

**Appendix D: Kentucky Department of Education Guidance For:
Senate Bill 8/House Bill 354 Emergency Management Planning
For Schools and Districts**

Introduction

The Kentucky General Assembly passed [Senate Bill 8](#), and [HB 354](#) which changes Kentucky's current emergency plan law ([KRS 158.163](#)), took effect on **June 25, 2013**. The bills expand the current law by requiring schools and districts to include community first responders in their emergency plans, and present an opportunity for review and refinement of current emergency and safety practices through continuous improvement. These bills are a logical step taken after recent tragic events occurring in our nation's schools, ranging from intruders to tornadoes, and focus our attention once again on our goals and efforts to keep our students and staff safe.

As part of implementation for SB8/HB354, KDE has developed a set of assurances that will be monitored through the district [Comprehensive District Improvement Plan \(CDIP\)](#). The [Assurances hyperlink](#) will allow you to preview the assurances for both the district and school that will be uploaded into the CDIP/CSIP this fall. Schools should review and refine their current Emergency Plan then share with their school council for adoption annually. **Adoption by the school council must occur prior to completing assurances in CDIP and no later than November 1st.**

Part 1: Emergency Preparedness Definitions*

Prevention, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

***Note:** The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. **Source:** *U.S. Department of Education/FEMA: Guide for Developing High Quality School Emergency Operations Plans (June 2013)*

Part 2: Guidance for the Implementation of SB 8/HB 354

The passage of [Senate Bill 8](#) and [HB 354](#) changes Kentucky's current emergency plan law ([KRS 158.163](#)), took effect on **June 25, 2013**. These bills expand the current law by requiring schools and districts to include community first responders in their emergency plans, and require an annual report to KDE by November 1 of each school year, specifically:

SB 8/HB 354 requires schools and districts to:

1. Adopt an emergency plan to include procedures to be followed in case of fire, severe weather, or earthquake, or if a building lockdown as defined in [KRS 158.164](#) is required; the principal shall discuss the emergency plan with all school staff prior to the first instructional day of each school year and shall document the time and date of any discussion.
2. Provide, after adoption, the emergency plan, along with a complete diagram of the facility, to appropriate local first responders.
3. Establish primary and secondary evacuation routes for all rooms located within the school and post the routes in each room by any doorway used for evacuation.
4. Identify severe weather safe zones to be reviewed by the local fire marshal or fire chief and post the location of safe zones in each room of the school.
5. Develop practices for students to follow during an earthquake.
6. Conduct, at a minimum, emergency response drills to include one (1) severe weather drill, one (1) earthquake drill and one (1) lockdown drill within the first thirty (30) instructional days of each school year and again during the month of January.
7. Develop and adhere to practices to control the access to each school building, including requiring that all visitors report to the front office of the building and provide valid identification, state the purpose of the visit; and provide a visitor's badge to be visibly displayed on a visitor's outer garment.
8. Follow (as much as possible) the recommendation that all classroom doors be locked during instructional time, if the door can be locked from the outside and opened from the inside without a key.
9. Require local boards to review Crime Prevention through Environment Design Principles when constructing or renovating a school building.
10. Superintendent verification of district-wide compliance must be sent to KDE by November 1st of each school year.

Prior to adoption of your new Emergency Plan, you should review your school's current preparedness status and determine what needs development and refinement in order to meet the new safe school requirements. While it is essential to ensure compliance of this statute, it is also important to strive for best practice of school safety through a continuous improvement process. Systematic, informed planning for your school's emergency plan will only increase the well-being for your students, staff and community. The following **Emergency Plan Refinement Worksheet** has been developed as a tool to assist with the review and refinement of your current Emergency Plan as a method to meet the requirements of the new statute in a timely manner. It will also help to inform planning for the entry of the School Safety Assurances within the CDIP due to KDE no later than November 1st annually.

Part 3: Emergency Management Plan Refinement Worksheet				
Required School Safety Assurances		Yes	No	Date Completed
1.	Does my school have a written Emergency Management Plan (EMP)?			
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?			
3.	Did the SBDM Council adopt the EMP?			
4.	Has my school provided the local fire responders with a copy of the school's EMP and a copy of the school's floor plan?			
5.	Was the EMP reviewed with faculty and staff prior to the 1 st instructional day of the school year?			
6.	Were local law enforcement and/or fire officials invited to review the EMP?			
7.	Are evacuation routes posted in each room, at any doorway used for evacuation, with primary and secondary routes indicated?			
8.	Has the local fire marshal reviewed the designated safe zones for severe weather and are they posted in each room?			
9.	Have practices been developed for students to follow during an earthquake?	Yes	No	Date
	Plan	What are the current practices? Are current practices working effectively?		Person(s) Responsible
				Date Completed
	Do	Do current practices need to be changed? What steps need to occur?		Person(s) Responsible
				Date Completed
	Study	What are the outcomes? How will success be measured?		Person(s) Responsible
				Date Completed
	Act	What needs refinement? When will practices be evaluated?		Person(s) Responsible
				Date Completed

10.	Has my school developed and adhered to practices designed to ensure controlled access to the school (exterior doors, front entrance, classrooms, visitor must sign-in and display ID badges)?		Yes	No	Date Completed
	Plan	What are the current practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will practices be evaluated?	Person(s) Responsible		Date Completed
11.	Has my school completed all four required emergency response drills in the first 30 instructional days of the school year (fire, lockdown, severe weather, and earthquake)?		Yes	No	Date Completed
	Plan	What are the current prevention practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
	Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed
	Act	What needs refinement? When will plans be evaluated?	Person(s) Responsible		Date Completed

12.	Has my school completed all four required emergency response drills during the month of January (fire, lockdown, severe weather and earthquake)?		Yes	No	Date Completed
	Plan	What are the current processes? Are current processes working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed	
Act	What needs refinement? When will practices be evaluated?	Person(s) Responsible		Date Completed	
13.	Has the EMP been reviewed and revised as needed by the SBDM Council, principal, and first responders (annually)?		Yes	No	Date Completed
	Plan	What are the current practices? Are current practices working effectively?	Person(s) Responsible		Date Completed
	Do	Does the plan need to be changed? What steps need to occur?	Person(s) Responsible		Date Completed
Study	What are the outcomes? How will success be measured?	Person(s) Responsible		Date Completed	
Act	What needs refinement? When will practices be evaluated again?	Person(s) Responsible		Date Completed	