.*

Appendix E, F, G…

- *Add as many Appendices as appropriate, as determined by the District-Wide School Emergency Planning Team*

SAMPLE OUTLINE FOR BUILDING-LEVEL EMERGENCY READINESS AND RESPONSE PLAN

Introduction

Discussion: The Introduction is used to provide information about the background of the Building-Level Emergency Readiness and Response Plan, including how the plan is coordinated with the District-Wide School Emergency Plan. The Introduction Section offers the opportunity for a building to provide important background information, describe its philosophy that guided the planning process, and include any other information that may aid people who will be reviewing the plan. The sample introduction provided below is one potential format for consideration, and building-specific information should be included.

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. The school has engaged in a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Describe the process used by the building in developing this Building-Level Emergency Readiness and Response Plan, including any strategies such as community or student involvement and collaboration. The school may describe the data or process used for needs assessment and implementation of to plan to meet the individualized needs of the school in keeping with the intent of the Utah Code.

The _____School District supports Utah Code 53A-3-402 (17), and intends to engage in a comprehensive planning process. The Superintendent encourages and advocates on-going cooperation and support for this planning effort.

Section I: General Considerations and Planning Guidelines

Discussion: Section I is used to provide information about key considerations and planning guidelines that were used in developing the building-level plan. The sample format shown below, for example, includes the purpose of the plan; an identification of the building-level teams including the School Emergency Planning Team, the School Emergency Response Team, and the Post-incident Response team; an identification of the overall concepts of operation included in the plan; and a description of the plan review that will be used for the building's plan. As the school building develops this section of its plan, specific information should be provided, such as the names and positions/affiliations of individuals on the school's teams; procedures for review and comment on the plan; date(s) for review and adoption of the plan by the school district and board of education; and any other information deemed pertinent for inclusion in this section.

A. Purpose

The _____ School's Building-Level Emergency Readiness and Response Plan was developed pursuant to Utah Code 53A-3-402 (17) and under the guidelines of the District-Wide School Emergency Plan. At the direction of the _____ School District Superintendent, the Principal of _____ School appointed a Building-Level Emergency Planning Team and charged it with the development and maintenance of the Building-Level Emergency Readiness and Response Plan.

B. Identification of the School Teams

The _____ School has developed three emergency teams:

- Building-Level Emergency Planning Team
- Building-Level Emergency Response Team
- Building-Level Post-incident Response Team

Provide a description of the roles of each team.

C. Concept of Operations

- The initial response to all emergencies at _____ School will be by the Building-Level Emergency Response Team.
- Upon activation of the Building-Level Emergency Response Team, the School District or his/her designee will be notified and , where appropriate, local responders will also be notified.
- Efforts will be supplemented by county and state resources through existing protocols.

D. Plan Review

- The Building-Level Emergency Readiness and Response Plan will be reviewed by relevant building-level and district personnel and by local and/or county responders to ensure that proper coordination and cooperation is accounted for. Plans must be formally adopted by the District Board of Education and certified along with the District-Wide School Emergency Plan.
- The Building-Level Emergency Readiness and Response Plan shall be proprietary and shall not be subject to disclosure to the general public.
- Copies of the Building-Level Emergency Readiness and Response Plan will be supplied to and secured by local and/or county emergency responders as part of their responsibility to contribute to school Emergency.
- The plan will be reviewed periodically during the year and will be maintained by the Building-Level School Emergency Planning Team. The annual review will be completed on or before July 1 of each year.

Section II: Risk Reduction/Prevention and Intervention

Discussion: Section II of the plan is used to identify and describe the building's policies and procedures for reducing the risk of violence; implementing programs and activities for prevention of violence; and establishing clear descriptions of actions that will be taken in the event of a violent incident or other school emergency. The sample format below provides an example of one way of organizing the information in the Building-Level Emergency Readiness and Response Plan.

A. Designation of School Teams

- *Identify the members of the Building-Level Emergency Planning Team, including the following members:*
  - *School emergency personnel*
  - *Local law enforcement official*
  - *Representatives of teacher, administrator, and parent organizations*
  - *Local EMT and other emergency response agencies*
  - *District representative, if appropriate*
  - *Head custodian*
  - *Other school personnel (counselor, nurse, lunchroom director, etc.)*
  - *Applicable community members (Red Cross, religious organizations, volunteer organizations, etc.)*
- *Identify the members of the Building-Level Emergency Response Team, including the following members:*
  - *Appropriate school personnel (custodial, nurse, teacher, administrator, etc.)*
  - *School Resource Officer or local law enforcement official*
  - *Other school personnel trained in first aid/CPR, de-escalation, CERT, or similar skills.*
- *Identify the members of the Building-Level Post-incident Response Team, including the following members:*
  - *Appropriate school personnel (nurse, counselor, personnel trained in trauma counseling, etc.)*
  - *Medical personnel*
  - *Mental health counselors*
  - *Others who can assist the school community in coping with the aftermath of a serious violent incident or emergency.*

B. Prevention/Intervention Strategies

Building Personnel Training

- *Training for emergency teams and emergency officers, including de-escalation training, should be conducted as determined in the district-wide plan. This section of the building's plan could be used to describe the training provided to all personnel acting in a school security capacity in the building.*

Coordination with Officials

- *Describe the procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and emergency coordinators. Describe the role that the Building-Level Emergency Response Team plays coordinating these exercises.*

Annual Multi-hazard Training for Staff and Students

- *The District-Wide School Emergency Plan requires an identification of sites of potential emergencies. This section of the school building's plan can be used to describe how the Building-Level Emergency Planning Team will work to identify both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.*

Section III: Response

Discussion: Section III of the plan is used to identify and describe the school building' policies and procedures for responding to acts of violence and other school emergencies. The sample plan format below provides one way for organizing important information about the building's plans for response, including assignment of responsibilities, continuity of operations during an emergency, notification and activation of the plan, guidelines for specific emergencies and hazards, evacuation procedures, and crime scene security.

A. Assignment of Responsibilities

- *Provide a description of the chain of command consistent with the National Interagency Incident Management System (NIIMS)/Incident Command System (ICS) that will be used in response to an emergency including the Building-Level Response Team. In the event of an emergency, the response team may adapt ICS principles based on the needs of the incident.*

B. Continuity of Operations

- *This section can be used to describe how the building will continue operations during an emergency. A potential format for describing continuity of operations is as follows:*
    - *In the event of an emergency, the Principal or his/her designee will serve as Incident Commander. The School Incident Commander will likely be*

replaced by a member of a local emergency response agency, but will retain responsibility for the students and school personnel.

- *After relinquishing command, the Building Principal or his/her designee will be expected to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency, in light of his/her continuing school responsibilities.*
- *The school will establish a chain of command to ensure continuity of operations.*

C. Access to Floor Plans

- *Describe the procedures that have been developed to assure that crisis response, fire, and law enforcement agencies have access to floor plans, blueprints, schematics, or other maps of the school's interior, school grounds, and road maps of the immediate surrounding area.*

D. Notification and Activation

- *Describe the internal and external communication systems that will be used in emergencies. The description could include, by way of example, some or all of the following:*

Telephone	*Bull horns*
Intercom	*Bus radio system*
District radio system (portable)	*Runner system*
Local media	*NOAA Weather Radio*
Alert System (EAS)	

- *This section could also include the following components concerning notification and activation of the Building-Level Emergency Readiness and Response Plan:*
  - *The report of an incident or a hazard's development will be reported to the Principal or his/her designee as soon as possible following its detection.*
  - *In the event of an emergency, the Principal or his/her designee will notify all building occupants to take the appropriate protective action.*
  - *Further district notification procedures will be addressed as outlined in the district-wide plan.*

E. Hazard Guidelines

- *The District-Wide School Emergency Plan includes multi-hazard response plans for taking actions in response to an emergency. This section of the building's plan could be used to describe building-specific guidelines that could include the following types of emergencies:*

Threats of violence	*Intruder*
Hostage/Kidnapping	*Explosion/Bomb threat*

Natural/Weather related	*Hazardous material*
Civil disturbance	*Biological*
School bus accident	*Radiological*
Gas leak	*Epidemic*

Others as determined by the Building-Level Emergency Planning Team

F. Evacuation Procedures

- *Describe the policies and procedures that have been developed for the safe evacuation of students, teachers, other school personnel, and visitors to the school in the event of a serious violent incident which includes at least the following:*
  - *Evacuation before, during, and after school hours (including security during evacuation)*
  - *Evacuation routes (internal, external, and alternates depending on the incident)*
  - *Sheltering sites (internal, external, and alternates depending on the incident)*
  - *Procedures for addressing medical needs*
  - *Transportation*
  - *Emergency notification of persons in parental relation to the students*
  - *Other procedures as determined by the Building-Level Emergency Planning Team*

G. Security of Crime Scene

- *Describe the policies and procedures that have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property. Examples of policies and procedures that may be considered include the following:*
  - *The Building Principal or designee is responsible for crime scene security until relieved by law enforcement officials.*
  - *No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.*
  - *Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.*

Section IV: Recovery

Discussion: Section IV of the plan is used to identify and describe the building's actions that will be taken after a severe act of violence or other emergency that has

had a major effect on the well being of students, school staff, and the community at large. The Building-Level School emergency Readiness and Response Plan should be coordinated with the statewide plan for disaster mental health services (through the District-Wide School Emergency Plan) for disaster mental health services to assure that schools have access to federal, state, and local mental health resources in the event of a violent incident.

- *An example of the types of recovery actions that a building could consider, including the provision of mental health resources, is as follows:*
  - *The building's Post-incident Response Team has developed the following procedures for dealing with post-incident recovery:*
    - *Short-term: Mental health counseling (student and staff); building security; facility restoration; post-incident response critique; other*
    - *Long-term: Mental health counseling (monitor for post-traumatic stress behavior); building security; mitigation (to reduce the likelihood of occurrence and impact if it does occur again); other*

Appendices

- *Following is a list of suggested appendices for the Building-Level Emergency Readiness and Response Plan.*

Appendix A: School Teams

- *List of the names, addresses, and telephone numbers of each of the school teams*

Appendix B: Maps

- *Street maps of the district and those surrounding the building.*
- *Aerial maps/photographs showing the same area*
- *Maps that indicate emergency response traffic control*
- *Shelter locations (external)*

Appendix C: Building Plans

- *Building floor plans/schematic maps that include:*
  - *Evacuation routes – primary and alternate*
  - *Emergency response area layout*
  - *Utility shutoffs*
  - *Shelter locations (internal)*
- *School facilities layout that include multiple buildings, nearby buildings used by the school, religious buildings used by the students during school hours*

Appendix D: District Organization

Appendix E: Supplies Inventory

Appendix F: District-owned Vehicle Inventory

Appendix G: American Red Cross Shelter Agreement (or similar agreements with other organizations)

Appendix H: Memoranda of Understanding

Appendix I: Contact List

- *Name, address, and contact numbers of building staff*

Appendix J: Local Resources Contacts

- *Local resources names, telephones numbers, organization contact name*

APPENDICES

APPENDIX 1:
SAMPLE DISTRICT-WIDE SCHOOL EMERGENCY PLAN GUIDING QUESTIONS

These questions have been developed from a number of sources and are designed to assist districts in the planning process. The guiding questions may be useful as the district discusses and creates it plan. The questions are generally organized to reflect the framework provided in the sample District-Wide School Emergency Plan, and emphasize only those sections of the plan where additional guidance may be helpful.

General Considerations and Planning Guidelines

1. Has the district established the required district-wide school Emergency team?
2. Are all required members present, including representatives of the school board, students, teachers, administrators, parent organizations, school Emergency personnel and other school personnel?
3. Has the district given consideration to other members of the community who may be helpful as members of the district-wide school Emergency team?
4. Has the district considered the relationship between the district-wide school emergency planning team and the building-level emergency planning team? How will these groups interact?
5. In the event of an emergency or violent incident, does the district-wide plan reflect how the district will interact with an individual school emergency response team?
6. Has the district considered potential training for the members of the district-wide school emergency team?
7. Have arrangements been made for regularly scheduled meetings and opportunities for communications?
8. Has the district made provisions for the review of the district-wide school emergency plan by the District-wide School Emergency Planning Team?
9. Has the district made provisions for the submission of a full copy of the plan and any subsequent amendments to the relevant emergency management/response agencies?

Risk Reduction/Prevention and Intervention

Prevention/Intervention Strategies: Program Initiatives

1. Has a local assessment been conducted to determine strategies appropriate to the local area?
2. Has local data, such as that reported and summarized from a uniform violent incident report, been used to substantiate the need for security procedures and devices?
3. Are selected prevention and intervention strategies based on research findings on effectiveness, and are they evaluated to determine their impact in the district?

4. Have prevention and intervention programs been linked to community resources, including health and mental health?
5. Have prevention and interventions strategies been included in the district's professional development plan to cover identifies and required school emergency training components?
6. Have nonviolent conflict resolution training programs, peer mediation programs and youth courts, extended day and other school emergency programs been considered as ways of preventing potential violence?
7. Have character, citizenship and civility education programs been included?
8. Have strategies been developed for improving communication among students and between students and staff?
9. Do the strategies include safe and confidential ways for students to report potentially violent incidents?
10. Have best practices and effective strategies used by others been considered for improving communication?
11. Are students involved in programs regarding policy development?
12. Are students encouraged to serve as peer leaders or mentors for younger students?

Prevention/Intervention Strategies: Training, Drills, and Exercises

13. Have policies and procedures been developed for annual multi-hazard school emergency training for staff and students?
14. Have procedures been developed for review and the conduct of drills and other exercises to test components of the emergency response plan?
15. Are tabletop exercises used to simulate real-life emergencies and responses by staff?
16. Are the drills and exercises conducted in coordination with local and county emergency responders and preparedness officials?
17. Are policies and procedures updated and/or modified as a result of information gained during drills and exercises?

Prevention/ Intervention Strategies: Implementation of School Security

18. Has the district developed a description of the policies and procedures related to school building security?
19. Have collaborative agreements been made with state and local law enforcement officials to ensure that school emergency officers, if used, are adequately trained to de-escalate potentially violent situations, and are effectively and fairly recruited?
20. Have descriptions been developed of the duties of hall monitors and any other school emergency personnel?
21. Has the training required of all personnel acting in a school security capacity been identified?
22. Has the hiring and screening process for all personnel acting in a school security capacity been identified?

Early Detection of Potentially Violent Behaviors

23. Have policies and procedures been developed for the dissemination of informative materials regarding the early detection of potentially violent behaviors?
24. Have materials been distributed to teachers, administrators, school personnel, school in parental relation to students, students and other deemed appropriate to receive such information?
25. Have staff been trained on the U.S. Department of Education's "Early Warning, Timely Response" document relating to early identification of potentially violent behaviors?
26. Has consideration been given to integrating skills-based violence prevention education into health education and other related curricula?
27. Has staff been trained to identify family, community and environmental factors that may lead to potentially violent behaviors?
28. Are staff trained on identification of risk and protective factors to help children?

Hazard Identification

29. Have districts identified sites of potential internal and external emergencies?
30. Have potential hazards in the neighborhood and community been considered, such as facilities containing toxic, chemically reactive, and/or radioactive materials; high voltage power lines; transportation routes of vehicles including trucks and trains carrying hazardous material; underground gas and oil pipelines; underground utility vaults and above-ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in the community?
31. Has the district consulted with your local emergency managers on the hazard analysis for the area in which the school district is located?

Response

Notification and Activation

1. Are there policies and procedures for contacting appropriate law enforcement in the event of a violent incident or other emergencies?
2. Are there provisions for notifying appropriate agencies, including police, fire, rescue, mental health, and others, where necessary?
3. Has an appropriate local law enforcement liaison for the district's area been identified?
4. Has a communication protocol been established with and between the local law enforcement agencies?
5. Have staff been trained about reporting procedures?
6. Have appropriate responses been identified for responding to emergencies?
7. Are there protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings?

8. Have local law enforcement officials, fire, EMS, 911 dispatch, and other emergency responders been consulted about the protocols?
9. Have current Utah State Office of Education materials been reviewed to link protocols to recommended procedures?
10. Are students and teachers knowledgeable about what to do in an emergency?
11. Have policies and procedures been developed for contacting parents, guardians or person in parental relation to the students in the event of a violent incident or an early dismissal?
12. Do the policies and procedures address issues of ensuring accurate, timely and consistent information to parents?
13. Do the policies and procedures identify the medium (i.e. telephone call, press release, letter, other) that will be used to communicate with the parents?
14. Have parents been informed about the ways they will be contacted in the event of an emergency, including information provided in the primary language of the parents?
15. Do you have policies and procedures for responding the media inquires?
16. Do you have a media liaison or public information officer (preferably a district person)?
17. Do you have a dedicated emergency phone line to use in an emergency?

Situational Response: Multi-hazard Responses

18. Are there provisions for taking action in emergencies?
19. Are there descriptions of actions to be taken in response to specific emergencies, including school cancellation, early dismissal, evacuation and sheltering?
20. Are both internal and external evacuation routes included in the plan?
21. Do these actions include provisions for incidents before, during and after school hours?
22. Are provisions included for evacuation of building occupants with special needs?
23. Has there been and identification of district resources that may be available during an emergency?
24. Are there provisions for emergency supplies and first aid kits for all schools?
25. Are portable communication devices available, if they are needed?
26. Are there provisions for transportation in an emergency?

Situational Responses: Responses to Act of Violence, Including Implied or Direct Threats

27. Are there policies and procedures for responding to implied or direct threats of violence by the students, teachers, other school personnel and visitors to the school?
28. Is there an agreement with state/local law enforcement offices to ensue that Emergency officers and other security personnel are adequately trained in the de-escalation of potentially violent situations?
29. Do the policies and procedures include notification of appropriate school authorities in impacted buildings?

30. Have one or more members of school staff been trained in de-escalation of potentially violent situations?
31. Are staff and students knowledgeable about what to do when there is a direct or implied threat of violence?
32. Have the terms "implied" and "direct" threats been defined with input from the district's legal counsel, and are they included in the district's code of conduct?
33. Are there policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence?
34. If zero-tolerance policies are considered, are the age and incident appropriate?
35. Do teachers, students, and school staff understand what to do in the event of a violent incident?

Situational Responses: Response Protocols and Relationships with Other Agencies

36. Has a description of procedures to coordinate the use of school district resources and manpower during an emergency been prepared?
37. Are the officials authorized to make decisions in an emergency identified?
38. Are staff members assigned or designated to provide assistance during an emergency identified?
39. Have all school buildings received information on district-wide procedures?
40. Are roles and responsibilities of district and school staff clearly identified?
41. Are there contingency provisions in one or more key individuals are not available, or unable to perform their roles and responsibilities?
42. Have descriptions been developed of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies?
43. Are the descriptions reviewed and updated on a periodic basis to reflect any changes in personnel organizational structures or other conditions?
44. Has a system been developed for informing all educational agencies within the school district of a disaster?
45. Has information been gathered and documented about each educational agency located in the school district, including information on school population, number of staff, transportation needs, and the business and home phone numbers of key officials of each educational agency?
46. Do you know what type of internal communication system other schools in your area are using (i.e. plain language is recommended rather than code words and bells)?
47. Have procedures been developed for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of emergency response in the event of an emergency?

48. Have policies and procedures been developed related to school building security, including, where appropriate, the use of school Emergency officers or security devices and procedures?
49. Has a security assessment of school buildings been conducted in cooperation with law enforcement, school security staff, teachers, other school staff, and others, where appropriate?
50. Has local data been used to substantiate the need for security procedures and devices?
51. Are school visitors required to sign in, sign out, and wear visible visitors passes when visiting school building?

Recovery

1. Do members of the District-Wide School Emergency Planning Team know their roles and responsibilities?
2. Does each building in the district have a Post-Incident Response Team?
3. Have you identified district resources that will assist in the recovery process?
4. Have these resources been involved in the planning process?
5. Have you educated staff in the policies and procedures of recovery efforts
6. Have you designated someone to coordinate resources from the county and state (i.e., disaster mental health services?
7. How will the District-Wide School Emergency Planning Team assist in response and recovery to an affected building(s) in support of local teams?
8. Who, at the district level, has been designated to respond to the affected building(s)?
9. Have you considered how you will relocate students and continue their education for an extended period of time if a disaster/ renders a building(s) unsafe to occupy?
10. Have you identified personnel who will work with local, state, and federal officials in evaluating damage assessment of district property (Utah Division of Risk Management)?
11. Have you identified personnel that can document cost-related expenditures that may be incurred from a disaster/emergency?
12. Have you considered improvements that can be made to district facilities if such facilities are damaged or destroyed during a disaster/? (These efforts would result in district facilities being more resistant to suffering similar or worse damage in the future.)

APPENDIX 2: SAMPLE BUILDING-LEVEL EMERGENCY READINESS AND RESPONSE PLAN GUIDING QUESTIONS

These questions have been developed from a number of sources and are designed to assist the Building-Level Emergency Readiness and Response Planning Team in the planning process. The guiding questions may be useful as the school discusses and creates it plan. The questions are generally organized to reflect the framework provided in the sample Building-Level Emergency Readiness and Response Plan, and emphasize only those sections of the plan where additional guidance may be helpful.

General Considerations and Planning Guidelines

1. Has the school established a building-level emergency planning team?
2. Are all members present, including representatives of teachers, administrators, parent organizations, school emergency personnel, other school personnel, community members, local law enforcement officials, local EMT or other emergency responders, and any other representatives?
3. Have team members been notified and their roles defined?
4. Has the school given consideration to including students who may be helpful as members of the building-level school emergency team?
5. Has the school considered the relationship between the district-wide school emergency team and the building-level school emergency team, and how these two teams interact?
6. In the event of an emergency or violent incident, does the Building-Level School Emergency Readiness and Response Plan reflect how the school will interact with the district?
7. Has the school developed a list of building staff with names, addresses, and telephone numbers?
8. Has the school considered potential training for the members of the building-level school emergency team in collaboration with district-wide training?
9. Have arrangements been made for regularly scheduled meetings and opportunities for communications?
10. Has the school made provisions for the review of the plan by the building-level emergency team?
11. Has the building-level Emergency team developed procedures for annually reviewing the Building-Level Emergency Readiness and Response Plan?
12. Has the plan been approved by the district and the district board of education?
13. Has the school made provision for submitting a full copy of the plan to the local emergency response agencies?

Risk Reduction/Prevention and Intervention

Designation of School Teams

1. Has the Building-Level Emergency Planning Team designated an Emergency Response Team, other appropriate incident response teams, and a Post-incident Response Team?
2. Do team members now their roles and have they been trained to perform them?
3. Are school personnel familiar with the local emergency planner and staff, including disaster mental health staff?

Building/Personnel Training

4. Has training for emergency teams and emergency officers, including de-escalation training, been conducted?

Coordination with Emergency Officials

5. Is there a plan in place for annually testing components of the plan?
6. Are both evacuation and reverse evacuation plans practiced?
7. Are shelters-in-place and/or other lockdown procedures drills practiced?
8. During drills, are student accountability systems tested (staff and visitors)?
9. During evacuation drills, are exits regularly blocked to test secondary evacuation routes?

Annual Multi-hazard Training

10. Is annual multi-hazard training for staff (including substitutes) provided?
11. Is annual multi-hazard training for students provided?

Identification of Sites of Potential Emergencies

12. Have potential internal and external hazards been identified (risk analysis)?

Response

Assignment of Responsibilities

1. Has the building-level chain of command been developed and communicated?
2. Have internal and external communication systems been identified, including notification requirements at the district level?
3. Do the participants know their roles within the Incident Command System (ICS) or Unified Command?
4. Has ICS training been provided to appropriate staff?

5. Are there methods to identify staff (at least crisis team members) so that outside agency personnel can readily identify team members?

Continuity of Operations

6. Are there clear mechanisms in place to identify, at any point in time, who is in charge?
7. Is there a method to reassess needs, evaluate services to date, and plan for transition to the recovery phase?
8. Are there follow-up procedures in place for individuals or groups in need of disaster mental health services?

Access to Floor Plans and Area Maps

9. Have you included floor plans, schematics, aerial photographs/maps and area maps in the plan?
10. Does the school have a procedure in place for updating the floor plans, schematics, and area maps?

Notification and Activation

11. Are there mechanisms to ensure that all appropriate agencies are notified and that resources and services are coordinated?
12. Has a person been identified to coordinate and interface with the media?
13. Are there public information campaigns related to available disaster mental health services?

Hazard Guidelines

14. Has the school developed specific guidelines for: natural/weather related incidents, civil disturbances, bomb threats, intruders, school bus accidents, gas leaks, hazardous materials, chemical, biological, radiological, threat of violence, hostage/kidnappings, and other potential hazards as determined by the Building-Level Emergency Planning Team?
15. Does your building-level plan address implied or direct threats of violence?
16. Does you building-level plan address responding to acts of violence?
17. Has the risk of secondary devices been addressed?

Evacuation Procedures

18. Does the Building-Level School Emergency Readiness and Response Plan address incidents before, during, and after school hours? Have procedures been developed to address medical needs?
19. Have sheltering agreements been identified and appended to the building-level plan?
20. Have internal and external shelter sites been identified?
21. Does your plan address internal and external evacuation routes?

22. Does the plan address emergency notification of persons in parental relationship to students?
23. Has a vehicle inventory list been developed?
24. Has the school developed an emergency supplies inventory?
25. Does the building-level plan provide for evacuation of building occupants with special needs?

Security of Crime Scene

26. Has the building developed crime scene management guidelines?
27. Are policies and procedures for security of the crime scene understood by all parties?

Recovery

1. Has you Post-incident Response Team been activated?
2. Has the building-level team addressed short-term and long-term recovery issues?
3. Does the plan provide access to local and state mental health resources?
4. Are there provisions to maintain contact with other disaster mental health response teams to notify them of changing needs or potential problems?
5. Are there strategies in place to reassess disaster mental health needs of victims and relatives to evaluation and referral for ongoing treatment if local treatment techniques are not restoring students and staff to pre-disaster levels both psychologically and scholastically?
6. Are there methods to debrief daily or as needed to ensure that changing conditions are accommodated?

APPENDIX 3: SCHOOL EMERGENCY PLAN WORKSHEET

- *The worksheet may be used by either the district or building level to outline the planning process for a specific component of the plan.*

Focus *(Select one)*	☐ **District-Wide School Emergency Plan** ☐ **Building-Level Emergency Readiness and Response Plan**
Component (Select one)	☐ **General Considerations** ☐ **Risk Reduction/Prevention and Intervention** ☐ **Response** ☐ **Recovery**
Specific Requirement to Be Addressed	*List here the specific key components of the plan that the district or school building would like to address. Examples might include identification of potential hazards, creation of evacuation procedures, sheltering procedures, etc.*

Guiding Questions Selected By the Planning Team to Guide the Planning Process
The Planning Team may wish to review the Guiding Questions provided in Appendix 1 and Appendix 2 to determine what it wishes to address. All Guiding Questions are numbered for reference purposes.

Available Resources Known to the District
List here the resources that are available to the school planning team. External resources may include documents, websites, or community resources that could be consulted. Internal resources may include knowledgeable school personnel, existing policies, or other internal documents that may be helpful.

External	**Internal**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

EMERGENCY TEAM PLANNING PROCESS

The district or the building-level planning team may outline the steps it will take to develop a specific component of the District-Wide School Emergency Plan or the Building-Level Emergency Readiness and Response Plan. This format provides the team with an outline for identifying the tasks to be accomplished and the activities necessary to complete the task.

Tasks	Activities	Who	When

Summary

For planning purposes, the district or individual school building planning teams may choose to summarize its decisions or options in planning the key components.

APPENDIX 4: SELECTED UTAH STATE CONTACTS

Department of Public Safety

- Division of Comprehensive Emergency Management, 1110 State Office Building, PO Box 141710, Salt Lake City, Utah 84114-1710; (801) 538-3400, (800) 753-2858 (toll free), (801) 538-3770 (fax line), *www.cem.state.ut.us*
- Division of Criminal Investigations and Technical Services, 4501 South 2700 West, Box 141775. Salt Lake City, Utah 84114-1775; (801) 965-4379, (801) 965-4716 (fax line), www.ps.ex.state.ut.us
- Utah Highway Patrol, 4501 South 2700 East, Box 141100, Salt Lake City, Utah 84114-1100; (801) 965-4518, (801) 965-4716 (fax line), www.uhp.state.ut.us

State Office of Education

- School Finance (Safe and Drug Free Schools), 250 East 500 South, Salt Lake City, Utah 84111; (801) 538-7713. wwwl.usoe.k12.ut.us

Department of Administrative Services

- Risk Management Division, 5120 State Office Building, Salt Lake City, Utah 84114, (801) 538-9568, (801) 538-9597 (fax line), www.risk.state.ut.us (Internet)

Department of Health

- Bureau of Emergency Medical Services, Division of Health Systems Improvement, 288 North 1460 West, Salt Lake City, Utah 84116-1000; (801) 538-7053, (801) 538-6325 (fax line), http://hlunix.hl.state.ut.us
- Division of Epidemiology and Laboratory Services, 288 North 1460 West, Salt Lake City, Utah 84116-1000; (801) 584-8406, www.health.state.ut.us/els

Department of Human Services

- Division of Mental Health, 120 North 200 West, Salt Lake City, Utah 84145-0500; (801) 538-4270, (801) 538-9892 (fax line), www.hsmh.state.ut.us. For disaster mental health contact (801) 538-4080.

APPENDIX 5: SELECTED WEB-BASED RESOURCES

General Websites

- **American Association of School Administrators** www.aasa.org This site offers a variety of articles on school safety and violence prevention.
- **American Red Cross** http://www.redcross.org/disaster/masters/ This site offers a program developed by the American Red Cross to help teachers integrate disaster emergency concepts into their regular lesson plans.
- **ERIC Clearing house on Urban Education** http://eric-web.tc.columbia.edu This site features digests, short bibliographies, parent guides, key abstracts (short summaries), addition publications, and other information relating to major subject areas. School safety is a major subject area.
- **Federal Bureau of Investigation (FBI)** http://www.fbi.gov/kids/kids.htm This site is specifically geared for children and teachers. It offers games, safety tips, and guides.
- **Federal Management Agency (FEMA)** http://www.fema.gov/kids/ This site teaches students how to be prepared for disasters and how to prevent disasters by taking action now. Students can learn what causes disasters, play games, read stories, and become a "Disaster Action Kid,"
- **Guide for Preventing and Responding to School Violence** http://www.theiacp.org/pubinfo/Pubs/pslc/svindex.htm The International Association of Chiefs of Police (IACP) and the National Crime Prevention Council, with help from law enforcement officers and school administrators, and support of the Bureau of Justice Assistance, created this document help begin and enhance programs and strategies that will prevent violence in schools and the community.
- **National Association of School Psychologists** http://www.naspweb.org/ This site provides a wide variety of resources toward the goal of promoting educationally and psychologically health environments for students.
- **National Fire Protection Association (NFPA)** http://www.nfpa.org/Education/Consumers and Families/Fire Emergency Information This site offers a program for talking to children about disasters.
- **National School Boards Association** www.nsba.org This site has released a 10-point safe schools plan, available on-line at www.keepschoolssafe.org.
- **National School Emergency Center** http://www.nssc1.org/ The center is an internationally recognized resource for school safety information, training, and violence prevention. The site has information on successful violence prevention strategies, data on school violence, and training opportunities.
- **National Weather Service/National Oceanic & Atmospheric Administration (NOAA)** http://www.education.noaa.gov/ NOAA distributes and produces many educational activities. This site has been designed to help students, teachers, librarians, and the general public access NOAA's educational activities, publications, and booklets.

- **New York State Center for School Emergency** www.mhric.org/scss The New York State Center for School Emergency collaborates with state agencies to assist in creating safe learning

environments, provides a clearinghouse for school safety resources with an emphasis on comprehensive safe schools planning and Project Save. Other initiatives, such as extended school day programs and protecting students from harassment and hate crimes, are featured on this site.

- **Safe and Drug-Free Schools Program** (United State Department of Education) http://www.ed.gov/offices/OESE/SDFS/ The Safe and Drug-Free School Program is the Federal government's primary vehicle for reducing drug, alcohol and tobacco use, and violence through education and prevention activities in our nation's schools. This program is designed to prevent violence in and around schools, to strengthen programs that prevent the illegal use of alcohol, tobacco, and drugs, to involve parents. and to coordinated with related federal, state, and community efforts and resources.
- **Safe Schools Coalition** http://www.ed.mtu.edu/safe/ The Safe Schools Coalition gathers the skills and resources of diverse national organizations to address a wide variety of school safety issues, including gang behavior, youth conflicts, and others.
- **United States Department of Education** www.ed.gov This site offers a vast array of resources from publications regarding school safety and violence prevention to extended research.
- **United States Department of Justice** www.usdoj.gov This site offers a vast array of resources from publications regarding violence prevention and school safety to statistical information regarding youth violence.

School Emergency and Violence Prevention: Specific Articles on the Web

- **The Appropriate and Effective Use of Security Technologies in U.S. Schools** www.ncjrs.org/school/178265.pdf Because of recent school violence episodes, communities around the country have put pressure on school districts to incorporate more extensive security measures into their Emergency programs. The Appropriate and Effective Use of Security Technologies in U.S. Schools is a guide from the National Institute of Justice to help school administrators and their colleagues in law enforcement analyze a school's vulnerability to violence, theft, and vandalism, and to research possible technologies to effectively address these problems. The NIJ Research Report is based on a 7-year study of more than 100 schools and offers practical guidance on several aspects of security, including security concepts and operational issues, video surveillance, weapons detection devices, entry control, and duress alarms.
- **Crisis Response Box: Partnering for Safe Schools** hhtp://www.caag.state.ca.us/cvpc/crisisresponse/pdf California Attorney General's Crime And Prevention Center and the California Department of Education's Safe Schools and Violence Prevention Office outline the steps needed to develop a comprehensive school crisis prevention plan by assembling a box of information which would serve as a useful tool in the event of a critical incident.
- **Early Warning: Timely Response: A Guide to Safe Schools** www.ed.gov/offices/OSERS/OSEP/earlywrn.html This guide from the Departments of Justice and Education indicates what to look for and what to do to prevent violence, when to intervene and get help for troubled children, and how to respond when violent situations occur.
- **Facts About Gun Violence** www.abanet.org/gunviol/schoolshm.html The American Bar Association offers information on gun violence in schools.

- **Improving School Violence Prevention Through Meaningful Evaluation** http://eric-web.tc.columbia.edu/digests/dig132.html The ERIC Clearinghouse on Urban Education provides a digest specific to the need for evaluation, types of evaluation, and evaluation methods for school violence prevention.
- **Inventory of Federal Activities Addressing Violence in Schools** http://www.cdc.gov/nccdphp/dash/violence/index.htm The Centers for Disease Control and Prevention has created this new inventory to portray what the federal government is doing to respond to violence in our nation's schools.
- **Is Youth Violence Just Another Fact of Life?** http://www.apa.org/ppo/violence.html The American Psychological Association states that there is no gene for violence. Violence is a learned behavior, and it is often learned in the home of the community from parents, family members, or friends. Children are more aggressive and grow up more likely to become involved in violence – either as a victimizer or as victim – if they witness violent acts.
- **Protective Schools: Linking Drug Abuse Prevention with Student Success** www.drugstats.org/prosch.html A guide for policy makers, educators, and families produced by Smith Initiatives for Prevention and Education, College of Education, the University of Arizona. Its focus is data-based decision-making with an emphasis on strengthening academic achievement.
- **Safe Schools Now Network** http://www.aasa.org/issues_and_insights/Emergency/safe_schools_now.htm The NEO and the Learning First Alliance of which AASA is a partner formed the NEA Safe Schools Now Network in response to the growing concerns about school Emergency.
- **School Emergency and the Legal Rights of Students** http://eric-web.tc.columbia.edu/digests/dig121.html The ERIC Clearinghouse on Urban Education provides a digest regarding court decisions which seek to balance students' constitutional rights with the need for safety and freedom from violence in the schools.
- **The School Emergency Profiler** www.rippleeffects.com/needs This is a set of surveys designed to measure perceived Emergency at your school from the separate perspectives of students and educators. These tools can be used by school planning teams conducting safety audits.
- **The School Shooter: A Threat Assessment Perspective** www.fbi.gov/library/school/school2.pdf New FBI report says there is no way to "profile" potential perpetrators, but offers a tool to assess threats logically, judiciously, and rapidly.
- **Top Rated School Violence Prevention Programs (8/4/98)** www.aasa.org/issues_and_insights/safety/top_rated_programs.htm Only 10 out of 84 nationally available school violence prevention programs got an "A" in an evaluation released in June.
- **Why the Brutality?** ericweb.tc.columbia.edu/administration/Emergency/gang_brutality/index.html This focus is on predatory violence of gangs as distinct from that occurring apart from gang activity. The purpose is to examine the dynamics of why gangs can, at times, be brutal.

Other Resource Centers on Safe Schools, Youth Violence

- **American Academy of Experts in Traumatic Stress** www.schoolcrisisresponse.com The American Academy of Experts in Traumatic Stress publication, A Practical Guide for Crisis

Response in Our Schools, conveys critical information to assist school districts in responding effectively to "everyday crises" as well as school-based disasters. It is an invaluable resource for administrators, support personnel, and faculty in preparation for, and during, actual crisis situations.

- **Center for Disease Control and Prevention, Division of Violence Prevention** www.cdc.gov/ncipc/dvp.htm This division has four priority areas for violence prevention: youth violence, family and intimate violence, suicide, and firearm injuries. Another Centers for Disease Control site, www.cdc.gov/nccdphp/dash offers a way into programs.
- **Center for the Prevention of School Violence** www.ncsu.edu/cpsv The center serves as a primary resource for dealing with the problem of school violence. This North Carolina center focuses on ensuring that schools are safe and secure. Featured topics include school resource officers and student involvement projects.
- **Center for Schools and Communities** www.center-school.org/ The Center for Schools and Communities has been committed to improving outcomes for children and families through training, technical assistance, program evaluation, research, and resource development. Funded primarily by the Pennsylvania Departments of Education, Health, and Public Welfare. It provides training, technical assistance, and a clearinghouse of video and print materials to help schools.
- **Center for the Study and Prevention of Violence** www.colorado.edu/cspv This Colorado-based center provides technical assistance, information, and research for groups committed to understanding and preventing violence, particularly adolescent violence.
- **Communities Against Violence Network (CAVNET)** www.askam.com/cavnet This site is a guide to anti-violence resources.
- **Family Life Development Center** www.child.cornell.edu/ Located at Cornell University, the center works to improve professional and public efforts to understand and deal with risk factors in the lives of children, youth, families, and communities that lead to family violence and neglect.
- **The Hamilton Fish Institute** www.hamfish.org The Hamilton Fish Institute rigorously researches, develops, and evaluates violence prevention strategies for schools and their immediate communities.
- **Institute for Violence Reduction** www.vm.uconn.edu/~wwwswk/violence.htm Located at the University of Connecticut, this center works with policy makers to develop more effective approaches for violence reduction in schools and communities.
- **Join Together** http://www.jointogether.org Join Together, a project of the Boston University School of Public Health, is a national resource for communities working together to reduce substance abuse and gun violence.
- **Keep Schools Safe** www.keepschoolssafe.org This site provides useful information regarding strategies to reduce violence and is a link to other sites. The site is managed by the collaboration between the National Association of Attorneys General and the National School Board Association.
- **Keeping Schools and Communities Safe** www.ed.gov/offices/OESE/SDFS/safeschools.html The U.S. Department of Education's site provides information regarding federal efforts to enhance school safety; provides information on USDOE programs and funding and has policy statements and reports outlining school violence statistics.

- **Kentucky Center for School Emergency** www.kysafeschools.org This center acts as a clearinghouse of information and materials concerning school violence prevention and provides training, technical assistance, and program development.
- **National Alliance for Safe Schools** www.safeschools.org The National Alliance for Safe Schools was established to provide training, technical assistance, and publications to school districts interested in reducing school based crime and violence.
- **National Criminal Justice Reference Center** www.ncjrs.org NCJRS is a federally sponsored information clearinghouse for people around the country and the world involved with research, policy, and practice related to criminal and juvenile justice and drug control. Documents available at this site include The Appropriate and Effective Use of Security and Technology in US Schools.
- **National Resource Center for Safe Schools** www.Emergencyzone.org The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence.
- **Office of Juvenile Justice and Delinquency Prevention** www.ojjdp.ncjrs.org OJJDP sponsors a broad array of research, program, and training initiatives and disseminates accurate, up-to-date information about juvenile justice and delinquency issues.
- **Partnership Against Violence Network (PAVNET)** www.pavnet.org This website offers information on programs, resources, and funding sources.

These links and pointers are provided for the user's convenience. CEM does not control or guarantee the accuracy, relevance, timeliness. or completeness of the information. Further, the inclusion of links or pointers to particular items in hypertext is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered on the sites or the organizations sponsoring the sites.

APPENDIX 6: SELECTED PRINT REFERENCES

Bosworth, K. ed. (1999). Preventing student violence: What schools can do. Phi Delta Kappa and The Center for Evaluation, Development, and Research.

This publication contains three chapters each addressing different topics related to youth violence – its risk factors, its affects, and what schools can do. Each topic is covered through different articles from various sources.

Crisis counseling guide to children and families in disaster. New Your Office of Mental Health. (September 2000)

This guide is intended for use by persons who respond to the disaster mental health needs of children in emergencies and disasters. Human service workers, emergency personnel, community members, and elected officials who are responsible for planning and organizing services to meet the needs of children and families impacted by emergencies and disasters will find this guide valuable.

Fein, R.A. and Vossekuil, B. (1998). "Protective Intelligence and Threat Assessment Investigations: A Guide for State and Local Law Enforcement Officials." Washington, D.C.: US Department of Justice, Office of Justice Programs, National Institute of Justice.

This report presents information and ideas about protective intelligence and threat assessment. Using prior case studies, it debunks myths and explains the operation of threat assessment.

Gallegos, A. ed. (1998). School expulsions, suspensions, and dropouts: Understanding the issue. Phi Delta Kappa and the Center for Evaluation, Development, and Research.

This publication contains three chapters each addressing different topics related to school discipline – contextual factors, codes of conduct, and promising programs and practices. Each topic is covered through different articles from various sources.

Godwin, T.M. with Steinhart, D.J. and Fulton, B.A. (n.d.). "Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Program." American Probation and Parole Association.

This guide comprehensively covers every aspect associated with the concept of teen courts from understanding the basis, recruiting support, designing a program, human and financial resources, and evaluation.

"Guide for School Safety and Security." (1996). The University of the State of New York and the State Education Department, Office of Intercultural Relations. Albany, NY.

This document explains the necessary component for a school safety action plan utilizing prevention as well as intervention strategies and community support and resources.

McLaughlin, K.A. and Brilliant, K.J. (1997). Healing the hate: A national hate crime prevention curriculum for middle schools. Newton, MA: Educational Development Center, Inc.

The Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, United States Department of Justice is responsible for this program that promotes understanding and tolerance through a variety of lessons and activities for students that analyze hat crimes, their victims and perpetrators, media messages, stereotypes, racism, and ways to promote change.

Miller, S., Brodine, J. and Miller, T. eds. (1996). Safe by design: A plan for peaceful school communities. Seattle, WA: Committee for Children.

This is the first of a two-volume panning and resource guide for schools. Topics covered include creating community linkage, family involvement, positive school climate, school policies, and student social skills.

Poland, S. and McCormick, J.S. (1999). Coping with crisis: Lessons learned: A resource for schools, parents, and communities. Longmont, CO: Sopris West.

Provides detailed, comprehensive steps for schools in the event of any type of crisis situation such as threats, fights, intruders, weapons and/or death. Includes actual case studies from many recent high profile school shootings.

Safe schools, safe students: A guide to violence prevention strategies. Washington, D.C.: Drug Strategies. (1998).

This guide provides a "consumer reports" format for research-based violence prevention and other strategies.

"Safe Spaces: Creating Safe and Drug-Free Learning Environment." New Paltz, NY: The Upstate Center for School Emergency. (2000).

A training guide and accompanying manual uses the concept of systems thinking to promote a paradigm shift among a school safety team and uses research-based action plans in order to nourish a more positive school environment.

"Safeguarding Our Children: An Action Guide." Washington, D.C.: US Departments of Education and Justice, American Institutes for Research. (2000).

This document is a follow-up resource to "Early Warning, Timely Response: A Guide to Safe Schools." It provides additional information about the "how to" of developing school safety plans.

"School Violence Prevention and Management Guide." Garden City, NY: New York Schools Insurance Reciprocal. (n.d.).

This publication gives a short overview of effective intervention programs, areas for assessment, and emergency response procedures.

Stephens, R.D. (1996). "How to Create Safe Schools: Action Steps for the Community." Bloomington, IN: National Educational Service.

Three 20-minute videos address topics such as assembling a safety task force, assessing existing vulnerabilities, various specific strategies, and creating an action plan.

Stephens, R.D. (n.d.). Safe schools: A handbook for violence prevention. Bloomington, IN: National Educational Services.

This handbook explains how to assess current school safety then how to develop, implement, and evaluate a comprehensive school safety plan; includes sample plans and documents.

Trump, K.S. (1998). Practical school security: Basic guidelines for safe and secure schools. Thousand Oaks, CA: Corwin Press, Inc.

This guide offers step-by-step plans to for assessing the current physical security of a school as well as implementing further instruments such as staffing, locks, lighting, and metal detectors.