

Safety Plans

Rubric, Review and Resources for School Safety
Readiness and Incident Management Plans



Why are we doing this?

In accordance with the Colorado Safe Schools Act, beginning on July 1, 2009, all CSI schools were required to begin working with key community partners to develop an all-hazard, comprehensive **emergency response plan*** and to the extent possible, an emergency communications plan that coordinates with local, county and state emergency plans.

The plan, at a minimum, must identify for each school the following:

- Safety Teams/backups
- Key operational locations and facilities to be utilized by first responders

*Utilizing the “Four Phase Model” each school must create a comprehensive safe school plan that will address prevention/mitigation, preparedness, response/intervention, and recovery.



What now?



Checklist



CSI: School Safety, Readiness, and Incident Management Plan Checklist

This checklist should be used as a tool for ensuring compliance with the School Safety, Readiness, and Incident Management Plan component of the Colorado Safe Schools Act (i.e. only C.R.S. 22-32-109.1(4)). See also CSI's Safe Schools Policy, and CSI's Safety Policy Supplement. This checklist does not address all components of the Colorado Safety Schools Act.

Name of School: _____ Date of Submission: _____
 On time: Yes ___ No ___ Revisions Needed: Yes ___ No ___ Revisions Due: _____

Action Item and Description	YES	NO	Comments
ANNUAL and/or INTERVAL REQUIREMENTS			
1. Inventory emergency equipment- <i>annually</i>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Plan evaluated regularly but at least annually			
<input type="checkbox"/> Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Procedures to provide for regular communications between individual charter school officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.	<input type="checkbox"/>	<input type="checkbox"/>	
3. School organized a safety team	<input type="checkbox"/>	<input type="checkbox"/>	
4. Test Communication systems	<input type="checkbox"/>	<input type="checkbox"/>	
5. Training programs for staff and students in crisis prevention and management.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Training programs for staff and students in emergency response procedures that include practice drills. [Regular Incident Exercise]	<input type="checkbox"/>	<input type="checkbox"/>	
7. Ensure proper training of staff and key personnel	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> <i>National Incident Management System [NIMS] training for school employees.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	
PLAN REQUIREMENTS			
1. Provides procedures, training, and equipment necessary to protect students	<input type="checkbox"/>	<input type="checkbox"/>	
2. Record keeping system described/outlined	<input type="checkbox"/>	<input type="checkbox"/>	
3. Procedures that address the supervision and security of school buildings and grounds.	<input type="checkbox"/>	<input type="checkbox"/>	
4. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.	<input type="checkbox"/>	<input type="checkbox"/>	
5. Procedures that address persons visiting school buildings and attending school sponsored activities.	<input type="checkbox"/>	<input type="checkbox"/>	
6. Procedures for the reporting of criminal activity to law enforcement & Charter School Institute	<input type="checkbox"/>	<input type="checkbox"/>	
7. Protocols for communicating with local law enforcement and parents	<input type="checkbox"/>	<input type="checkbox"/>	
8. Tabletop exercises to discuss and identify staff roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	
CLAIRE DAVIS ACT POLICIES/PROCEDURES [These policies/procedures may also be included in your Parent/Student Handbook should you choose.]			
1. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.	<input type="checkbox"/>	<input type="checkbox"/>	
2. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other	<input type="checkbox"/>	<input type="checkbox"/>	



Annual and/or Interval Requirements

1. Inventory emergency equipment **annually**
2. Plan evaluated regularly but at least **annually**
 1. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
 2. Procedures to provide for regular communications between individual charter school officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
3. School organized a safety team **annually**
4. Test Communication systems at least **annually**
5. Training programs for staff and students in crisis prevention and management
6. Training programs for staff and students in emergency response procedures that include practice drills. **[Regular Incident Exercise]**
7. Ensure proper training of staff and key personnel in National Incident Management System [NIMS] training for school employees.
8. Training programs for staff and students in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.

Inventory Emergency Equipment

Each CSI school must complete an **annual** inventory of emergency equipment, including radios or other communications systems.

- See section III: Responsibilities of [Sample School Emergency Plan](#) for sample responsible party for annual inventory

Crisis and Emergency Team "Go-Bag"

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

Recommended Items for the Emergency Kit

- Copies of the all forms completed in the development of the school or facility Emergency Management Plan (Chain of Command, Students Needing Assistance, etc.)
- Megaphone(s)
- Map of building(s) with location of Exits, Phones, First Aid Kits, and Assembly Areas
- Map of local streets with evacuation route (Alternate Building Location requiring Transport)
- Flash lights with extra batteries
- First aid kit and latex-free gloves and CPR masks
- First aid manual
- Space Blankets (several)
- Faculty/staff roster (including emergency contacts)
- Student roster (including emergency contacts for parents)
- Master schedule
- Two-way radios
- Battery powered radio and spare batteries
- Several legal pads and ball point pens
- Dry erase boards and markers
- White peel-off stickers and markers (for name tags)
- Vests to identify key Incident Command staff
- Local telephone directory
- Lists of other emergency phone numbers
- Five black markers
- Mobile laptop/Chromebook
- USB / Flash drive
- Keys to building in Law Enforcement Go Bag



Inventory of Two-Way Radios

Radio serial number	Assigned to:	Connectivity Verified
1335TG0186		Yes
1335TK1610		Yes
1335TK1542		Yes
1335TG1451		Yes
1335TG10136		Yes
1335TG1457		Yes
1335TK1536		Yes
1335TG0203		Yes
1335TG1416		Yes
1335TG0184		Yes



Items in inventory list may include but are not limited to:

- Communications equipment
 - Walkie talkies, etc.
- First aid supplies
- Firefighting equipment
- Lighting
- Classroom Emergency Kits
- Food
- Water
- Blankets
- Maintenance Supplies
- Tools

Plan evaluated regularly but at least *annually*

Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.

- CSI schools must work closely with community partners in updating and revising all standard operating procedures and ensuring all aspects of NIMS, as applicable, are incorporated.
- Periodic meetings with community partners should be held to coordinate with CSI's schools to assess overall compliance with NIMS, as put forth in SB-181, and develop a timeline and strategic plan for compliance.

Procedures to provide for regular communications between individual charter school officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.

- Each CSI school should collaborate with community partners, such as first responders and emergency response agencies to identify key operation locations, facilities, and communications to be utilized in emergency situations, both for the school and the community at large.
- Each CSI school, to the extent possible, will enter into a MOU with community partners that will define the expectations and responsibilities on the part of both the district/charter schools and first responders regarding a response to a school, coordinating services and minimizing potential conflicts.
 - Written MOUs should be with first responding agencies, medical facilities, mental health agencies local emergency management personnel and local or regional homeland security personnel and emergency response agencies.



Training Programs

- CSI schools, to the extent possible, must create an “all hazard exercise program.” It is recommended that you develop a comprehensive, scenario-based exercise program that allows your school to work closely with local emergency responders in testing district plans, interagency communication plans and systems and facilitating cooperative efforts in coordinating response plans.
 - CRS 22-32-109.1 requires, to the extent possible, specific exercises be held involving community partners to include orientation meetings, all-hazard drills (**above & beyond fire drills**) and tabletop exercises. It is recommended that districts develop an exercise schedule, based on community needs and hazards.
- Each CSI school will develop a comprehensive, scenario-based all-hazards exercise program based on NIMS, to include, but not limited to: drills, testing of communication systems, table top exercises, full-scale exercises that include first responding and emergency response agencies, when possible.
 - A comprehensive, all-hazard exercise program includes various types of exercises; including full-scale exercises, that **build in sophistication and complexity** balanced by community needs and hazards.
- CRS 22-32-109.1 requires [written evaluations](#) after exercises and real world incidents. Each exercise, regardless of the type, should result in an [After Action Report](#) describing lessons learned and the corrective actions that will occur, if necessary.



Training Recommendations

CRS 22-32-109.1 requires school personnel to be trained in the incident command system according to guidelines established by the federal emergency management agency.

The following are training recommendations for school personnel from NIMS:

- **ICS 100SCa, An Introduction to ICS for Schools** is recommended for all persons with a responsibility in a Safe School, Readiness and Incident Management Plan or designated in a school incident command structure.
- **IS 362 Multi-Hazard Emergency Planning for Schools** should be taken by those school personnel responsible for developing a Safe School, Readiness and Incident Management Plan.
- **Colorado Interoperable Communications Training Program** - web-based training is available for school personnel designated in a school incident command structure. Additional training resources (classroom and agency specific) to support this curriculum are available via community partners.



Resources

[Readiness and Emergency Management for Schools: REMS training](#)

These **virtual trainings** vary in length from 2 to 4 hours. They are led by the REMS TA Center team of subject matter experts, who come equipped with hands-on knowledge of emergency preparedness principles and practices in the educational setting. Each interactive virtual training also features pre- and post-training activities that enhance professional development efforts, build individual preparedness capacity, and support education agencies in bridging training and practice. All trainings feature interactive polls, breakout rooms, and chat-based discussions to enhance the learning process.

1. Conducting K-12 Site Assessments With SITE ASSESS
2. Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Educator
3. Developing Emergency Operations Plans (EOPs) K-12 101 Train-the-Trainer
4. School Behavioral Threat Assessments: An Introduction
 - This training would be **very** beneficial for any schools struggling with or new to Threat Assessments



Plan Requirements

1. Provides procedures, training, and equipment necessary to protect students
2. Record keeping system described/outlined
 - See Sample Emergency Operations Plan section VI (D).
3. Procedures that address the supervision and security of school buildings and grounds
4. Procedures that address the safety and supervision of students during school hours and school-sponsored activities
5. Procedures that address persons visiting school buildings and attending school sponsored activities
6. Procedures for the reporting of criminal activity to law enforcement & Charter School Institute
7. Protocols for communicating with local law enforcement and parents
8. Tabletop exercises to discuss and identify staff roles and responsibilities



Procedures for the reporting of criminal activity to law enforcement & CSI

Pursuant to each schools' contract with CSI, schools are required to report the following to CSI:

Timely Notice: The School will timely notify the Institute (and other appropriate authorities) in the following situations:

- i. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted violations of law; *and*
- ii. Any complaints filed against the School or its employees, administration, or Board members by any governmental agency.

Immediate Notice: The School will immediately notify the Institute of any of the following:

- i. Conditions that may cause it to vary from the terms of this Contract, applicable Institute requirements, or federal or state law;
- ii. Any circumstance requiring the unplanned extended closure of the School, including, but not limited to, a natural disaster, such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction of or damage to the school facility;
- iii. Any circumstances requiring lockdown, emergency procedures or any other action that may affect school health or safety;
- iv. The arrest, dismissal or resignation of any members of the School Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
- v. Misappropriation of funds;
- vi. A default on any obligation, which will include debts for which payments are past due by sixty (60) days or more; and
- vii. Any change in the School Board's corporate status with the Colorado Secretary of State's Office or status as a 501(c)(3) tax-exempt organization



Protocols for communicating with local law enforcement and parents

CSI schools should develop written procedures for communication with first responders, parents and media. It is recommended that the School Safety, Readiness and Incident Management Plan outline exactly how these communication requirements will be met.



Tabletop exercises to discuss and identify staff roles and responsibilities

Each CSI school will develop a comprehensive, scenario-based all-hazards exercise program based on NIMS, to include, but not limited to: drills, testing of communication systems, table top exercises, full-scale exercises that include first responding and emergency response agencies, when possible.

A comprehensive, all-hazard exercise program includes various types of exercises; including full-scale exercises, that ***build in sophistication and complexity*** balanced by community needs and hazards.

Sample Tabletop Exercises can be found [HERE](#)



Additional Considerations

1. Pandemic Procedures

- Given the planning, policies and procedures required to finish out the 19/20SY and start the 20/21SY, please consider adding Pandemic Procedures to your Emergency Operations Plan if they do not already exist.

2. Teacher Protection Policies

- These policies/procedures may also be included in your Parent/Student Handbook should you choose.

3. Child Sexual Abuse Prevention

- These policies/procedures may also be included in your Parent/Student Handbook should you choose.

4. Claire Davis Act Policies/Procedures

- See [CSI Resource site](#) for additional information. These policies/procedures may also be included in your Parent/Student Handbook should you choose.



Claire Davis Act Requirements

1. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
2. Training and support for students that aims to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
3. Procedures for safe, confidential reporting of security and safety concerns at each school building.



Resources continued

1. [FEMA's NIMS Courses](#)
2. [FEMA Sample School Emergency Operations Plan](#)
3. [Sample MOU for School Crisis Response](#)
4. [Sample School Safety Plan Checklist](#)
5. [CSSRC School Safety Planning Webinar for Charter Schools](#)
6. [Comprehensive School Safety Planning: Suggested Elements for Districts and Schools](#)
7. [School Crisis Team Roles and Responsibilities within the ICS](#)
8. [After Action Report Template with Improvement Plan Matrix Template](#)
9. [Exercise Evaluation Guide Template](#)
10. [Tabletop Exercises Slides](#)
11. [Master Scenario Events List Template](#)
12. [CSSRC School Safety Planning Team Roster Template](#)



Thank You

Thank you for taking the time to complete this webinar training session to learn more about the School Safety, Readiness, and Incident Management Plan for your school and how it will be reviewed moving forward.

Please send an email to Stephanie Aragon at stephaniearagon@csi.state.co.us stating the following so that she can mark this task as completed for your school:

“I have completed the School Safety, Readiness and Incident Management Plan training provided by CSI. I understand that my school should review the checklist provided by CSI with comments and make revisions as necessary for the 2021-2022 school year. Should I have any questions, I understand that I can reach out to CSI at anytime for assistance and further clarification.”



Questions?

If you have any questions, comments, feedback or would like additional assistance, please reach out to Stephanie Aragon at stephaniearagon@csi.state.co.us