



Kentucky Center for School Safety



District Plan

Checklist for District Planning

Under the direction of the superintendent or designee, each district is to complete the following according to its unique needs and circumstances. Each District Support Team should comprise a variety of school employees, as well as community representatives and stakeholders.

- Designate a single “lead contact” for orchestrating district level planning
- Have each team member read or become familiar with this Emergency Management Resource Guide
- Complete the following:
 - District Support Team Emergency Numbers**
 - Local / Regional Emergency Response Numbers**
 - Potential Hazards (Part 1)**
 - Potential Hazards (Part 2)**
 - Visitor Screening Policy/Access Control**
- Review entire chapter entitled “**Creating the Emergency Operations Plan,**” modify for local needs, titles, circumstances
- Review **Universal Emergency Procedures**, modify for local needs
- Review **Emergency Operations Protocols**, modify for local needs
- Coordinate district planning with local police, fire, emergency medical, and other emergency responders (review lines of communication between agencies, procedures for interagency collaboration, etc.)
- Prepare a district model **Emergency Quick Reference Guide**. Each school will adapt the district’s model for individual use
- Establish a timeline and procedures for how the district will support training for administrators and school-based teams (to prepare them to conduct school-based planning)
- Establish a mechanism for individual schools to request assistance in creating school-based plans, and to help mitigate identified hazards
- Designate a district level contact or liaison to monitor individual school’s progress; create a mechanism for schools to submit updated plans on a yearly basis
- Establish a regular meeting or planning schedule for the District Support Team; determine who will attend these meetings (all stakeholders vs. smaller task force approach)

District Level Plan

The superintendent or designee is ultimately responsible for overseeing ongoing activities in emergency prevention, protection, mitigation, response and recovery. Under his/her direction, the school district should form a district-level team to review the contents of this guide, and to modify it for local use.

Upon completing the revision of this guide, the District Support Team's role changes to that of support. The District Support Team functions to assist schools in the coordination and allocation of needed resources when the need imposed by the current situation exceeds the affected school's normal resources.

Forming the District Level Support Team

Suggested Steps for Team Formation

1. Superintendent or designee communicates with selected staff in key district roles to recruit them to serve on the district team. As in the local school, a staff inventory should be conducted to determine if any individual has experience or specialized training in any of these areas.
2. Superintendent or designee creates list of staff, making sure that all emergency support functions are addressed, including:
 - Director of security or law enforcement
 - Director of building and grounds
 - Director of maintenance
 - Director of transportation
 - Director of supply services
 - District level secretary or receptionist
 - Director of community or public relations
 - Director of risk management and safety
 - School psychologists and social workers
 - Personnel with areas of expertise (i.e., CPR, first aid, etc.)
3. An initial meeting is held with potential team members to discuss what will be expected for team membership and to outline steps for planning and implementation.
4. District-level team identifies possible community agencies and individuals to assist in district planning, such as:
 - Police Department, Fire Department
 - Emergency Medical Services

- Social Service Agencies (Child Welfare, Juvenile Justice)
- City/County government
- Local hospitals, medical and mental health professionals
- Local/regional emergency management agency
- Business representatives
- Clergy, Parents
- Local American Red Cross

5. As much as possible, formalize interagency agreements with Memoranda of Agreements

Reference the Appendix A: “Generic School District – Emergency Operations Plan”.

(MOU), letters of support, etc. (samples available at the Kentucky Center for School Safety web site: www.kysafeschools.org).

6. Initially, meet as often as needed to review portions of this guide to modify for local use. Have each team member review specific areas which pertain to their area of expertise (for example, local police and school security review protocols and actions which may involve a security response).
7. When the adaptation of this guide is completed, schedule a “kick-off” presentation or training for school administrators to begin the process of school-level planning.
8. Ongoing, hold regular team meetings throughout the school year to assist schools in school level planning, to review school specific plans, and to address ongoing issues as they arise (which may include local, state or national issues that may affect the district). Small communities may wish to have all participants in the same meetings; larger districts may need to form smaller task forces to accomplish specific tasks.
9. Schedule drills, practice and annual reviews (district and school levels).

District Support Team Emergency Numbers

Complete the form below to reflect your district's offices, adding and deleting as necessary. Include district office phone numbers, with appropriate local terminology for job titles, positions, departments, etc.

Title	Name – Location	Numbers/Cell
Superintendent		
Assistant Superintendent		
Director of Security/ Law Enforcement		
Director of Maintenance		
Director of Transportation		
Director of Nutritional Services		
Director of Supply Services		
Director of Safety		
Director of Buildings and Grounds		
Director of Special Education		
Director of Student Support (counseling, soc. work, etc.)		
Director for Safe and Drug Free Schools		
Director of Health or Medical Services		
Director of Public Relations		
Legal Counsel		
Other		
Other		

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Potential Hazards (Part 1)

It is vital to record the potential hazards for your geographic area and risks to your district so you know what to expect and what to do to protect students and staff. It is essential to understand that disasters have a cascading effect:

- Forest fires lead to debris flows, mud slides, grassfires and smoke/pollution
- Earthquakes cause fires, loss of water supply, structural damage, chemical leaks and disruption of communications
- Flooding blocks roads, damages property, and ruins food supply
- Tornadoes destroy buildings, cause fallen power lines
- A medical epidemic/pandemic creates significant disruptions to the educational and related business routines

In an effort to prioritize these events the District Support Team needs to consider what is most likely to occur in this area and when/if these events have occurred in the past.

Natural Hazards	Predictability and Approx. Frequency	Warning Time	Comments or Actions to Take
Earthquakes			
Severe weather, tornadoes, lightning			
Excessive rains, flash floods, flooding			
Dam failure			
Mud slides			
Windstorms			
Snowstorms			
Sinkholes			
Grass or forest fires			
Other			
Other			

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Potential Hazards (Part 2)

The District Support Team needs to consider what other human/technological factors, could occur or have occurred in your region:

Human or Technological Hazards	Predictability and Approx. Frequency	Warning Time	Comments or Actions to Take
Bomb threat, or other terrorism			
Arson, fire			
Riots			
Air pollution, smog alert			
Water or food pollution			
Hazardous material spills			
Nuclear or radiological accident			
Asbestos			
Communication systems failures			
Water system disruptions			
Gas or electric disruption			
Transportation systems disruptions			
Airplane, airport hazard			
Railroad track, station hazard			
Other			

Visitor Screening Policy/Access Control

(In this section create, update or insert your district policy regarding Visitor Screening. Ideally, the individual who is updating this Guide could type, or “cut and paste” the district’s policy here, then delete the text below).

Visitor Screening Suggestions

- All visitors shall be addressed with a standardized greeting before being granted access into the building.
- Outdoor and exit door signs to direct all visitors to the entrance they should enter.
- Utilize positive welcoming signs that clearly indicate where you want visitors to go (i.e. Office, Reception Area, etc.)
- All exterior doors should be locked only allowing entrance through one designated entrance.
- All visitors should pass through an office area that offers verbal and visual contact with staff.
- All visitors sign-in, show identification, leave a deposit such as keys or ID and receive a sticker or other badge.
- Designate staff to provide verbal face-to-face contact to inquire about the person’s name, area or room to be visited and nature of the visit.
- If person is new to the school or unsure of the room location, a staff member may meet him/her or accompany him/her.
- Visitors should return to sign out when leaving the school.
- There should be no exceptions to the policy.
- Involve and acquaint parents, parent-teacher organizations, etc. with the policy and the need to know who is in the building.
- All teachers and staff should know the policy.
- All staff should be expected to question people without a badge and ask them to check in with the office before proceeding to the intended room.