



# SCHOOL SAFETY PLAN TEMPLATE

## FOR GEORGIA PUBLIC SCHOOLS

**Georgia Emergency Management and Homeland Security Agency**  
**Georgia Department of Education**



## PURPOSE

During an emergency, schools face unusual demands while having to maintain day-to-day operations. They must adapt to unexpected and unpredictable circumstances. By Georgia law, each public school in the state is required to develop a School Safety Plan “to help curb the growing incidence of violence in schools, to respond effectively to such incidents, and to provide a safe learning environment for Georgia's children, teachers, and other school personnel. Such plan shall also address preparedness for natural disasters, hazardous materials or radiological accidents, acts of violence, and acts of terrorism” (Official Code of Georgia Annotated (O.C.G.A.) § 20-2-1185). This guide provides recommendations to schools in the development of their School Safety Plan.

This template is designed to be used as a resource tool to help schools develop their School Safety Plan. Each school is encouraged to use the recommendations provided in conjunction with local resources and policies to develop its own School Safety Plan. The Georgia Department of Education and the Georgia Emergency Management and Homeland Security Agency staff are available to review School Safety Plans and provide site risk assessments, along with other technical assistance regarding school safety and security procedures.

Please contact the Georgia Emergency Management and Homeland Security Agency at [gema-schoolsafety@gema.ga.gov](mailto:gema-schoolsafety@gema.ga.gov) for additional information.

**GEORGIA CODE O.C.G.A. § 20-2-1185** <https://law.justia.com/codes/georgia/2010/title-20/chapter-2/article-27/20-2-1185>

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## YOUR SCHOOL SAFETY PLAN

The School Safety Plan is a document that will be used to create a culture of emergency preparedness and disaster response when emergencies occur at a school. Local emergency management agencies (EMAs), community stakeholders, school administrators, staff, and students should be aware of the document's contents and the roles they play in the plan. Consistent training and awareness are strongly encouraged to create and sustain a high level of emergency preparedness and the ability to respond.

This template has been designed as a tool to help schools document and share their emergency preparedness plan. Schools are not required to use this template, but it does detail safety features/challenges unique to the school in an effort to prevent and mitigate safety issues. After the template has been completed, the final document will be your school's safety plan.

### PREPARING TO COMPLETE THE SCHOOL SAFETY PLAN TEMPLATE

The following preliminary steps will help you successfully and efficiently complete the template.

1. School personnel involved in the planning process of the School Safety Plan should review the template.
2. When developing your School Safety Plan, it is recommended that you collaborate with stakeholders (e.g., local EMA, public safety, law enforcement, community partners, etc.). Schools should maintain a current list of stakeholders and their contact information within the plan. (See the *School Safety Plan Development Team* within this template.)
3. To facilitate the planning process, stakeholders should gather relevant documents and information, such as blueprints of your school, emergency checkout procedures, and maps of evacuation routes.

### COMPLETING THE SCHOOL SAFETY PLAN TEMPLATE

Planning stakeholders should be prepared to dedicate time to completing the School Safety Plan Template. An effective plan will contain and reference many details. It is suggested that planning stakeholders are thorough in their preparation and completion of the template.

The information provided within this template corresponds with the accompanying guide and is intended to provide context and descriptions to aid planning stakeholders in the development of the School Safety Plan.





# SCHOOL CRISIS PLAN ROLES, RESPONSIBILITIES, AND DESIGNATED LOCATIONS

## SCHOOL PERSONNEL ROLES AND RESPONSIBILITIES

1. School Site Safety Coordinator (Name & Title): \_\_\_\_\_  
Dates of Training: \_\_\_\_\_  
Responsibilities: \_\_\_\_\_
  - *Overall day-to-day monitoring of safety and security of the school, along with the coordination of response activities in the event of an emergency such as designating central command location and other safety response tasks.*
  
2. Alternate School Site Safety Coordinator: \_\_\_\_\_
  
3. School Personnel to Conduct the following Emergency Response Tasks:
  - Dial 911 (anyone recognizing the emergency)
    - Call Central/Superintendent's Office: \_\_\_\_\_
      - Number: (\_\_\_\_)\_\_\_\_ - \_\_\_\_\_
  - Call Adjacent School Emergency Team: \_\_\_\_\_
    - Number: (\_\_\_\_)\_\_\_\_ - \_\_\_\_\_
  - Manage Incoming Phone Calls:  
\_\_\_\_\_
  - Coordinate Staff Members Training in First Aid and/or CPR:  
\_\_\_\_\_
  - Get Emergency Evacuation Kits:  
\_\_\_\_\_
  - Get First Aid Kits: \_\_\_\_\_
  - Meet Emergency Vehicles and Personnel:  
\_\_\_\_\_
  - Accompany Emergency First Responders and Other Emergency Personnel:  
\_\_\_\_\_
  - Coordination of Students with Disabilities.  
*(include a description of required medications, equipment, assistive devices, etc.).*  
\_\_\_\_\_  
\_\_\_\_\_



- Evaluate Crisis Scene/Situation: \_\_\_\_\_
  - Manage Student Rosters: \_\_\_\_\_
  - Signal to Staff and Students (lockdown or evacuation): \_\_\_\_\_  
\_\_\_\_\_
  - Retrieve Communication Devices (radios, cellphones, etc.) :  
\_\_\_\_\_
4. School Personnel Responsible for the following Safety Activities:
- Update Media: \_\_\_\_\_
  - Update Parents/Guardians: \_\_\_\_\_
  - Releasing Students to Parents/Guardians: \_\_\_\_\_
  - Utilities Shut Off (if necessary): \_\_\_\_\_
  - Directing Traffic: \_\_\_\_\_
  - Serving as Runners to Support the Crisis Response Team: \_\_\_\_\_  
\_\_\_\_\_
  - Accompanying Students to the Hospital: \_\_\_\_\_
  - Retrieve a Copy of the School Safety Plan: \_\_\_\_\_

**DESIGNATED LOCATIONS**

1. Have multiple locations available for the **Central Command Post** – Location options to be determined by working with local EMA and law enforcement agencies.  
\_\_\_\_\_
2. Location for **Media Personnel** – Location options to be determined by Unified Command and School Site Safety Coordinator based on circumstances.  
\_\_\_\_\_
3. Location of **Reception Area for Parents/Guardians and the General Public**:  
\_\_\_\_\_
4. If students need to be **Moved Off Campus**, they will be transported to the following locations:
  - (1) First Choice Site: \_\_\_\_\_
  - (2) Second Choice Site: \_\_\_\_\_





**CRISIS RESPONSE TEAM**

School has established a Crisis Response Team that includes the following individuals:

<b>NAME</b>	<b>POSITION</b>	<b>CONTACT INFORMATION (Phone &amp; Email)</b>

**EMERGENCY KIT MAINTENANCE**

List school personnel responsible for maintaining contents and revising documents within all emergency kits.  
*(Kit maintenance includes making sure equipment is working, charged, and operational.)*

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>

**OTHER EMERGENCY RELATED KITS**

List school personnel responsible for maintaining contents and revising documents within all other emergency related kits.  
*(Kit maintenance includes making sure equipment is working, charged, and operational.)*

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>



**TRAINING, PRACTICE, AND DRILL RECORD**

**TRAINING**

*\*Instruction received from an authorized individual or training program, CPR, First Aid, Stop the Bleed, etc. List below.*

PERSON TRAINED	TRAINING TYPE	DATES OF TRAINING		

**PRACTICE**

*\*Teachers and students have practiced safety tasks throughout the school year. List below.*

PRACTICE TYPE	DATES OF PRACTICE		

**DRILL**

*\*School personnel, teachers, students, and community partners have participated in scheduled severe weather, fire, and other emergency preparedness drills such as table-top exercises throughout the school year. List below.*

DRILL TYPE	DATES OF DRILL		



## EMERGENCY EVACUATION PROTOCOL

*This section is referenced on pages 13–14 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your emergency evacuation protocol. In the event of an emergency, access the protocol. Use the checklist to develop the protocol.*

**Check the boxes to indicate items included in your emergency evacuation protocol.**

- Identify an assembly area and alternative assembly area communicated with school personnel. The location should be at least 1,000 feet away from the school in the event it becomes necessary to evacuate the school (e.g., baseball field).
- Direct students and school personnel back into the school from athletic fields/playground areas.
- An evacuation plan that includes evacuation routes to the assembly area(s) has been developed and distributed with alternative evacuation routes also available.
- An evacuation transportation plan for persons with disabilities has been developed and distributed to school personnel.
- Physical copies of the current evacuation plan, along with a plan for persons with disabilities, are available for all school personnel and emergency response officials.
- Initiate monitoring of school premises to determine if a return to normal operations is feasible.
- Periodically test the public address system as the primary means of notifying building occupants and other methods of communicating with school personnel.
- Post maps and evacuation routes within eye level of students that indicates primary and secondary evacuation routes in all classrooms and common areas.
- Teachers are instructed to bring their “Go Kit” with them to the assembly area(s).
- Teachers are instructed to verify that students are out of the classrooms, restrooms, and workrooms.
- Instruct teachers to guide students to the designated assembly area(s).



- Teachers are instructed to verify the presence of all students at the assembly area(s) and immediately report students who are not present to school administrators.
- Teachers should remain with their students until administrators sound the all-clear signal.
- School personnel should collect critical information to manage and monitor students at the assembly area(s).
- Designate school personnel to take the emergency kit(s) to the assembly area(s).
- School personnel assigned to collect lists of unaccounted for students from teachers, compare with the daily attendance absentee lists, and share it with emergency response personnel. *(If possible, include photos of students).*
- Communicate and confirm that the building has been cleared.
- Maintain contact with police/fire department(s) to stay informed about the conditions at the school site.
- Reverse Evacuation Procedures: Remove all students/personnel from assembly area(s) and back into the school, if applicable. Evacuation routes are identified and are posted at student eye level.
- Inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan with additional copies available.

**Please add your emergency evaluation protocol here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Emergency Evaluation Protocol Here*



## EMERGENCY KITS AND DEVICES

*This section is referenced on pages 15–18 of the School Safety Plan Guide.*

*Check the boxes below to indicate which kits and devices are in place.*

- Emergency Evacuation Kit
- First Aid Kit
- Go Kit
- Stop the Bleed Kit
- Automated External Defibrillator (AED)
- Other Devices:  
Please use this space to describe other devices.

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**Please include any additional information regarding your emergency kits and devices here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Emergency Kits and Devices Information Here*



## FAMILY ASSISTANCE PROTOCOL

*This section is referenced on page 19 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your family assistance protocol. In the event of an emergency, access the protocol. Use this checklist in the development of the protocol.*

**Check the boxes below to indicate which plans and procedures are included in your family assistance protocol.**

- Direct parents/guardians to the assembly area(s) to pick up students and to verify their guardianship, along with signing for the release of the students.
- Instruct parents/guardians on leaving the site to make room for others once they have signed their student out.
- Notify school transportation to begin routing school buses to assembly area(s).
- Notify local law enforcement/emergency agencies of the incident and inform them of traffic-routing procedures for school buses.
- Identify a news media area and provide detailed instructions to be read to the public in order to direct concerned relatives to the assembly area(s).
- Maintain a manifest for each school bus to account for all students riding buses.
- Check the school bus manifest to account for every student.
- Assemble school personnel and students in designated assembly area(s).
- Monitor students who are being picked up by authorized individuals.
- Inform the local fire department, law enforcement agencies, and first responders of the number of students and school personnel in the school and provide a copy of the school floor plan with additional copies available.

**Please include any additional information regarding your family assistance protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Family Assistance Protocol Here*



## ACCIDENT OR ILLNESS

*This section is referenced on pages 20-21 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your accident or illness procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check the boxes below to indicate items included in your accident or illness procedures.**

- The names and location of staff members certified or currently trained in First Aid, CPR, Stop the Bleed, AED, and any other accident- or illness-related trainings should be made available to every school employee in the building. *Schools should consider adding signage to classroom doors indicating if school personnel are trained in First Aid, CPR, AED, and other emergency response training. Specific school personnel names should not be included on signage.*
- List school personnel below with training and their location in the building.

NAME	POSITION	TRAINING TYPE	CONTACT INFORMATION (PHONE & EMAIL ADDRESS)	LOCATION
Lucy Weil	Media Specialist	CPR	(555) 555-5555 LW@123SSS.org	Media Room

## RESPONSE

- Immediately call 911 and appropriate emergency personnel.**
- Maintain readily available AED and fully stocked First Aid, Go, and Stop the Bleed kits in different areas of the school building.



- Contact staff trained in First Aid and CPR.  
*Schools should consider adding signage to classroom doors indicating if school personnel are trained in First Aid, CPR, AED, and other emergency response training. Specific school personnel names should not be included on signage.*
- The school nurse should identify the nature of the student's illness to determine if isolation and/or contacting the local public health department is necessary.
- Control access to the area where the impacted student(s) is receiving assistance.
- Contact the parents/guardians or other family members of the impacted student.
- Initiate emergency check-out procedures for parents/guardians to check students out of school during the emergency or crisis.
- Prepare a written statement by school administrative staff to be sent home with students or through social media to inform parents of the incident, when appropriate.
- The school nurse should provide documentation regarding any illness and/or injury of students or school personnel.

**Please include any additional information regarding your accident or illness protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Accident or Illness Protocol Here*





## BOMB THREAT/BOMB

*This section is referenced on pages 22-23 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your bomb threat/bomb procedure. In the event of an emergency, access the procedure. Use this checklist in the development of the procedure.*

**Check the boxes below to indicate items included in your bomb threat/bomb procedure.**

### DAILY PRECAUTIONS

- Routinely check school areas for any suspicious items.
- Provide training to school personnel on what to do if a suspicious item is found. (*School personnel should be informed that the suspicious item should never be moved or touched.*)
- Establish notification procedures for school administrators to contact law enforcement when a suspicious item is found on the premises.
- Isolate the suspicious item until law enforcement personnel have assessed it.
- Implement the lockdown of classrooms and other rooms when not in use.
- Implement lockdown of all doors after cleaning classrooms and other areas.
- Provide detailed procedures on how school personnel should respond to a bomb threat.
- Implement a special evacuation plan that accounts for the needs of persons with disabilities.
- Initiate emergency check-out procedures for parents/guardians to check students out of school during the emergency or crisis.
- Call and update the district central office.
- Administrative staff and/or the public information officer should prepare a written statement to be sent home with students or through social media to inform parents of the incident, when appropriate.



## THREAT RESPONSE

- Call 911 immediately.
- Activate the emergency evacuation protocol.
- Move students and school personnel to predetermined locations and/or barriers.
- Redirect students to alternative locations, if the predetermined routes pass near the location of the bomb or device.
- Ensure school personnel and students have left the building, including checks of hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums to confirm that the building has been cleared.
- Take the emergency evacuation kit to the predetermined locations.
- Account for all students by checking with teachers in the predetermined locations.
- School personnel and students should remain in the designated predetermined locations until the all-clear signal is sent or unless the area is deemed unsafe.
- Contact local public safety/law enforcement personnel for bomb threats. Have a copy of the Bomb Threat Assessment Questionnaire–Call Checklist (located on the following page) next to each school phone.

**Please include any additional information regarding your bomb threat/bomb protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Threat Response Protocol Here*





# BOMB THREAT ASSESSMENT QUESTIONNAIRE

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Incoming phone number: \_\_\_\_\_

**Ask the Caller:**

1. Where is the bomb right now?
2. What will cause the bomb to explode?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What does the bomb look like?
6. Who placed the bomb?
7. Why was the bomb placed?
8. How do you know this information?
9. What is your name?

**Exact Wording of Bomb Threat?**

Caller Information	Caller's Voice	Background Sounds:	Threat Language:
Sex: _____	Calm    Nasal    Slurred	Traffic            Voices	Well Spoken
Race: _____	Soft        Angry    Whispered	Music             Static	Offensive Words
Age: _____	Stuttered    Lisp        Accent	Clear              Machinery Noises	Taped
Length of Call: _____	Excited    Loud        Disguised	Factory Noises    Long Distance	Incoherent
	Laughter    Slow        Cracking	PA System        Crowd/Others	Message Read
	Familiar : (Who did it sound like?)	Other Information about background:	Irrational
	_____	_____	

**Agencies Notified:**

911/ Law Enforcement/Fire

Superintendent's Office

Emergency Management Agency

GEMHSA School Safety Coordinator

**Call Received by:**

Name: \_\_\_\_\_

Title/Position: \_\_\_\_\_

**Additional Information:**

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School Safety Unit



## SUSPICIOUS PACKAGE

*This section is referenced on page 24 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your suspicious package procedure. In the event of an emergency, access the procedure. Use this checklist in the development of the procedure.*

**Check the boxes below to indicate items included in your suspicious package procedure.**

- Immediately call 911. School personnel should be aware of how to handle mail and packages and how to recognize suspicious letters or packages. Training should emphasize that the suspicious package should never be touched.
- Conduct a credibility assessment together with local public safety personnel, followed by a threat assessment.
- Perform routine checks of school areas for any suspicious packages.
- Conduct all steps for handling suspicious packages if a suspicious item is found. *(The suspicious item should never be moved or touched.)*
- When a suspicious item has been located on school premises, school administrators should immediately informed and they should call 911 to notify law enforcement.
- Isolate the area until law enforcement personnel have assessed the suspicious package(s).

**Please add your suspicious package procedure here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Suspicious Package Protocol Here*



## SHELTER-IN-PLACE

*This section is referenced on pages 25-26 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your shelter-in-place procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check the boxes below to indicate items included in your shelter-in-place procedures.**

### PRECAUTIONS BEFORE THE SCHOOL DAY

- Instruct school personnel on where to find school closure information (e.g., social media, TV station, radio) and tell them to look for text messages with information about school closures.
- Notify parents/guardians of school closures.

### CLOSURE DURING THE SCHOOL DAY

- Check on the condition of buildings and surrounding neighborhoods.
- Notify the central office about building, neighborhood, and weather conditions.
- Keep students and staff away from possible hazardous conditions (e.g., iced, slippery, blocked sidewalks, steps, walkways, etc.).
- Inform parents/guardian of early school closures.
- Contact school bus drivers regarding the pickup of students during the school day.
- Ensure all students and school personnel have left the building.
- Secure the building and grounds.

### SHELTER-IN-PLACE (STUDENTS REMAIN IN THE BUILDING OVERNIGHT)

- Monitor and provide updates on weather conditions that may create the necessity for overnight housing.
- Secure the building and limit student movement during overnight housing.
- Prepare for implementing shelter-in-place procedures.



- Ensure access to food, water, medical supplies, sleeping areas, communications, utilities, and First Aid kits.
- Notify your local emergency management agency and public safety personnel.
- Contact the central office and the news media. School personnel should refer to the local school system media protocols regarding predetermined news media access to information.
- Contact HVAC and other system control points that are centralized by contacting the Service Center to ensure the school's climate control system is **not** turned off. Make additional accommodations regarding power outages (e.g., identify supplies needed for overnight housing such as generators, cots, and food).
- Initiate contact with parent/guardian family members.
- Secure designated areas of the building to house students and school personnel during the shelter-in-place timeframe.
- Set up an indoor security perimeter and designate areas of the building that are off limits for students to ensure safety. Assign school personnel supervision duties and shifts during the night to account for and supervise all students.

**Please add your shelter-in-place procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Shelter-In-Place Protocol Here*



## OUTAGE/UTILITY FAILURE

*This section is referenced on page 27 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your outage/utility failure procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check the boxes below to indicate the items included in your outage/utility failure procedures.**

- Contact appropriate school administration and appropriate utility companies immediately upon learning of the outage.
- Ensure school personnel are aware of how to find the power shut off and turn it off when an emergency occurs.
- Secure the affected area and keep students away.
- Contact designated emergency officials and/or law enforcement.

**Please add your outage/utility failure procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Outage/Utility Failure Protocol Here*



## DEATH AT SCHOOL

*This section is referenced on page 28 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your death at school procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check the boxes below to indicate the plans and items included in your death at school procedures.**

- Contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the death of a staff member or student.
- Maintain a current list of names and location of school personnel trained in suicide awareness. Ensure the list is available to all school employees in the building.
- Contact emergency responders and/or law enforcement personnel.
- Secure the area and keep all students away.
- Implement lockdown procedures by school personnel (refer to [\*Attachment A: Lockdown Recommendation\*](#) or [\*https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf\*](https://riskmanagementservices.gsba.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf))
- Include notification protocol in procedures.
- Notify school personnel and immediately contact the central office.
- Manage internal and external communications, including the news media. The school should follow the local system's procedures for media contact.
- Communicate, respond to, and monitor student/staff reactions and coordinate with counseling staff for grief and fear resources.

**Please add your death at school procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Death at School Protocol Here*





## THREAT OR OCCURRENCE OF SUICIDE AT SCHOOL

*This section is referenced on pages 29–30 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your threat or occurrence of suicide at school procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check the boxes below to indicate the plans and items included in your threat or occurrence of suicide at school procedures.**

- Implement the coordination of response activities to a threat of suicide or occurrence at school and lockdown procedures.
- Contact appropriate school administration, law enforcement, and other first responders immediately upon learning of the suicide or threat of suicide.
- School personnel with Suicide Awareness training should be on standby.  
*It is recommended that each school access the After a Suicide Toolkit for Schools, which can be found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>.*
- Document the names and location of school personnel currently trained in Suicide Awareness, and make the list available to every school employee in the building.
- Contact emergency responders and law enforcement personnel.
- Secure the area and keep all students away.
- Ensure contact with parents/guardians or other family members to inform them of the student/staff suicide or threat of suicide.
- Notify appropriate school personnel and immediately contact the central office.
- Communicate, respond to, and monitor student and staff reactions to the threat of suicide or occurrence of suicide in order to coordinate with counseling staff.
- Implement emergency check-out procedures, which includes requiring identification and using student attendance logs.



- Collect appropriate resources necessary to respond to students/staff grief and fear. *It is recommended that each school access the After a Suicide Toolkit for Schools, which can be found at <https://sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>*

**Please add your threat or occurrence of suicide at school procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Threat or Occurrence of Suicide at School Procedures Here*



## FIRE

*This section is referenced on pages 31-32 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your fire protocol. In the event of an emergency, access the protocol. Use this checklist in the development of the protocol.*

**Check the boxes below to indicate procedures included in your fire protocol:**

### PREPAREDNESS

- Ensure all school personnel and students have practiced fire drills and evacuation procedures at least once a month. Include the use of alternative evacuation routes as a part of preparedness best practices.
- Ensure the fire alarm system is inspected and operational.
- Make sure school personnel have received training on how to use a fire extinguisher.
- Monitor all fire extinguisher locations and ensure these locations are clearly marked and regularly inspected.
- Account for all students by checking with teachers in the assembly area(s).
- Survey students at the assembly area(s) to check for injuries or trauma.
- All school personnel and students should remain in the assembly area(s) until the all-clear signal/message is sent.
- Initiate emergency check-outs of students, which includes requiring identification and using student attendance logs.

### RESPONSE

- Call 911 immediately.
- Initiate the emergency evacuation protocol.
- Initiate the emergency evacuation of persons with disabilities through the designated evacuation routes and plans.
- Conduct building checks by monitoring hallways, restrooms, lounges, cafeterias, auditoriums, gymnasiums, and all other applicable facilities.
- Take the Emergency Evacuation Kit, First Aid Kit, AED, and all other appropriate emergency kits/devices to the assembly area(s).



Please add your fire protocol here. Either insert PDF documents, paste your information, or print the template and add printed information.

*Insert Fire Protocol Here*



## HAZARDOUS MATERIAL THREAT/ACCIDENT

*This section is referenced on pages 33-35 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your hazardous material threat/accident procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check the boxes below to indicate the response recommendations included in your hazardous material threat/accident procedures:**

### PREPARATION – INSIDE AND OUTSIDE THE BUILDING

- Identify potential hazardous material sites and share this information with local emergency management (e.g., above-ground industrial storage containers, railroad tracks, etc.).
- Determine evacuation routes for building occupants during an emergency evacuation due to hazardous materials.
- Assemble school buses for an emergency evacuation.
- Establish safe routes and assembly areas for staff and students **inside** and **outside** of the building.
- Assist persons with a disability through the evacuation.
- Identify all chemicals located within the building and ensure they are properly stored with details included in each school's Safety Data Sheets.
- Initiate emergency check-out procedures that include an orderly process requiring identification and using student attendance logs.
- Prepare a written statement to be sent home with students or through social media to inform parents/guardians of the incident when appropriate.

### PREPARATION – INSIDE THE BUILDING

- Immediately call 911.
- Immediately remove students and school personnel from the area.
- Initiate an emergency evacuation following the designated emergency evacuation routes and plans.



- Assist persons with a disability through the evacuation.
- Seal off the area(s) around and near the accident.
- Avoid any contact with the hazardous material.
- Immediately shut down air-conditioning and ventilation units.
- Provide emergency responders with a list of chemicals in the building including the schools Safety Data Sheets.
- Decontaminate students and school personnel, if necessary.

### **PREPARATION – OUTSIDE THE BUILDING**

- Remove all students and school personnel from athletic fields and playground areas and back into the school.
- Implement dismissal procedures to minimize staff and student exposure due to hazardous conditions.
- Have school personnel account for all students.
- Contact transportation to keep school buses out of the hazardous material accident/threat area.
- Inform school personnel that precautionary measures are being taken due to a report of an incident near the school.
- Close all windows and outside doors.
- Shut down air-conditioning and ventilation units or contact the facilities director to do so. Prepare to move students away from windows and doors.
- Quickly evacuate the facility, based on the directions of emergency personnel.
- Have school personnel trained in First Aid on alert.
- Remain in lockdown mode until the all-clear signal/message is received from emergency personnel.
- Inspect the building after the incident for any contamination.



## PREPARATION – BIOLOGICAL THREAT

- Immediately recognize unusual packages or letters, as the school may be the recipient of or threat to receive a bacteria- or micro-organism-laced letter, box, container, or envelope. (For example, look for excess postage on a small package or letter, which indicates that the object was not weighed by the post office; no postage or non-canceled postage; handwritten notes such as “to be opened by Mr. Smith”; or leaks, stains, or sharp points).
- Students and volunteers are NOT allowed to open or handle school mail.
- Call 911 to report a suspicious package.
- Isolate the letter or package and leave the area.
- Evacuate and seal off the area of building (*refer to **Emergency Evacuation Protocol***).
- School personnel should actively prevent others from entering the area.
- Isolate and identify victims (name, address, and telephone numbers) who have come in contact with the letter or package for first responders, health officials, and local EMA.
- Determine if the school is safe to return to normal operations in coordination with local EMA.
- Notify school personnel and parents/guardians about the status of the school in consultation with local law enforcement personnel.

**Please add your hazardous material threat/accident procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Hazardous Material Threat/Accident Protocol Here*



## INTRUDER/SUSPICIOUS PERSON

*This section is referenced on page 36 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your intruder/suspicious person procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate which of the following are included in your intruder/suspicious person procedures:**

- Call 911, if deemed necessary.
- Immediately order a lockdown, if necessary, upon notice of intruder/suspicious persons.
- Lock exterior doors and have signs that provide directions to visitors advising them to use the main entrance.
- Designated school personnel are required to periodically check all exterior doors to ensure they are secured. *(Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits).*
- Conduct measures to prevent unauthorized direct access to school facilities. Procedures should include measures for visitors to provide identification and having visitations only permissible by scheduled appointments to prevent intruders and suspicious person from the campus at all times.
- Implement a visitor identification name-tag system. Visitor tags should be disposable.
- Monitor the location of the intruder/suspicious person using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.

**Please add your intruder/suspicious person procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Intruder/Suspicious Person Procedures Here*





## HOSTAGE/BARRICADE

*This section is referenced on page 37 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your hostage/barricade procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate the items included in your hostage/barricade procedures:**

- Call 911.
- Do not open locked doors for persons trying to enter the building from outside.
- Immediately order a lockdown.
- Notify school personnel on playgrounds/athletic fields of the lockdown and provide them with instructions.
- Notify school bus drivers to remain away from the school.
- Notify school personnel and students to remain in classrooms until the all-clear signal is given.
- School personnel and students should remain calm and quiet.
- If not in a classroom, seek protection in a nearby classroom when lockdown procedures are initiated (refer to [\*Attachment A: Lockdown Recommendation\*](#) or [\*https://riskmanagementservices.gsa.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf\*](https://riskmanagementservices.gsa.com/wp-content/uploads/2018/11/Lockdown-Procedures.pdf)).
- Monitor the location of the hostage taker using surveillance cameras, monitors, and walkie-talkies in communicating with law enforcement.
- Remain in lockdown mode until the all-clear signal/message is received.
- Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Ensure consistent communication with parents/guardians.



Please add your hostage/barricade procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

*Insert Hostage/Barricade Protocol Here*



## STUDENT DISRUPTION/CIVIL DISTURBANCE

*This section is referenced on pages 38-39 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your student disruption/civil disturbance procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate the items included in your student disruption/civil disturbance procedures:**

- Provide training to school personnel on the three levels of disturbance.
- Instruct school personnel to call 911 for Level 2 or 3 disturbances.
- Provide training to school personnel on how to report disturbances.
- Instruct school personnel on how to isolate the disruption.
- Provide training to school personnel on how to clear the immediate area, including restrooms and hallways.
- Immediately order a lockdown for Level 2 or 3 disturbances.
- Assemble staff members trained in CPR and First Aid, if needed.
- Provide training to school personnel on how to de-escalate angry students or a crowd of students without endangering their safety.
- Provide training to school personnel on how to prevent students from going to their lockers during or after a disturbance.
- Closely supervise students during dismissal and boarding of buses after a disturbance.
- Coordinate with police to ensure adequate protection of students and school personnel following a Level 2 or 3 disturbance until everyone has left the premises.
- Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Prepare a written statement by school administration to be sent home with students or through social media to inform parents of the incident when appropriate.



Please add your student disruption/civil disturbance procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.

*Insert Student Disruption/Civil Disturbance Protocol Here*



## STUDENT RUNAWAY/ABDUCTION/MISSING STUDENT

*This section is referenced on pages 40-41 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your student runaway/abduction/missing student procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate the items included in your student runaway, abduction, or missing student procedures:**

### PREPARATION

- Account for every student during the school day.
- Ensure attendance tracking is conducted by school personnel for daily attendance and notification of parents when students are absent.
- Maintain field-trip student rosters on each bus and a copy at the school.
- Account for all students at the field-trip destination upon arrival and prior to departure.
- Report any suspicious persons loitering on or near the school campus.
- Limit access to the building and require identification and accountability procedures for adults who enter the school.
- Initiate emergency check-out procedures for releasing students to parents or guardians.

### RESPONSE

- Call **911**.
- Implement procedures by school personnel on how to handle a missing child or abduction.
- Provide a description or picture of the missing student immediately to law enforcement.
- Notify the parents/guardians of the situation.
- Notify transportation if the student normally rides the bus.
- Conduct a room-by-room search for the student and other potential hiding areas.



- Survey students from the missing student's class for information.
- Closely monitor siblings of the missing student.
- Notify other schools if siblings of the missing student attend a different school.
- Secure the perimeter of the building.
- Curtail outside activities until the situation has stabilized.
- Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**Please add your student runaway/abduction/missing student procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Student Runaway/Abduction/Missing Student Protocol Here*



## REPORT OF A WEAPON ON CAMPUS

*This section is referenced on pages 42-43 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your report of a weapon on campus procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

### **Check to indicate the items included in your report of a weapon on campus procedures:**

- Immediately inform the school resource officer or call 911 if a weapon is suspected on a student.
- Contact the school resource officer or other law enforcement officer with information about the student, location of the student, and the possible weapon.
- Immediately contact the school resource officer or other law enforcement officer, along with an administrator, to escort the suspected student.
- School personnel will carry all of the student's belongings at a safe distance.
- The student always walks in front of the escort; never allow the student to walk behind any member of the escort.
- Ensure the student is not allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- School personnel are instructed to allow the school resource officer or other law enforcement officers to follow their procedures for search and seizure.
- School personnel should never attempt to unload a firearm or handle a firearm.
- School personnel should show the school resource officer or other law enforcement officer the student's locker or vehicle and never open a student's locker or vehicle who is suspected of possessing a weapon.
- Follow the instructions and protocols of school resource officers or other law enforcement personnel if the suspect is in a classroom or other crowded area because the approach to the student should be carefully planned.



- Initiate emergency check-out procedures that include an orderly check-out process requiring identification and using student attendance logs.
- Prepare a written statement to be sent home with students or through social media to inform parents of the incident when appropriate.

**Please add your report of a weapon on campus procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Report of a Weapon on Campus Protocol Here*





## ACTIVE ATTACK

*This section is referenced on page 44 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your active attack protocol. In the event of an emergency, access the protocol. Use this checklist in the development of the protocol.*

### Check to indicate the items included in your active attack protocol:

- Refer to preferred protocols and expectations of your local law enforcement agency. It is important to maintain the protocols of the local law enforcement agency.
- All trained school personnel should immediately implement active attack protocols.
- Immediately order a lockdown and initiate lockdown procedures.
- Personnel who have received active shooter response training should immediately implement the active attack protocol.
- Lock exterior doors and display signage providing directions to visitors and advising them to use the main entrance.
- Periodically check all exterior doors to ensure that they are secured. (*Note: Schools may NOT use chains to secure exterior doors; they must be accessible as emergency exits*).
- Prevent unauthorized access to school facilities. To prevent intruders and unauthorized access, school visitations are only permissible by scheduled appointments and all visitors must provide proper identification.
- Ensure lockdown is announced.
- Follow lockdown procedures.
- Building occupants should be prepared to remain in lockdown for an extended period.
- Make active shooter trainings available to school personnel and provide opportunities to practice active shooter response. Options-based response training is available to schools. Training options available include Civilian Response to Active Shooter Events (CRASE), provided by GEMA/HS Homeland Area Security Coordinators.



Please add your active attack protocol here. Either insert PDF documents, paste your information, or print the template and add printed information.

*Insert Active Attack Protocol Here*



## TORNADO

*This section is referenced on pages 45-47 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your tornado procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate the items included in your tornado procedures:**

### PREPAREDNESS

- At least twice a year, school personnel and students should practice mandatory severe weather drills (see the National Weather Service Severe Weather Preparedness Guide for Schools: [www.weather.gov/grb/schools](http://www.weather.gov/grb/schools)).
- Have weather monitoring devices available in multiple locations that alert staff to tornado watches and warnings.
- Secure weather radios, maintain batteries, and conduct monthly testing of each radio.
- Ensure school personnel understand the difference between a watch and a warning.
- Designate the best areas to serve as shelters and share the area locations with school personnel (e.g., interior rooms, hallways, lowest floors, enclosed smaller areas away from glass).
- Develop and update diagrams of the building with marked safe areas provided to school personnel. The diagrams should include the quickest routes to access the safest areas.
- During a tornado watch or warning, avoid areas identified as being potentially dangerous, such as the gym and other areas with wide roof spans and glass.
- Quickly move students and school personnel to safe locations in the building, including the use of lower floors and/or interior areas such as hallways (without skylights).

### RESPONSE TO WATCH

- Move students to predesignated safe areas.
- Communicate weather conditions to all areas.
- Communicate to bus drivers and personnel outside the building to notify them of the tornado watch.



- Begin securing the building by closing windows and doors.
- School personnel and students should seek cover in the predesignated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.
- When possible, secure or store articles that may become missiles indoors.
- School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.
- Prohibit school personnel and students from leaving the building during a watch.
- Instruct teachers to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.
- Decide if and when students can be released from school.
- School personnel and students should remain in the safe areas until the all-clear is given.
- Inspect the building after the tornado and before students return to the school.
- Determine the implementation of early dismissal procedures.
- Initiate emergency check-outs of students requiring identification and the use of student attendance logs.
- Make a determination as to whether the school is safe to return to normal operations.
- Notify school personnel and parents/guardians about the status of the school.

### **RESPONSE TO WARNING**

- Move students to predesignated safe areas.
- Communicate weather conditions to all areas.
- Communicate to bus drivers and personnel outside the building to notify them of the tornado warning.
- Begin securing the building by closing windows and doors.



- School personnel and students should seek cover in the predesignated safe areas and should take a protective seated position with hands/arms covering the head, neck, and face.
- When possible, secure or store articles that may become missiles indoors.
- School personnel trained in CPR and First Aid are assigned to the predesignated safe areas.
- Prohibit school personnel and students from leaving the building during a warning.
- Instruct teachers to keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.
- Decide if and when students can be released from school. (*Students should not be released during an active tornado warning*).
- School personnel and students should remain in the safe areas until the all-clear is given.
- Inspect the building after the tornado and before students return to the school.
- Determine the implementation of early dismissal procedures.
- Initiate emergency check-outs of students requiring identification and the use of student attendance logs.
- Make a determination as to whether the school is safe to return to normal operations.
- Notify school personnel and parents/guardians about the status of the school.

**Please add your tornado procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Tornado Protocol Here*



## FLOODING

*This section is referenced on page 48 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your flooding procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

### **Check to indicate the items included in your flooding procedures:**

- Coordinate with the local EMA regarding local flood plains.
- Monitor weather conditions in the affected areas via radio, internet, or television broadcasts.
- Shut off the water at mains to prevent contaminated water from backing up into the school water supply system.
- Determine alternative transportation routes to avoid flood-prone areas.
- Closely monitor the implementation of dismissal procedures to keep students away from flooded areas, flooding, or possible flood areas.
- Immediately evacuate students in accordance with emergency early dismissal procedures when there is a risk of flooding. If students cannot be evacuated, implement shelter-in-place procedures.
- Immediately and appropriately respond to a flash flood.
- Detail how and where to relocate students from low-lying levels/areas during a flooding event.
- Determine if the school is safe to return to normal operations.
- Notify school personnel and parents/guardians about the status of the school.

**Please add your flooding procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Active Flooding Procedures Here*



## EARTHQUAKE

*This section is referenced on page 49 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your earthquake procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate the items included in your earthquake procedures:**

- Coordinate with the local EMA.
- School personnel and students should take cover under desks, when possible, and cover their heads and necks.
- Stay away from glass, heavy objects that could tilt over, outside windows and doors, shelves, and any objects that could fall.
- Move students away from windows and relocate to the hallways or stairwells.
- Immediately evacuate students if the earthquake begins to cause damage to the inside school building structure using emergency evacuation protocols, including accounting for all students and school personnel.
- Move away from buildings, trees, fences, vehicles, poles, utility lines, and any other objects that could fall.
- Stay away from the building and do not re-enter the building after an earthquake.
- Conduct a building inspection prior to school personnel and students being allowed to re-enter the building.
- Determine if the school is safe to return to normal operations.
- Notify school personnel and parents/guardians about the status of the school.

**Please add your earthquake procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Earthquake Procedures Here*



## HURRICANE/TROPICAL STORM/DEPRESSION

*This section is referenced on page 50 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your hurricane/tropical storm/depression procedures. In the event of an emergency, access the procedures. Use this checklist in the development of these procedures.*

**Check to indicate the items included in your hurricane/tropical storm/depression procedures:**

- Secure the grounds and facilities prior to landfall.
- Monitor weather reports and coordinate with local EMA continuously.
- Work with GEMA/HS to develop a plan regarding provisions for temporary shelters and for check-in/check-out procedures for evacuees.
- Coordinate with local EMA to carefully survey the building after the hurricane has passed to assess danger post event.
- School personnel should be trained to not enter the building until an assessment has been completed by local emergency management.
- Determine if the school is safe to return to normal operations.
- Notify school personnel and parents/guardians about the status of the school.

**Please add your hurricane/tropical storm/depression procedures here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Hurricane/Tropical Storm/Depression Protocols Here*





## PANDEMIC AND EPIDEMIC

*This section is referenced on pages 51-56 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your pandemic and epidemic protocols. In the event of an emergency, access the protocols. Use this checklist in the development of the protocols.*

**Check to indicate your pandemic and epidemic protocols include response items involved in the levels of preparedness:**

- Level 0: Prevention and preparations
- Level 1: Suspected human-to-human outbreak
- Level 2: Confirmed human-to-human outbreak
- Level 3: Widespread human outbreak
- Level 4: Expanded human outbreak
- Level 5: Expanded (local) outbreak
- Level 6: Health emergency
- Level 7: Recovery – Taking steps to reopen schools

**Please add your pandemic and epidemic protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.**

*Insert Pandemic and Epidemic Protocol Here*



## CYBERSECURITY AND OTHER COMPUTER INTRUSIONS

*This section is referenced on pages 57-58 of the School Safety Plan Guide.*

*Use the space after the checklist to type in or copy/paste your cybersecurity and other computer intrusions protocols. In the event of an emergency, access the protocols. Use this checklist in the development of these protocols.*

**Check to indicate the items included in your cybersecurity and other computer intrusions protocols:**

- Define access to private information.
- Develop strategies and describe the concept of appropriate access to private information such as student demographics and grade data.
- Establish a concept for access control and how to limit access to school data to only authorized users.
- Determine equipment needed to access servers and network connections.
- Identify specific network components and the roles of these connected network components.
- Create a plan for school personnel to utilize appropriate networks.
- Develop a plan for school personnel to store and share information using cloud computing.
- Demonstrate safe cloud computing practices among school personnel.
- Develop a plan to compare and contrast the concepts surrounding access control.
- Establish the difference between online and local use of computing devices within the school.
- Determine a plan for network communication.
- Develop a procedure to differentiate between a network device's MAC and IP addresses.
- Create a plan to compare and contrast network topologies.
- Establish layers within the OSI networking model most appropriate for your school.



Please add your cybersecurity and other computer intrusions protocols here. Either insert PDF documents, paste your information, or print the template and add printed information.

*Insert Cybersecurity and Other Computer Intrusions Protocol Here*



## PREPAREDNESS AND RESPONSE PROTOCOLS FOR OTHER SITUATIONS

*This section is referenced on page 59 of the School Safety Plan Guide.*

The following space is provided for schools to detail their specific situations and the preparedness and response protocols associated with these unique situations. Either insert PDF documents or paste your information. In the event of an emergency, access the protocols for immediate emergency response activities.

*Insert Preparedness and Response Protocols for Other Situations Here*



# ATTACHMENT A



## LOCKDOWN PROCEDURES

Everyday schools across the nation must place their campuses on lockdown due to an unsafe environment or threat thereof. There are many different variations of addressing lockdowns. Although these recommendations will work for most, *it is highly recommended that school officials consult with local law enforcement to cooperatively develop protocols to meet the needs of all those that will be responding to an incident at the schools.*

Important points to consider:

- ❖ When making the announcement to place the school in a lockdown, do **NOT** use “codes.” It is best to state in plain speech that the school is in a \_\_\_ lockdown until further notice. If deemed necessary, it may be appropriate to provide additional instructions based on the specific situation but do **NOT** announce the reason for the lockdown.
- ❖ The level of lockdown may change at any time. Students and staff should be prepared to respond appropriately.

Suggested levels of lockdowns

- **Exterior Lockdown:**
  - Lock all exterior doors, lock and monitor main access door.
  - Monitor movement of students, particularly between classes.
  - Movement is limited to inside the building.
  - Students and staff remain in building.
  - Block visibility into classrooms from exterior windows and doors\*  
-Example: Threat is exterior to school. *Criminal activity in area of school.*
- **Interior Lockdown:**
  - Close and lock all exterior/classroom doors.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom\*
  - Conduct accountability procedures. Display appropriate status cards if plan requires.
  - Staff and students do not leave classroom.
  - Continue classroom instruction or normal activities within the classroom.
  - Do not contact office unless you have pertinent information or an emergency.
  - Announce for all visitors/vendors inside the building to return to the office.  
-Example: Threat is inside school. Angry parent or student that is verbally upset and agitated but not physically threatening at current time. Medical emergency requiring EMS response.
- **Full Lockdown:**
  - If safe to do so, lock exterior doors (primarily applicable when multiple buildings exist).
  - Immediately ensure classroom doors are locked and consider barricading interior classroom doors.
  - All persons move out of sight in locked room. Turn off lights if visibility is possible from interior windows and doors.
  - Open exterior window blinds or curtains to allow exterior visibility into classroom\*
  - Remain silent, place all phones on silent.
  - School officials get into lockdown position also.  
-Example: Threat is inside. Threatening person is at school, possible weapon involved/active shooter (student/parent/staff). Work with local law enforcement on **Avoid, Deny, Defend**. **Avoid** the threat (this may mean different actions depending on location), **Deny** the threat access to students and faculty through locked doors and barricading, **Defend** as an absolute last resort- do not leave a secured area to “hunt” the threat.

\*Consult local responding law enforcement to determine their preference based upon their tactical capabilities.

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School Safety Unit



# **SCHOOL SAFETY PLAN TEMPLATE**

## **FOR GEORGIA PUBLIC SCHOOLS**



**Carl Vinson**  
**Institute of Government**  
**UNIVERSITY OF GEORGIA**