

CONSIDERATIONS FOR PRACTICES IN SCHOOL SAFETY





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To Kentucky Public School Principals and Assistant Principals:

This document is being presented to principals and assistant principals as a list of reminders for school administrators to consider when addressing current trends and state laws that pertain to school safety practices.

It is not to be construed as a best practices document but rather a quick reference guide of reminders and suggestions.

As always, if you have questions regarding current trends or practices in school safety, feel free to contact staff members from the Kentucky Center for School Safety at 1-877-805-4277.

Thank you for serving as school-based administrators. You remain the key implementers of all safety practices in your school.

Best regards,

A handwritten signature in black ink, appearing to read "Jon R. Akers". The signature is fluid and cursive, with a large, looping initial "J".

Jon R. Akers, *Executive Director*
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Special note: This document was printed during the COVID-19 pandemic of 2020. The Kentucky Center for School Safety recommends school officials contact the Kentucky Department of Education (502-892-6968) for updates, guidelines and current protocols when addressing COVID-19 issues in their respective schools.

The information contained within this guide is solely advisory and should not be substituted for legal, public safety or other professional advice. Eastern Kentucky University and the Kentucky Center for School Safety assume no legal liability for the information contained herein. The information provided is for educational purposes only.



Transportation:

- Bus drivers should be provided emergency contact numbers for all school administrators.
- Bus drivers should be trained to transport students and staff to an alternative location if necessary.
- Work with school district personnel to establish policies, route procedures, and monitor student parking.



Some Suggestions Include:

- ✓ **Number parking spaces.**
- ✓ **Ask transportation to provide arrival and departure times for buses.**
- ✓ **Regarding students who are being transported by privately owned vehicles, develop procedures to ensure that students are directed to the proper cars.** (elementary and middle schools)
- ✓ **Develop procedures to ensure that students get to the proper buses.**
- ✓ **Print student list of bus riders every six weeks.**
This list should be given to each bus driver and copies kept on file in the office.
- ✓ **Coordinate with transportation to schedule four bus evacuation drills annually.**



Traffic Management:

- Buses/cars/student walker lanes on a school campus should be separated.
- Develop a student driver management system.
- Staff parking area should be clearly marked and visible.
- Implement traffic flow management system.
- Make directional signage visible (i.e., buses, main office, visitors, etc.)
- Provide signage to direct vendor deliveries.
- Work with district personnel to develop a vendor delivery protocol (schedule and location of deliveries).
- OSHA approved reflective gear should be worn by staff working in crosswalks and traffic patrol.
- Crosswalks should be created using high visibility paint.
- Curb drop-off and pickup for students should only be permitted in designated areas and supervised and monitored.
- Provide access to the building and campus for staff/students/visitors with special needs.

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Rules Enforcement:

- Review Infinite Campus data on student misbehavior and monitor teacher and staff enforcement of rules.

Internet Safety:

- Monitor student Internet usage.
- Enforce acceptable Internet usage policy for students and staff.
- Provide internet safety training to all staff and students.

Bullying Prevention:

- Establish a bullying prevention plan and implement it.
- Review model policy on bullying reporting.
- Review how students can report bullying incidents and publicize how to report acts of bullying.
- Provide bullying prevention training to all staff and students.

District Rules:

- Code of Conduct and/or school rules should be reviewed with all students and staff at the beginning of each year. (i.e., student handbook, agenda, etc.) Document that this has been completed.
- District Code of Conduct should be published and made available to the public and posted to the school district's website.

Laws and Regulations Affecting Schools:

Administrators should be familiar with the requirements of the following Kentucky Revised Statutes and Regulations (KRS/KAR). Statutes and regulations can be found at <http://www.lrc.ky.gov/statutes/search.aspx>.

Emergency plans not subject to opens records requests	KRS 61.870 - 61.884
Human Trafficking Tipline	KRS 156.095
Suicide Tipline	KRS 156.095
Child Abuse Tipline	KRS 156.095
Bullying Law	KRS 158.148, KRS 525.070, KRS 525.080
Document bullying and harassment reports	KRS 158.148, KRS 158.156
Active Shooter Response Training	KRS 158.162
Visitor signage	KRS 158.162
Cover classroom doors/windows during a lockdown	KRS 158.162
Classroom doors should be closed and locked during instructional time	KRS 158.162 3 (d) 5
Emergency training and drill logs	KRS 158.162
Tornado safe zones	KRS 158.162, KRS 158.163
Posting of primary and secondary evacuation routes	KRS 158.162
Timeline for mandated emergency drills	KRS 158.162
Emergency Operations Planning - First Responders	KRS 158.162
Access control	KRS 158.162
High School CPR graduation requirement	KRS 158.302
Anonymous Tipline	KRS 158.4451
Crime Prevention Through Environmental Design (CPTED) Checklist for new buildings and/or renovations	KRS 158.447
Trauma Informed Care	KRS 158.4416
Terrorist threat notification reporting	KRS 158.1559
Active supervision	KRS 161.180
Posting of gun prohibition	KRS 527.070
Suicide prevention training	KRS 156.095, KRS 158.070, KRS 161.011
Other Mandated Training:	
Safe Physical Management	704 KAR 7:160
Blood-Borne Pathogens	803 KAR 2:308, 803 KAR 2:404
CPR/First-Aid	KRS 160.445, KRS 311.667

Drills:

- **Check PA system** to make certain that it is functioning in all areas of the school campus.
- **Develop maps** with primary and secondary routes and evacuation routes and post in all rooms.
(not just the classrooms but all rooms).
- **Invite emergency responders** to observe emergency drills.
- **Use plain language** to initiate emergency responses - do not use codes. Consider reviewing special communication accommodations (ESL, hearing/vision impaired, etc.).
- **Debrief** after drills and consider examining emergency responders' observations.
- **Develop a protocol** for communicating a reunification plan to parents during an emergency situation. (i.e., text, phone call, etc.)

Consider reviewing special communication accommodations (ESL, hearing/vision impaired, etc.).
- **In cooperation with local law enforcement, develop and implement protocols for lock downs.** Include all areas and times of day such as cafeteria, gymnasium, library, recess, arrival, dismissal, etc.
- **For lockdowns** - end by having law enforcement and/or administrators go room to room and clearing each room individually.
- **For lockdowns** - advise teachers to ignore announcements and alarms while in lockdown.
- **Make sure teachers have updated class lists of students.**
- **Plan for special needs** students during drills and evacuations and include the plan in the EOP.
- **Consider developing and implementing a delayed fire alarm protocol** ("3-minute delay").
- **Develop log sheet** for drill documentation.
- **Confer with transportation personnel** on conducting the required bus evacuation drills.
- **Are other drills needed?** (reverse evacuation; blocked exit fire drill; drills during lunch/assemblies; shelter-in-place)
- **How can drills be initiated?** Can school phones tap into the PA system? District software systems? Yelling down the hall? Alternative signal devices (air horn, whistle, etc.)
- **Develop and implement a protocol** on who in the building is authorized to call drills.
- **In accordance with Kentucky state law, and in addition to lockdown drills, practice severe weather, fire, earthquake drills.**



Drill Schedule and Log

Special note: As of 2013, all four emergency response drills (fire, lockdown, severe weather and earthquake) must be conducted within the first 30 days of the new school year and must be conducted again in January (see Appendix D: Kentucky Department of Education Guidance For: Senate Bill 8/ House Bill 354 Emergency Management Planning For Schools and Districts).

Use the following worksheet to plan drills for your school. Submit a copy of the schedule with your school's plan, and use the original to document drills when they actually occur.

Fire Drills: Two fire drills in the first month of school, and one per month each following month.

Monthly Schedule	Date Conducted	Weather Conditions	Number of Occupants	Evacuation Time	Comments, Notes
1st:					
2nd:					
3rd:					
4th:					
5th:					
6th:					
7th:					
8th:					
9th:					
10th:					
11th:					
12th:					

Earthquake Drills: .

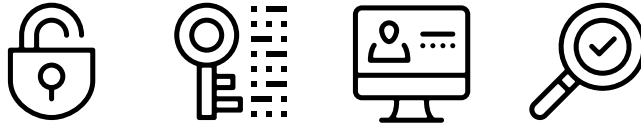
Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Severe Weather Safe Area: .

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				

Lockdown: .

Date Scheduled	Date Conducted	Number of Occupants	Response Time	Comments, Notes
1st:				
2nd (Jan):				



Access Control:

- Develop protocols for a safe front entrance.
- As funding permits, consider installing security vestibules.
- Require staff and substitute teachers to wear staff ID badges.
- Develop and implement policies and procedures to allow first responders to gain access to the school building.
- Leave classroom door open/unlocked if only one adult and one child are present KRS 158.62 (3)(d)(5)(a).
- Assure that all interior doors shall be closed and locked when students are present during instruction.
- Assure that all exterior doors are locked and checked hourly.
- Limit the number of primary entrances.
- Develop a monitoring protocol for all exterior doors during the school day.
- Develop a monitoring protocol for all exterior doors after the school day.

Visitor Protocol:

- Develop or review the current buzz-in system and protocol for visitors.
- Develop and implement visitor procedures and accounting system.
- Consider systems for assuring visitors check out (i.e. hold visitor keys during visit).
- Develop and implement a standard script for allowing visitor entrance into the building.
This script shall be used consistently for all visitors. **(See Appendix D)**
- All visitors shall wear an ID badge on their outermost clothing. The badges should have the name of the visitor and the date.

Building and Grounds:

Surveillance - Create and maintain natural surveillance throughout the school building and grounds. (Surveillance puts potential offenders under threat of being observed, and therefore identified and apprehended—i.e., keep windows, hallways, and stairs clear of obstructions that may block views).

-Is there adequate lighting around the exterior of the building and are all lights operational?

CPTED (Crime Prevention Through Environmental Design)

Follow the 3 – 7 Rule - All bushes should be trimmed to a height no taller than 3 feet. All trees should have limbs trimmed to no lower than 7 feet from the ground.

Territoriality - Create and maintain territoriality. School and campus territoriality is the use of physical attributes to delineate public space from school space and to create a sense of ownership. School boundaries should be clearly delineated, i.e., signage, fences, etc.

Exterior Doors - Exterior doors shall remain locked at all times during the school day. Develop and implement a plan where exterior doors are monitored hourly to ensure the exterior doors are secured and fully operational. (KRS 158.162)

Are manual hold open devices removed from any exterior door or fire door?

Fire Safety -

- A. Create a system for monthly inspections of all fire extinguishers and other life safety devices including emergency lights, exit signs, eye washes and document on the inspection sheet.
- B. Monitor exit signs to ensure they are functional.
- C. Remove all items from fire exit areas. Keep a continuous and unobstructed path of exit travel at all fire exits at all times.
- D. Work with district staff to ensure that all building sprinkling systems are in proper working order and are inspected yearly.
- E. Monitor for proper use of extension cords and plug strips.

Emergency Cutoffs - Locate and clearly identify all emergency cutoffs in the school building and on campus. Building administrators and custodial staff must be able to rapidly locate and "shut off" all utilities.

Campus Signage -

- Clearly label the parking lot, marking all parking spaces, fire lanes, bus lanes, no parking zones, curbs, speed bumps, and directional arrows. In addition, ensure that adequate signage is in place regarding visitor parking, front entrance, bus lanes, and student drop-off/pick-up locations.
- Are crosswalk locations marked and visible?

A.E.D.s (Automated External Defibrillator)– A.E.D.s must be readily accessible for emergency use. They must not be stored behind locked doors or in locked cabinets. A list of trained staff should be posted by the A.E.D. (A.E.D.s should be observed daily, checked monthly, and staff should adhere to all manufacturer’s recommendations).

Playground - All playgrounds must be inspected monthly and all defects/damage should be repaired immediately. Playgrounds shall be inspected daily for trash or other hazards that may have been left by the public.

Playgrounds shall be installed, maintained, and inspected according to the Consumer Product Safety Commission publication CPSC Public Playground Safety Handbook that can be accessed by following <http://www.cpsc.gov//PageFiles/122149/325/pdf>. These guidelines have been established to assist districts not only to provide “recommended practices” in the area of playgrounds but to reduce district liability in the event of injury on the playground.

Hazards Hunt - Take a two-mile to three-mile radius tour of each school. Make note of potential threats and work with local emergency management personnel to develop/enhance applicable sections of the Emergency Management Plans for your school/district.

Consistent Door Numbering - Number all exterior exits on the interior and exterior of the building with highly visible numbers. Confer with local law enforcement and other first responders to determine how doors will be numbered. Number or label all interior doors. Updated building maps shall be shared with local law enforcement and first responders. These numbers will greatly assist emergency personnel and school administrators when responding to an incident.

Health Services

- A minimum of two employees must be trained in CPR/First Aid.
- First aid kits should be easily accessible and clearly marked.
- First aid supplies must be adequately maintained.
- All employees shall be trained on blood borne pathogens protocols annually.
- Non-latex gloves will be provided to all that may be exposed to blood.
- Blood borne pathogen exposures shall be cleaned up and disinfected properly.
- Staff must be informed of the presence or absence of asbestos in their building annually. An asbestos management plan shall be maintained and appropriate staff trained.

Bus and Car Loading and Unloading - Bus and car loading and drop off areas shall be separate, restricted during arrival and dismissal times and staff assigned to adequately supervise. Staff assigned to traffic duties must have fluorescent vests or outer wear.

School-based Emergency Operations Plan (EOP) required- KRS 158.162

School’s EOP shall be reviewed and adopted by the SBDM Council annually. The school’s adopted EOP is to be shared with all local first responders.

Other Building Considerations / OSHA Requirements

Ceiling tiles must be in place and stained tiles removed and replaced in a timely fashion.

There shall be a 3-foot clearance between electrical service equipment/heating equipment and storage.

Storage shall be maintained in an orderly fashion and not closer than 2 feet from the ceiling. In sprinkler buildings, maintain a minimum of 18" between storage and sprinkler heads.

Gasoline and other flammables (i.e. propane tanks) must be stored outside of the school building in an approved structure.

Do not use boiler rooms/mechanical rooms for storage purposes, including but not limited to flammable and combustible items.

Classroom door windows shall be unobstructed during the normal school day.

Custodial and mechanical rooms must remain locked and restricted to authorized personnel only.

All rooms shall be labeled for use on both interior and exterior doors.

Restrooms shall be stocked with soap and hand towels or hand dryers, fixtures in working order and exhaust fans operational.

Schools must have a filter changing schedule for HVAC equipment at least quarterly.

All drinking fountains shall be flushed every Monday or first day of school week at a minimum.

Schools shall post signs on all exterior doors for visitors to report to the main office.

If camera surveillance systems are present, systems shall be operational.

Fire alarm panel shall be in normal operating mode with no trouble showing.

Safety data sheets (SDS) shall be available for all hazardous chemicals.

Employees who use chemicals shall be trained on Hazard Communications/GHS including personal protective equipment.

Chemicals shall be labeled properly.

All secondary chemical containers shall be labeled.

All other chemicals shall be stored properly and secured.

Additional Topics

The following appendices should be considered for review.

Staff Skills Inventory (**Appendix E**)

Universal Procedures (**Appendix F**)

Emergency Team Toolbox (**Appendix G**)

The complete Emergency Management Resource Guide can be found at www.kysafeschools.org/emgpage2.php.



Supervision:

- Principals should lead by example on supervision duties and be visible throughout the school building and all throughout the school day.
- Principals should monitor teacher supervision of students throughout the school day during class transitions.
- Principals should rotate their daily supervision duties so as not to be seen the same place each time.
- Develop and disseminate a supervision plan that emphasizes active as opposed to passive supervision.
- Develop supervision procedures that include arrival, dismissal, breakfast, lunch, after school activities and tutoring times (unstructured times).
- Develop a substitute teacher folder which outlines various emergency procedures.
- Develop and implement an event security management system. **(See Appendix C)**
- Develop and implement a supervision plan for extracurricular activities.
- Develop and implement a supervision plan for parking lots when school is in session.
- Develop and implement a supervision plan for active playground supervision.
- Develop and implement a supervision plan for restrooms/locker rooms.
- Limit school building access during after-school activities.

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Contacts for Critical Services:

EMS / EMT	
FIRE	
Local Law Enforcement Agency	
School Resource Officer	
Nurse & Medical Providers	
Mental Health Providers	
FRYSC	
Maintenance	
Transportation	

Communication:

- Each school should establish a multi-platform phone communications system to provide information to parents (call, text, email).
 - Each school should establish an intra-school communication system (i.e. two-way radios, intercom systems, etc.)
 - ⚡ Have a plan to keep electronics charged.
 - Maintain an updated list of cell numbers for all administrators and school staff. This list should be kept confidential.
 - Develop/review a policy for initiating a school-wide lockdown whereby all staff members are empowered to initiate a lockdown.
 - Identify hearing impaired parents and provide accommodations for visual communication.
 - Identify students and parents who need accommodations for a different language.
 - Develop a community plan to keep all personnel informed (classified and certified) on day to day information.
 - Make sure you have access to an analog phone.
-

First Responders:

- Develop a relationship with local first responders (law enforcement, fire, EMS).
 - Develop a relationship with the Department of Health and Family Services.
 - Share your Emergency Operating Procedures with first responders and invite them to participate in drills.
-

When to Call the Police:

Reference Appendix A.

First Aid:

- Work with school district personnel to provide/fund response kits (Go Bags) for each classroom. See Appendix B.
- Update class list every six weeks.
- Include updated class lists if response kits are provided.

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APPENDICES

Appendix A - When to Call Police

Appendix B - Classroom Response Kit

Appendix C - Event Security Planning

Appendix D - Suggestions to Consider when Developing Visitor Protocol in a School Setting

Appendix E - Staff Skill Inventory

Appendix F - Universal Emergency Procedures

Appendix G - Emergency Team Toolbox

Using this Guide

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Appendix A

When to call the police?

- WHEN YOU SUSPECT THAT A CRIME IS BEING COMMITTED OR ABOUT TO BE COMMITTED.**
 - Crimes in progress
 - Suspicious activity

- WHEN A CRIME HAS BEEN COMMITTED.**
- WHEN AN INTRUDER IS ON CAMPUS**
 - Person refuses to comply with visitor procedures.
 - Person refuses to identify himself.
 - Person on campus is acting in a suspicious or alarming manner, refusing to state their business or leave campus immediately.

- WHEN ANY PERSON'S BEHAVIOR IS A THREAT TO THAT PERSON OR OTHERS.**
 - Suicidal
 - Intoxicated (drugs or alcohol)
 - Mentally ill
 - Threatening violence or escalating towards violence

- WHEN THERE ARE RUMORS OF PLANNED OR IMPLIED ACTS OF VIOLENCE.**

- WHEN ANY PERSON (FACULTY, STAFF, PARENT, OR STUDENT) IS SUSPECTED OF BEING IN POSSESSION OF A WEAPON.**
 - Police should be notified as soon as possible.
 - Police should conduct a search.

- WHEN WEAPONS ARE FOUND.**
- WHEN A BOMB THREAT IS RECEIVED.**
- WHEN SUSPECTED DANGEROUS SUBSTANCES ARE FOUND.**
- WHEN HAZARDOUS MATERIALS ARE LEAKED OR SPILLED.**
 - Also notify fire department
 - Also notify EMS if person(s) are ill or injured

- WHEN A NON-VEHICLE ACCIDENT OCCURS AND RESULTS IN SERIOUS PHYSICAL INJURY OR DEATH.**

Appendix A

When to call the police?

(CONTINUED)

- WHEN A MOTOR VEHICLE ACCIDENT OCCURS AND RESULTS IN PHYSICAL INJURY OR SUBSTANTIAL PROPERTY DAMAGE.**

- WHEN DRUGS ARE FOUND OR CONFISCATED.**

- WHEN VALUABLE PROPERTY IS FOUND.**

- WHEN VEHICLES ARE ABANDONED ON CAMPUS.**

- WHEN ADVICE IS SOUGHT IN LAW ENFORCEMENT RELATED MATTERS.**
 - Crime
 - Court or Social Service referrals
 - Community / quality of life issues

Appendix B

Classroom Response Kit

Each classroom should consider developing a "response kit" to have available for use during an emergency situation. Items in the kit should not be used for anything other than emergency preparedness training activities. The kit should be portable and readily accessible for use in an emergency.

- | | |
|---|---|
| <input type="checkbox"/> Clear plastic backpack | <input type="checkbox"/> Latex gloves |
| <input type="checkbox"/> Water Bottle | <input type="checkbox"/> Dust mask |
| <input type="checkbox"/> Flashlight (friction) | <input type="checkbox"/> Duct tape |
| <input type="checkbox"/> Rubber Door stop | <input type="checkbox"/> Ink pen |
| <input type="checkbox"/> Whistle & Lanyard | <input type="checkbox"/> Pencil |
| <input type="checkbox"/> Trash bag | <input type="checkbox"/> Permanent marker |
| <input type="checkbox"/> Emergency blanket | <input type="checkbox"/> Dry-Erase marker - Red |
| <input type="checkbox"/> First aid kit (including band-aids, antiseptic ointment & gauze) | <input type="checkbox"/> Dry-Erase marker - Black |
| <input type="checkbox"/> Hand sanitizing wipes | <input type="checkbox"/> Scissors |
| <input type="checkbox"/> Sunscreen | <input type="checkbox"/> White peel-off stickers |
| <input type="checkbox"/> Q-Tips | <input type="checkbox"/> Green & Red signs and White laminate sheet |
| <input type="checkbox"/> Vinyl Gloves | <input type="checkbox"/> Post-Its |
| | <input type="checkbox"/> Notepad |

Items Specific to your school

- Lists of other emergency phone numbers
- Faculty/Staff Roster (Including emergency contacts)
- Student Roster (list by period or time)
- Emergency contacts of parents as well as work and cell numbers
- List of students with special needs
- Student bus assignments and bus driver's names
- Phone distribution list (cell phone tree)
- Assembly Areas (Universal Procedure)
- Map of building(s) with location of fire exits and floor plan

Suggestions for additions

- Two-way Radios and/or cell phones
 - USB Charger
 - Electronic device, external hard drive kept updated for emergency use
 - Convertible charge cord for different electronic devices
 - Orange safety apparel such as arm bands, caps, vests, etc.
 - Safety light glow stick
 - Caution tape
 - Clipboard
 - NOAA Weather Radio w/solar hand crank
 - Water filtration device
 - Beef jerky & hard candy
- Other:

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3. Provide adequate police supervision for major sports and playoff contests. Police should be visible inside and outside the stadium. (Complete a chart indicating their physical location before, during and after the game for the sports of football and basketball. Ensure that you have adequate security in areas that you know could be trouble spots.)

Principal, AD

4. Provide protection and courtesy to game officials.

- A. Arrange for a school representative to meet the officials and have a special room where the officials can have their pre-game conference.
- B. Provide escort on and off the field or court.
- C. Ensure that officials are treated well after the game and escorted to their car or have a place of safety as soon as the contest is over.

Principal, AD

5. The game announcer should read the statements regarding emergency protocols (evacuation etc), on sports-manship, alcohol and drug use, as well as on throwing objects and unruly behavior. Artificial noisemakers should not be used in gymnasiums. Any of these violations will lead to expulsion from the game, and could lead to being banned from all future contests.

Principal, AD

6. Whenever possible, provide special seating for students, bands, adults and visitors. Student bodies of each school represented should be kept separated at ALL times.

Principal, AD

7. Provide supervised parking. A special supervised area should be provided for buses of visiting teams. (Use of service clubs or youth organizations is suggested. This will free your law enforcement officials to be in other possible trouble areas.)

Principal, AD

8. All supervising personnel and "on duty" faculty members should be identified (special T-shirts, arm bands, caps, etc.).

Principal, AD

9. A manager's conference should be held thirty minutes prior to a varsity contest in the sports of football, softball, basketball, soccer, and baseball. The game administrator is required to conduct a pre-game meeting with game officials, both head coaches, and security. A game manager's conference needs to be held prior to all sporting playoff contests, including all major sports, as well as minor sports (such as volleyball, swimming, etc.)

Principal, AD

Appendix C

Pre-event security plan

(CONTINUED)

DURING THE GAME:

1. Personnel should be stationed in key areas. They should remain at their station throughout the contest and after the game until the areas have cleared.

Principal, AD

2. The visiting school's administration or principal's designee should supervise their students and fans. The host school should also supervise the visiting side and provide assistance to visitors. They should also prevent students from crossing to the opponent's side.

Principal, Asst. Principal, Faculty Member

3. All coaches are expected to conduct themselves in an orderly and good sportsmanship like manner at all times. A coach must model the good behavior that we expect from our student/athletes and their fans.

Principal, AD

4. Bands should provide an entertaining half-time program. (Schools that do not have bands should also plan an interesting half-time program. Involve the PTA groups and others for ideas, and work together to develop an interesting program.)

Band Director, Principal

5. A medical doctor should be in attendance at all athletic contests whenever possible.
(We know that it is difficult for some of our schools to obtain the services of a doctor for all contests, but feel that if it is possible there should be one in attendance at football games.)

Administration, Principal, AD

6. The public address announcer should give instructions concerning concession stands, restrooms, and any information that will assist the visiting fans. No partiality should be shown announcing the athletic contest.

P.A. Announcer

AFTER THE GAME:

Planning for after the contest is probably the most important of the three stages in crowd control. Most incidents and encounters occur after the game when the students and fans are leaving the playing area.

- 1. Develop a procedure for the exit of teams, officials, and spectators. You will need to keep personnel on duty in the trouble spots until the area clears. Cameras recording the contest should be kept on until the teams clear the competition area. (Usual problem – security is released near the end of the game to direct traffic. It is suggested that security be kept in problem areas.)

Principal, AD

- 2. Direct the route for movement of all visiting school buses and all home team buses. Also include band, pep buses, spectator buses. When possible, provide an escort for these buses for several blocks as they leave the site.

Principal, AD/Communicate with police or security

- 3. Use the P. A. system to:

- A. Caution spectators not to walk on the floor or field
- B. Give directions for leaving the area
- C. Drive safely.

P. A. Announcer

- 4. To facilitate orderly movement of traffic, provide direction supervision for cars exiting the parking area. (Local police may assist in this area. You may want to use faculty members or service clubs to better utilize police and security.)

Principal, AD

The principal and athletic director should discuss all details of the completed security plan with their superintendent or designee. We realize that by implementing this plan and after taking every possible precaution, we may not stop all of the problems but at least we will be in a position to react. Better planning by all concerned can help avoid many of the problems that have occurred in the past.

Every school’s Security Plan will be kept on file. If a problem occurs that requires review or hearing, schools that followed their security plan will have fulfilled their responsibility in preventing the problem.

***You may include any additional information to the above plan.
Any plan should be altered to meet the individual needs of the school.***


HAVE A GREAT YEAR WITH YOUR SCHOOL SPORTSMANSHIP PROGRAMS!

Note: This form was adapted from a form provided by the MSAA & Mississippi Center School Safety.

Appendix D

Suggestions to consider when developing visitor protocol in a school setting

First and foremost, make certain that the school's visitor check-in policy is widely publicized that anyone (and everyone) who wishes to enter your school will be asked a series of questions before admission into the school building. Visitors will be asked to show a picture ID and will be asked to check-in their car keys with office staff for the duration of their visit. (Consider posting a sign by the buzz-in station listing questions that will be asked, photo ID requirement and car key check-in.**)

 **The people controlling access into the school building need to view their job as the first level of security for the school and take this responsibility very seriously.**

When a visitor activates the buzzer to be admitted into the school building, the secretary (usually) should greet the visitor with a pleasant voice and say:

"Welcome to (name of school), how may I help you today? (Then listen for impairment or anger...any clues that might be helpful.) If you know the person, address that person by name and say: "Hi, Pat! How can I help you today?"

If the visitor wishes to meet with a staff member, pleasantly inquire: *"Do you have an appointment?"*

If the answer is no, ask the visitor if they would like for the secretary *"to set up an appointment?"*

If the visitor insists on coming into the building without giving a valid reason, tell him/her *"someone will be with you in just a moment."* **Then notify the principal (and SRO) immediately and ask him/her to address this situation. (This needs to be carefully planned ahead of time so there is a smooth response. Be aware of agitated visitors and do not admit them into the building. This should be a district wide policy/procedure. Consistency among all schools is necessary.)**

When visitors have an appointment or another valid reason to enter the building, instruct them to come directly to the office. Once they are in the office:

- Ask him/her to show picture identification.
- Ask him/her to sign in.
- Collect his/her car keys (see next paragraph).
- Issue a visitor badge rather than allow visitors to get their own badges. The badge should be worn on the outside of the garment for easy visibility. We recommend a lanyard with the visitor badge attached.

Visitor's car keys: Many schools request that visitors check-in their car keys with the office staff before they are admitted into the building. This is done in an effort to maintain an accurate accounting of all visitors who are inside the building at any given time. (Thank them for their cooperation when they relinquish their car keys. Inform them that the keys will be returned when they return to the office, check out, and return the badge. Checking in car keys is a local decision.)

When visitors check out of the building, have them return the visitor badge lanyard, sign out, and then return their car keys to them. Thank them for their cooperation.

If the visitor is there to pick up a student, ask them to report to the office and remind him/her you will be asking for proper picture identification. (Be aware of court orders who has custody of the child.) Be sure to have the parent/guardian sign out their child and have the proper school staff member (not student aids or volunteer adults) initial this release.

**Suggestions for a sign to be posted by the buzz-in station (feel free to customize your message):

Welcome to (name of school)! Keeping our students and staff safe is our top priority. Therefore, we screen all visitors who wish to enter our building. Please comply the following steps:

1. Press button
 2. When asked, state your name and your reason for your visit.
 3. Upon entering the building, please report directly to the front office.
 4. Please be ready to show a photo ID.
 5. If you will be staying in the building, we will ask you to wear a visitor badge and check your car keys with us. This helps us keep a better accounting of all visitors who are admitted into our school.
- Thank you for your cooperation and support in making our school a safer place to learn!

Signed,

Faculty and Students of (name of school)

Appendix E

Staff Skills Inventory

(For Emergency Operations Planning)

Staff: As a part of the development of our Emergency Operations Plan, and in accordance with district policy, please complete the following survey and return to the administration office. The information provided will be used to help design and update our Emergency Operations Plan in order to be fully prepared for an emergency situation should one arise.

Name: _____ Room: _____

I. EMERGENCY RESPONSE:

Please check any of the following areas in which you have training or expertise:

- | | | |
|--|--|---|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Search & Rescue | <input type="checkbox"/> Counseling / Mental Health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> AED | <input type="checkbox"/> Media Relations | <input type="checkbox"/> Incident Debriefing |
| <input type="checkbox"/> Emergency Medical | | |

Explain or clarify items checked, if needed.

II. SPECIAL CONSIDERATIONS:

Please check and list special skills or resources you think would be an asset in an emergency situation.

Explains items checked:

- Multilingual, list language(s) _____
- Experience with disabilities _____
- Ham radio or CB radio experience _____
- Knowledge of community resources _____
- Other knowledge or skills _____
- Other knowledge or skills _____

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Appendix F

Universal Emergency Procedures

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the principal, as Incident Commander, will decide which Universal Emergency Procedures to implement, based on the situation.

There are six basic procedures which can be utilized in responding to various emergencies:

- | | | |
|------------------------|------------------------------|------------------------|
| 1 - Evacuation | 3 - Severe Weather Safe Area | 5 - Lockdown |
| 2 - Reverse Evacuation | 4 - Shelter in Place | 6 - Drop, Cover & Hold |

1. Evacuation

(For use when conditions outside are safer than inside)

When announcement is made, or alarm sounded:

- Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous)
- Take class roster for student accounting
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Go to designated Assembly Area
- Check for Injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET!
- Check for injuries
- Wait for further assistance

2. Reverse Evacuation

(For use when conditions inside are safer than outside)

When the announcement is made:

- Move students and staff inside as quickly as possible
- Assist those needing special assistance
- Report to Classroom
- Check for injuries
- Take attendance; report according to Student Accounting and Release procedures
- BE QUIET!
- Wait for further instructions

3. Severe Weather Safe Area

(For use in severe weather emergencies)

When the announcement is made, or alarm sounded:

- Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous)
- Occupants of portable classrooms shall move to the main building to designated safe areas
- Take class roster for student accounting
- Take attendance; report according to Student Accounting and Release procedures
- Assist those needing special assistance
- Do not stop for student/staff belongings
- Close all doors
- Remain in safe area until the "all clear" is given
- BE QUIET!
- Wait for further instructions

Appendix F

Universal Emergency Procedures

(CONTINUED)

4. Shelter in Place

(For use in chemical release scenarios)

When announcement is made:

- Turn off HVAC System
- Students are to be cleared from halls immediately and to report to nearest available classroom or other designated location
- Assist those needing special assistance
- Close and tape all windows and doors and seal the gap between bottom of the door and the floor (Chemical release)
- Take attendance; report according to Student Accounting and Release procedures
- Do not allow anyone to leave the classroom
- Stay away from all doors and windows
- BE QUIET!
- Wait for further instructions

5. Lockdown

(For use to protect building occupants from potential dangers in the building)

Note: school-specific lockdown procedures should be developed by school officials and local law enforcement officials. Please see "Considerations when developing a School Lockdown Policy" for additional information. See www.kycss.org/lockdown.php. It is strongly recommended by the Kentucky Center for School Safety, the Department of Criminal Justice Training and the Kentucky Department of Education that all lockdown drills be announced in advance of the drill

When announcement is made:

- If a shooting occurs when classes are not in session (i.e. before school, during class changes or during dismissal) students should run away from the active shooter to a safe location either inside or outside of the school building
- Assist those needing special assistance
- Close and lock all doors and do not leave for any reason
- Move students to a wall that is out of line of sight to the doorway
- The door window shall be covered during a lockdown
- Students are to remain QUIET!
- Wait for an official to open the door

6. Drop

(For use in earthquake or other imminent danger to building or immediate surroundings)

When the command "Drop" is made:

- **DROP** - to the floor, take cover under a nearby desk or table and face away from the windows
- **COVER** - your eyes by leaning your face against your arms
- **HOLD** - on to the table or desk legs, and maintain present location/position
- **ASSIST** - those needing special assistance
- **BE QUIET!**
- **WAIT** for further instruction

Appendix G

Emergency Team "Toolbox"

Each school's Emergency Response Team should consider developing a "toolbox" to have available for use during an emergency situation. Items in the toolbox should not be used for anything other than emergency preparedness training activities. A member of the Emergency Response Team should be assigned to keep the toolbox updated (change batteries, update phone numbers, etc.). The toolbox should be portable and readily accessible for use in an emergency.

- Copies of the all forms completed in the development of the school or facility Emergency Response Plan (Chain of Command, Students Needing Assistance, etc.)
- Map of building(s) with location of Exits, Phones, First Aid Kits, Assembly Areas
- Blueprints of school building(s), including utilities
- Record (video) inside and outside of the building and grounds
- Map of local streets with evacuation route (Off-Site Evacuation Location requiring Transport)
- Flashlights (recommend the type that does not require batteries)
- First aid kit and latex gloves (and other types for latex-sensitive persons)
- Faculty/staff roster (including emergency contacts)
- Student roster (including emergency contacts for parents)
- Safety Data Sheet (SDS)
- Two-way radios and/or cellular phones available
- Battery powered AM/FM radio and spare batteries (wind-up radios)
- Several legal pads and ink pens
- Grease boards and markers (or dry erase boards)
- White peel-off stickers and markers (for name tags use permanent markers)
- Local telephone directory
- Lists of the district personnel's contact list
- Lists of other emergency phone numbers
- Other
- Other
- Other

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Using this Guide

This Emergency Management Resource Guide template is designed to assist schools and districts in the creation and use of custom-made Emergency Response Plans. This template addresses the five mission areas of emergency management and is organized around these five distinct planning venues, they are:

1. Prevention
2. Protection
3. Mitigation
4. Response
5. Recovery

This planning protocol allows the school district and individual schools to customize their plans to address the unique needs of their specific locations. This template, however, allows this planning to be done in a consistent manner district wide.

When new school safety problems emerge and are identified, current school safety practices must also evolve to address these new issues.

District Preparedness - District Support Team

Consistency of both the school and district plans is of utmost importance. District preparedness should begin with the Superintendent and School Board making a firm decision to update the district's Emergency Response Plan and communicating that decision to staff. The next step is forming a District Support Team to begin the planning process (superintendent, building and grounds, security, transportation, student support, mental health, social work, maintenance, administrators located in the school setting, etc.).

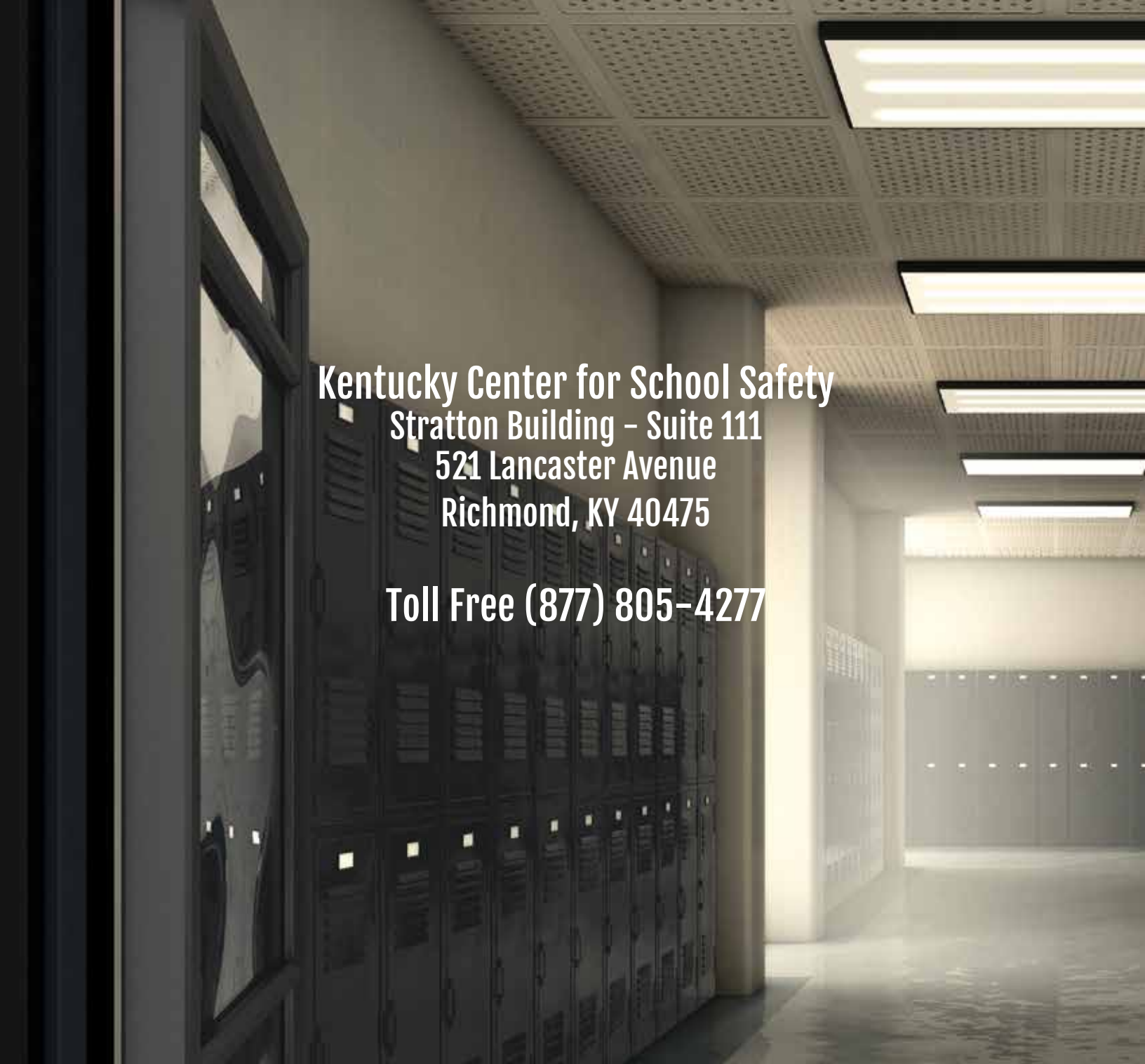
Next, the district should identify local community agencies that can be invited to the planning process (police department, fire department, emergency medical, hospitals, mental health, public health, local/regional emergency management agency, etc.). The superintendent should delegate one person (a district employee with at least one back up) to have primary responsibility for overseeing the process of adapting this guide to local needs. Using this guide in its present state is not the intent. There is no "cookie cutter" approach that will fit all districts or schools. Schools and districts should use this document as a basis from which a local plan can be derived. This individual (designated as back-up) will serve as a liaison between district employees, community representatives and will have responsibility to convene and lead meetings, to set a timeline for plan development and to direct changes to be made in the district's Emergency Response Plan.

The District Support Team should review the contents of this Emergency Management Resource Guide and conduct a review of area hazards (i.e., areas of potential flooding, factories with dangerous chemicals, mines, areas prone to severe weather conditions, etc.). It would be helpful to check with the local Office of Emergency Management, Office of Homeland Security and other local response partners to see what type of hazard assessment they have already conducted in and around your schools.

- For information regarding the Handle With Care program, please contact the Victims Advocate at your local Kentucky State Police post.
- For more information regarding guidelines and current protocols for school officials dealing with the COVID 19 pandemic, please contact the Kentucky Department of Education (502-892-6968).

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