

REQUEST FOR PILOT PROGRAM PARTICIPATION

BASIC PREP: BUSINESSES ASSISTING SCHOOLS IN COMMUNITIES PREPARE

**REQUEST FOR PARTICIPATION FROM
SCHOOL DISTRICTS or BUSINESSES
REQUESTS WILL BE ACCEPTED IMMEDIATELY UNTIL FIVE SCHOOLS
HAVE BEEN MATCHED WITH APPROPRIATE BUSINESSES**



COLORADO
School Safety Resource Center
Department of Public Safety

**Facilitated by the
Colorado School Safety Resource Center,
Department of Public Safety
Project Administrator**

**700 Kipling Street, Suite 1000
Denver, Colorado 80215-5897
303-239-4435
www.Colorado.gov/CSSRC**

The Colorado School Safety Resource Center is not offering funding for this pilot program or individual projects. The BASIC Prep pilot program will provide facilitated collaboration between Colorado schools and businesses as they work in partnership to enhance school resiliency, emergency preparedness and safety planning, furthering student safety across the state.

History

The frequency of disasters across the country has increased in recent years— a trend that communities across Colorado have experienced firsthand with the uptick of destructive wildfires and floods. Despite this fact, the Federal Emergency Management Agency's (FEMA) 2012 National Survey revealed that 54 percent of the U.S. population does not believe their community will experience a natural disaster.

With this surprising finding in mind – along with a shared goal of creating sustainable preparedness and safety programs in Colorado schools – a group of state and local emergency management agencies, non-profit and community-based organizations, school districts and private sector experts came together to create the BASIC Prep (Businesses Assisting Schools in Communities Prepare) Pilot Program. By aligning the emergency management and safety planning expertise and resources of Colorado's thriving business community with schools in need of assistance, whole communities stand to become more resilient in any kind of hazard.

The mission of the Colorado School Safety Resource Center (the Center) is to assist educators, emergency responders, community organizations, school mental health professionals, parents and students to create safe, positive and successful school environments. By serving as the facilitator of the BASIC Prep Pilot Program, the Center and its partners in this initiative aim to help close the national gap that exists around disaster preparedness.

Collaborators

- American Red Cross
- ADPS, LLC & 2ELK Consulting
- Boulder Valley School District
- City and County of Denver Office of Emergency Management
- Colorado Division of Homeland Security and Emergency Management, Colorado Department of Public Safety
- Colorado School Safety Resource Center, Colorado Department of Public Safety
- Colorado Voluntary Organizations Active in Disaster (VOAD)
- FEMA Region VIII
- Mercury Payment Systems
- St. Vrain Valley School District
- GCS Security Services
- Allegion
- Thompson School District
- Firestorm
- San Juan BOCES



Purpose of Program

The purpose of **Businesses Assisting Schools in Communities Prepare (BASIC Prep)** is to enhance emergency preparedness and safety planning initiatives in Colorado schools by aligning districts and individual schools (hereafter referred to as “schools”) with appropriate business sector partners. This program is intended to help schools create sustainable preparedness strategies for human-caused and natural disasters, while providing business partners the opportunity to share expertise and/or resources and increase their profile and value to Colorado communities.

Participation in the BASIC Prep pilot program is strictly voluntary for both schools and businesses. The purpose of the pilot program is to test this collaboration idea, identify challenges and provide tools and templates to be used for a larger rollout across the state. In order to be successful, it is critical that both parties agree on roles, responsibilities and expectations prior to beginning a pilot program project.

All project arrangements or exchange of resources made between the participants are solely the concern of the schools and businesses and will not be regulated by the Program Coordinator, the Colorado School Safety Resource Center (hereafter referred to as “the Center”), the Colorado Department of Public Safety, the State of Colorado or any of its affiliates.

Eligibility

Any Colorado school (pre-K thru grade 12) or business may submit a project application for the BASIC Prep pilot program. Upon selection for the pilot program, schools and businesses will be matched by the Center, through a consensus process, based on the needs of the schools and the resources offered by the businesses as outlined in the application process. Both the schools and the businesses will have final say in the matching process.

Project Selection Criteria

Preference for the pilot program projects will be given to small, rural (pre-K to grade 12) schools in anticipation of a larger rollout following the successful implementation of this pilot program. Preference will also be given to schools and businesses that express an interest in increasing emergency preparedness, school safety and resiliency in one or more of the following ways but is not limited to:

- Creation of a multi-agency planning team that includes the business partner and other community stakeholders
- Creation or updating of district/school emergency preparedness plans
- Assessing and addressing hazards within the school environment, as well as hazards in the surrounding community that may impact the school
- Creation of a plan for continuing business and educational activities in the wake of a disaster or COOP/Continuity of Operations plan for the district/school
- Providing assistance to districts/schools in implementing an evidence-based curriculum that addresses hazard prevention and/or emergency preparedness
- Other safety concerns or resources identified by the district/school and the business partner
- All resources are welcome and businesses may also decide to provide resources to more than one school or district

**Available
Funding**

The Center will not provide specific funds but will coordinate partnerships between Colorado schools and businesses based on the corresponding needs, expertise, time and resources of pilot program participants. The Center will facilitate the meetings of pilot program participants and assist pilot schools and businesses in evaluating their outcomes of their projects. Additionally, the Center will capture lessons learned, successes and challenges, which will be used to determine the viability of an expanded program rollout.

**Duration of
Project**

BASIC Prep pilot schools and businesses will be on a first-come, first-serve basis and can begin work on their projects as soon as possible after their acceptance into the program and at the convenience of all parties. The Center is prepared to facilitate the pilot program through May 1, 2015. Continued collaboration between participating pilot schools and businesses beyond that date is solely the decision of those partners. Schools and businesses participating in the project will agree to the “BASIC Prep Terms and Conditions” document provided by the Colorado School Safety Resource Center (attached).

**Evaluation
and Reporting
Requirement**

Schools and businesses that are selected to participate in the pilot program will be expected to work with the Center to provide a brief performance report outlining how projects were implemented and outcomes of project goals. A final performance report will be due by **June 30, 2015**.

**Application
Due Date**

Applications will be accepted to the Colorado School Safety Resource Center immediately upon release of the RFP and until Friday, September 12, 2014, at 5:00 p.m. or until at least five schools have been selected to match with businesses offering the expertise the schools are seeking.

**Announcement
of Participants**

Pilot program participants notified as soon as possible via e-mail. Please provide at least two points of contact to ensure timely notification.

APPLICATION INSTRUCTIONS

Please submit a brief narrative as described below. All signatures must be included to be eligible for the pilot program.

- Submit applications with a cover page **including the project director and signatures of the superintendent (for schools/districts) or the authorizing party (for businesses)**, the written narrative and an executed copy of the “Terms and Conditions” document.

Submit electronically, by mail or hand-deliver to:
Colorado School Safety Resource Center
Colorado Department of Public Safety
700 Kipling Street, Suite 1000
Denver, Colorado 80215-5897
For questions, please contact CSSRC at 303.239.4534

BRIEF WRITTEN NARRATIVE FOR SCHOOLS

A concisely written narrative is preferred outlining the four areas below:

FORMAT

1. BASIC Prep Pilot Program Project Description

In one or two paragraphs, explain what you will be striving to accomplish with your BASIC Prep pilot program project and why this project is important to your district/school. Help the review committee understand how this project is tied to your overall plan for emergency preparedness, resilience and physical or psychological school safety.

2. Area of Need and Evidence-Based Solution

Explain why your project is needed for school emergency preparedness, safety planning, hazard prevention/mitigation, protection, response and/or recovery and **how the need was determined**. Remember: a project cannot supplant your normal obligations such as hiring adequate staff, providing adequate security and a physically safe facility.

Explain how the proposed project will meet a critical school safety needs and provide supporting research, or other evidence, that indicates why these actions will best address this need.

3. Outcomes

Project outcomes must benefit student and staff preparedness for emergencies. Projects may include staff planning in prevention, mitigation, protection, response or recovery.

These outcomes should address your identified needs and be a direct result of the project (e.g., “In order to recover more quickly from a crisis, the project will focus on assisting the school’s safety team and community emergency responders to create a Continuity of Operations plan for our school.”)

4. Proposed Project Activities

Give a concise overview of your potential needs and ideal outcomes and the number of students and staff that could conceivably be impacted. For easier readability, use bullet points or numbers whenever possible.

Include a list of resources that you may need in order to achieve your goals and objectives.

List in chronological order the activities that your school would like to see accomplished and the **person(s) responsible for each activity from your school**.

Once your school has been matched with a business, it is possible that some of your project activities will change. Once the pilot project has commenced, the school, the business and the Center must agree on any changes to originally proposed project activities.

Things to Remember:

- Including multiple stakeholders (i.e. administrators, various staff groups, community emergency responders, multiple agencies, joint initiatives and families) in school safety and emergency preparedness planning, implementation or training builds a community's capacity to meet the safety needs of students.
- When utilizing experts from the collaborating business for training or professional development, remember to create a sustainability plan that engages school or community personnel to continue these training/coaching responsibilities after the project period ends.
- When there is a professional development component to the project proposal, remember to ensure mastery through mentoring, follow-up trainings, job-embedded staff development, coaching, positive proactive supervision, professional learning communities, etc.
- Inputs shared through this program are suggestions only and it is up to the discretion of the schools as to what, if any, suggestions are implemented. It is the responsibility of both parties to satisfy their own legal department's liability concerns.
- It is suggested that all parties complete a non-disclosure agreement provided by the district/school.

BRIEF WRITTEN NARRATIVE FOR BUSINESSES

FORMAT

1. Project Expertise

Briefly describe your reasons for wanting to participate in this pilot program and provide information on the expertise, time and resources your business can offer to schools. Please include:

- A description of your company's history in contributing staff volunteer time during business hours (please provide examples)
- A description of the expertise your company is willing to provide to the project; expertise might include, but is not limited to:
 - Assisting schools in completing a natural and human caused disaster hazard assessment
 - Assisting schools in completing a cyber-security assessment
 - Assisting schools in creating a Continuity of Operations plan
 - Assisting schools and local first responders in conducting tabletop drills or functional emergency exercises
 - Assisting schools in implementing an evidence-based hazard prevention or emergency preparedness curriculum
 - Assisting schools in implementing an after-school hazard prevention or emergency preparedness program
 - Assisting schools in other projects or with other resources that would enhance the safety of students
- An estimated number of hours per week or month your company can dedicate to this project and/or resources that your company can provide
- The name and position title of the person who has the authority to approve your company's commitment to this project
- A brief description of your company's ability to be responsible for all time and materials needed for staff participation in this project (examples might include: transportation, lodging, meals, etc.)

2. Outcomes

Project outcomes must benefit student and staff emergency preparedness. Projects may also include staff planning in prevention, mitigation, protection, response or recovery. Briefly describe the outcomes you believe your business can help schools achieve in creating a more resilient and prepared environment for students and staff.

3. Potential Project Activities

Give a concise overview of your potential project capabilities related to possible outcomes and the number of staff, students or families that could conceivably be impacted. For easier readability, use bullet points or numbers whenever possible.

List in chronological order the activities that you propose to accomplish and/or resources provided and **the person(s) responsible for each activity from your business and if applicable, the amount of time weekly or monthly that staff will be able to devote to the project.**

Once your business has been matched with a school, it is possible that some of your project activities will change. Once the pilot project has commenced, the school, the business and the Center must agree on any changes to originally proposed project activities.

Things to Remember:

- Including multiple stakeholders (i.e. administrators, various staff groups, community emergency responders, multiple agencies, joint initiatives and families) in school safety and emergency preparedness planning, implementation or training builds a community's capacity to meet the safety needs of students.
- When utilizing experts from the collaborating business for training or professional development, remember to create a sustainability plan that engages school or community personnel to continue these training/coaching responsibilities after the project period ends.
- When there is a professional development component to the project proposal, remember to ensure mastery through mentoring, follow-up trainings, job-embedded staff development, coaching, positive proactive supervision, professional learning communities, etc.
- Any volunteers working in pilot schools will need to fulfill all background checks normally required by the schools for volunteers.
- Businesses must meet liability insurance requirements of the partner school.
- Inputs shared through this program are suggestions only and it is up to the discretion of the schools as to what, if any, suggestions are implemented. It is the responsibility of both parties to satisfy their own legal department's liability concerns.
- It is suggested that all parties complete a non-disclosure agreement provided by the district/school.

Evaluation for Both Schools and Businesses

Restate your specific, measurable outcomes and describe how you will know you have achieved each outcome. Due to the brief nature of this project, the required Final Performance Report will include a brief activity and project accomplishment summary.

Sustainability/Maintenance of Effort

Describe how this project will continue to improve the resiliency, emergency preparedness capabilities and overall safety of students and schools AFTER the project period ends.

Please include a description of how project efforts will affect the coming school year.

**Application for Businesses Assisting Schools in Communities Prepare
(BASIC Prep) Project Proposal
Pilot Project Period _____ to May 1, 2015**

**COVER PAGE
District/School Application**

School District

Typed Name of Superintendent

Number and Street Address

City

State

Zip Code

Telephone Number (REQUIRED)

Fax Number

Email Address (REQUIRED)

Typed Name of Project Coordinator or Second Contact
(REQUIRED)

Telephone Number (REQUIRED)

Fax Number

Email Address (REQUIRED)

Please indicate the district's schools that will participate in this project, if selected:

School Name	Grades	Number of Students	Number of Staff	Name of Principal

CERTIFICATION BY AUTHORIZED DISTRICT ADMINISTRATOR AND PROJECT COORDINATOR

The District hereby makes application to participate in this project facilitated by the Colorado School Safety Resource Center. I have reviewed this project application and am authorized to act as the district's representative, to conduct or supervise all business related to the planning and implementation, to submit the required performance report, and to conduct business related to the coordination and completion of this project.

Signature of Superintendent (REQUIRED)

Date

Signature of Project Coordinator or Second Contact (REQUIRED)

Date

**Date Application is being submitted: _____
Submit with initial application as cover page.**

School District & Schools Participating Name

Businesses Assisting Schools in Communities Prepare (BASIC Prep)
Pilot Project Period _____ to May 1, 2015

FINAL PERFORMANCE REPORT

(1-3 PAGES ONLY)

BRIEF DESCRIPTION OF PROJECT:

DESCRIPTION OF COMPLETED ACTIVITIES:

PROJECT ACCOMPLISHMENTS:

Please submit this report by Tuesday, June 30, 2015.
Send to the Colorado School Safety Resource Center, 700 Kipling Street, Suite 1000,
Denver, CO 80215-5897 or CDPS_School_Safety_Center@state.co.us.

**Application for Businesses Assisting Schools in Communities Prepare
(BASIC Prep) Project Proposal
Pilot Project Period _____ to May 1, 2015**

**COVER PAGE
Business Application**

Name of Business

Typed Name of Authorizing Party and Title/Position

Number and Street Address of Business

City State Zip Code

Telephone Number (REQUIRED) Fax Number Email Address (REQUIRED)

Typed Name of Project Coordinator or Second Contact
(REQUIRED)

Telephone Number (REQUIRED) Fax Number Email Address (REQUIRED)

Please indicate type of resources and/or assistance you may provide to the project if selected: *i.e. equipment, training, expertise or financial*. Please use additional paper, if necessary.

Training or expertise	Equipment	Financial	Other:

CERTIFICATION BY AUTHORIZING PARTY AND PROJECT COORDINATOR

The _____ (company name), hereby makes application to participate in this project facilitated by the Colorado School Safety Resource Center. I have reviewed this project application and am authorized to act as the company's authorizing party, to conduct or supervise all business related to the planning and implementation, to submit the required performance report, and to conduct business related to the coordination and completion of this project.

Signature of Authorizing Party (REQUIRED) Date

Signature of Project Coordinator or Second Contact (REQUIRED) Date

**Date Application is being submitted: _____
Submit with initial application as cover page.**

Appendices List: (attached)

BASIC Prep Initiative Terms & Conditions

**CSSRC's Comprehensive Emergency Operations Plan Checklist
Combined with the six US Federal Government Agencies' Guide for
Developing High-Quality School Emergency Operations Plans**

Red Cross Ready Rating Scorecard

BASIC Prep Informational Brochure

CSSRC's School Response Framework Outline (NIMS requirements)

Businesses Assisting Schools in Communities Prepare (BASIC Prep) Initiative

Terms and Conditions

Businesses Assisting Schools in Communities Prepare (BASIC Prep) is a voluntary program designed to enhance the overall emergency preparedness for districts/schools (hereafter referred to as “schools”) in Colorado. While participation in this program is strictly voluntary for both schools and businesses, it is recommended that both parties agree on the roles, responsibilities, and expectations prior to the beginning of any initiative. Any such arrangements made between the participants are solely the concern of the schools and businesses and are not to be regulated by the program administrator (the Colorado School Safety Resource Center, the Colorado Department of Public Safety, or the State of Colorado) or any of its employees or affiliates.

This program was created to provide valuable guidance to schools in preparing for, responding to, and recovering from emergencies. Participation in this program does not guarantee any specific deliverables to or by those participating organizations as outlined in the following:

Businesses Assisting Schools in Communities Prepare (BASIC Prep) and the Colorado School Safety Resource Center expressly disclaim all warranties of any kind, whether express or implied, including, but not limited to, the implied warranties of merchantability, fitness for a particular purpose and non-infringement.

Specifically, BASIC Prep and the Center make no warranty that (i) BASIC Prep will meet your requirements, (ii) and the quality of any content, products, services, information or other material obtained by any participant will meet his or her expectations.

Pursuant to the Colorado Governmental Immunity Act (Colorado Revised Statutes (24-10-101, et seq., C.R.S. 2002), BASIC Prep and the Center shall not be liable for any direct, indirect, incidental, special, consequential or exemplary damages, including but not limited to damages for loss of profits, goodwill, use, data or other intangible losses (even if BASIC Prep and the Center have been advised of the possibility of such damages), resulting from any participant’s engagement or inability to engage in the BASIC Prep Initiative; or any other matter relating to the BASIC Prep Initiative.

Nothing herein shall be deemed to create an agency, partnership, joint venture, employee-employer, or relationship of any kind between the BASIC Prep Initiative, school, business, the Center or any entity, nor does this Agreement extend rights to any third party.

**Businesses Assisting Schools in Communities Prepare Initiative (BASIC Prep)
Terms and Conditions (Page 2 of 2)**

By signing, your organization indicates that you understand the above terms and agree to hold harmless the coordinator and any of its affiliates from liabilities associated with program participation. In addition, you understand that this is a voluntary program from which your organization has the right to end participation at any time.

Signature of Authorized Representative (Superintendent or Company Executive)

Date

Name and Title of Authorized Representative

Name of District/School or Company

(Adapted from the FEMA: The Big Business –

Small Business Emergency Management Mentorship Program and

[http://www.disasterb2bmentor.org/BBSB/Account/BBRegister.aspx. \)](http://www.disasterb2bmentor.org/BBSB/Account/BBRegister.aspx.)

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
1. BASIC PLAN					
1. Introduction					
a. Cover Page (Title, Date, and School(s) covered)					
b. Promulgation Document and Signatures Page					
c. Approval and Implementation					
d. Record of Changes					
e. Record of Distribution					
f. Table of Contents					
2. Purpose, Scope, Situation Overview, and Assumptions					
a. Purpose					
b. Situation Overview					
1. Threats and hazards that pose a risk to the school (from Assessments)					
(a) Physical Safety/Vulnerability of School Buildings, Grounds, and Equipment					
(b) "Hot Spot" mapping					
(c) Community-at-large Assessments					
(d) Psychological Safety Assessments					
i. Conduct School Climate Surveys					
A. Healthy Kids Colorado Survey					
B. CSPV					
C. Other:					
1) Student Climate					
2) Staff Climate					
3) Parent Climate					
(e) Capacity Assessment					
i. Identify training and skills of faculty, students, and staff					
ii. Inventory equipment and supplies					
(f) Resource Mapping of Student Safety & Prevention Programs					
(g) Other:					
2. Dependency on other parties					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
3. Concept of Operations					
a. Identify those with authority to activate the plan					
b. Describe the process for coordinating with agencies, boards, or divisions					
1. School Mental Health Services					
2. Early Intervention/Problem Solving Team					
3. Law Enforcement & Juvenile Justice					
4. Fire Department					
5. EMS					
6. Community Mental Health Services					
7. Provide Anonymous Reporting System and Training for Staff & Students					
(a) Safe2Tell reporting line					
(b) Other:					
c. Describe how plans address the architectural, programmatic, and communication rights of those with disabilities, access needs, and functional needs					
d. Identify response and support agency plans that support the implementation of this plan (e.g., city or county EOPs, school EOPs from schools co-located on the campus)					
e. Explain primary purpose of the plan is to prevent, protect from, and mitigate impact on life or property					
f. Explain primary purpose of the plan is to respond to the emergency and minimize impact on life or property					
g. Explain primary purpose of the plan is to recover from the impact on life and property					
4. Organization and Assignment of Responsibilities					
a. Describe the broad roles and responsibilities of individuals that apply during all emergencies					
1. District Safety Planning Team					
2. District Crisis Response Team (Incident Command Structure roles)					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
3. Building Safety Planning Team (potential participants include, but are not limited to: principals, other school administrative leaders, teachers, support personnel, parents and guardians)					
4. Building Crisis Response Team (ICS)					
5. Multi-Agency Crisis Planning Team					
6. Threat Assessment Team					
7. Psychological Recovery Team					
8. Damage Assessment Team					
9. Other					
b. Describe informal and formal agreements for the activation and sharing of resources and information during an emergency					
1. Written Memoranda of Understanding with:					
(a) Law Enforcement					
(b) Fire Department					
(c) EMS					
(d) Community Health Partners					
(e) Evacuation Locations					
(f) County Emergency Management					
(g) Other Community Partners					
i. Neighboring Schools					
ii. Businesses					
5. Direction, Control, and Organization					
a. ICS structure					
b. Explain relationship between school EOP and broader community's emergency management system					
c. Identify who has control of equipment, resources, and supplies (and back up)					
6. Information Collection, Analysis, and Dissemination					
a. Identify the information helpful in implementation of activities before, during, and after an emergency					
1. Before: Policies and Procedures					
(a) School Safety/NIMS Compliance					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(b) Threat Assessment					
(c) Discipline and Code of Conduct					
(d) Harassment & Bullying					
(e) School Engagement & Truancy					
(f) Social-Emotional Learning					
(g) Technology					
(h) Drug & Alcohol Prevention & Intervention					
(i) Pandemic Procedures					
(j) Infectious Diseases Prevention/Mitigation					
i. Surveillance system in place					
ii. Staff education					
iii. Parent/guardian education					
iv. Preventive hygiene					
v. Coordination with local health offices					
vi. Sanitation supplies					
(k) Food Allergies & Handling Procedures					
i. Food allergy management					
ii. Contamination prevention					
iii. Biosecurity measures					
(l) Mail Handling Procedures					
i. Establish a central location					
ii. Staff training on safe handling					
(m) Use or non-use of volunteers after a crisis					
(n) Students and Staff with Disabilities					
i. Identify students and staff needing assistance					
ii. Devise individualized plan for assistance and identify all those needed to implement the plan					
iii. Have information available to notify first responders of these individuals and designate staging areas for evacuation					
iv. Train all appropriate students and staff necessary to assist.					
(o) Field Trips					
i. Itinerary appropriate					
ii. Detailed permission slips with medical information					
iii. Overnight accommodations					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
iv. Trained and adequate number of adult chaperones					
v. Emergency operations plan for trip					
vi. Check of student insurance policies					
(p) Protection of Electronic Communication					
i. Damage, unauthorized use, or exploitation of electronic communications system					
ii. Restoration of electronic communications system					
iii. Restoration of services to the systems and information contained therein					
(q) Community Users of Facilities					
i. Policies for outside users including complimentary mission					
ii. Duty to supervise?					
iii. Users complete a facilities or joint use agreement					
iv. Proof of insurance with district named as additional insured on their policy					
v. Users have an Emergency Operations Plan					
vi. Implement a hazard reporting system					
(r) Other Safety Related Policies					
2. Before: Update Organizational and Supporting Information Essential to the EOP					
(a) Update Floor Plans and Site Plans					
(b) Update Topographic, Flood Plain and Street Maps					
(c) Designate Key Operational Locations including:					
i. Incident Command Post					
ii. Evacuation sites both on and off campus					
iii. Shelter-in-place Zones					
iv. Staging areas for emergency personnel					
v. Media communications center					
vi. Parent reunification sites					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
vii. Other:					
(d) Provide Comprehensive School Health & Psychological Services					
i. Health Education					
ii. School Nurse					
iii. School Counselor(s)					
iv. School Social Worker					
v. School Psychologist					
vi. Drug & Alcohol Services					
vii. Early Intervention/Problem Solving Team					
viii. Community Mental Health Services					
ix. Other:					
3. Before and During: weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, and local crime reports.					
4. After: mental health, emergency management, relief agencies' websites and hotlines					
(a) What is the source of the relief information?					
(b) Who analyzes and uses the information?					
(c) How is the information collected and shared?					
(d) What is the format for providing the information to those who will use it?					
(e) When should the information be collected and shared?					
5. Complete After Action Reports					
(a) Who completes it					
(b) How are changes reflected in EOP					
7. Training and Exercises					
a. Training Objectives					
1. Roles and Responsibilities					
2. Student Training					
a) New Student Orientation					
b) Harassment & Bullying Prevention					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
c) Positive Behavioral interventions & Supports (PBIS)					
d) Suicide Prevention					
e) Drug & Alcohol Prevention					
f) School Engagement & Truancy Prevention					
g) Social-Emotional Learning					
h) Personal Safety & Dating Violence					
i) Safe Routes to School					
j) Other:					
3. District Safety Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
4. District Crisis Response Team					
(a) IS-100.Sca ICS for Schools					
(b) Other:					
5. Multi-Agency Crisis Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
6. Building Safety Planning Team					
(a) IS-100.Sca ICS for Schools					
(b) IS-362.A Multi-Hazard Emergency Training for Schools					
(c) Other:					
7. Building Crisis Response Team (ICS)					
(a) IS-100.Sca ICS for Schools					
(b) Other:					
8. Psychological Recovery Team					
(a) NASP PREPaRE					
9. Threat Assessment Team					
10. Damage Assessment Team					
11. Staff Training					
(a) Mental Health Issues					
(b) School Engagement & Truancy Prevention					
(c) Child Abuse					
(d) Threat Assessment					
(e) Suicide Prevention, Response, and Reporting					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
(f) Substance Abuse Awareness & Prevention					
(g) Violence Prevention, Awareness & Reporting Procedures					
(h) Staff Assignments for supervision: hallways, lavatories, bus stops, exits and playgrounds					
(i) Other:					
12. Visitor Identification Procedures					
13. Parent/Guardian Training					
14. Other					
b. Frequency					
c. Exercises: Tabletop, Drills, Functional, Full-Scale					
1. Lockdown					
2. Lockout					
3. Shelter-In-Place					
4. Evacuation					
5. Reunification					
8. Administration, Finance, and Logistics					
a. Identify administrative controls and requirements that will be used to provide resource and expenditure accountability during an emergency					
b. Describe how the school will maintain accurate logs of key activities					
c. Describe how vital records will be preserved during an emergency					
d. Identify general policies for:					
1. Keeping financial records					
2. Tracking resource needs					
3. Tracking the source and use of resources					
4. Acquiring ownership of resources					
5. Compensating the owners of private property used by the school					
9. Plan Development and Maintenance					
a. Describe the planning process, participants in the process, how					

School _____ Date _____ Completed by (Name, Position) _____

9

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School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
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2. FUNCTIONAL ANNEXES (APPENDICES)

All EOPs should include the following functional annexes AT A MINIMUM.

1. Evacuation

- Identify on-site evacuation locations
- Identify two off-site emergency evacuation locations
- Check all evacuation sites annually for safety compliance
- Plan the procedures for evacuation
- Identify the students/staff needing special assistance for evacuation and develop Individualized Evacuation Plans

Considerations:

- How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
- How to evacuate when the primary evacuation route is unstable.
- How to evacuate students who are not with a teacher or staff member.
- How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g. wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

2. Lockdown

- Identify appropriate "safe" zones within the building
- Plan the procedures for lockdown

Considerations:

- How to lock all exterior doors, and when it may or may not be safe to do so.
- How particular classroom and building characteristics (i.e. windows, doors) impact possible lockdown courses of action.
- What to do when a threat materializes inside the school.

3. Lockout

- Plan the procedures for lockout

Considerations:

- How to secure the building and protect building occupants where a higher than normal threat is present near or in the vicinity of the campus.

4. Shelter-in-Place

- Identify appropriate "safe" zones within the building
- Plan the procedures for shelter-in-place

Considerations:

- What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g. water, snacks,

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School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
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blankets)

b. How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.

c. How to move students when the primary route is unusable.

d. How to locate and move students who are not with a teacher or staff member.

e. Consider the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.

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5. Accounting for All Persons

a. How will staff determine who should be in attendance at the assembly area?

b. What steps will be taken when a student, faculty, staff member, or visitor cannot be located?

c. How will staff report to the assembly supervisor?

d. How and when will students be dismissed or released?

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6. Communications and Warning

a. Develop Effective Communications Plans

1. Interoperability within campus

2. Interoperability with emergency responders

3. Staff Communications

4. Student Communications

5. Parent Communications

6. Media Communications

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Considerations:

a. How to account for technology barriers faced by students, staff, parents, and guardians

b. How impacts on students will be communicated to the community, including impact on activities related to the school, but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).

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7. Family Reunification

a. Detail how students will be reunited with their families or guardians.

1. Inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.

2. Verify that an adult is authorized to take custody of a student.

3. Facilitate communication between the

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CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
parent check-in and the student assembly and reunion areas.					
4. Ensure students do not leave on their own.					
5. Protect the privacy of students and parents from the media.					
6. Reduce confusion during the reunification process.					
7. Update families.					
8. Account for technology barriers faced by students, staff, parents, and guardians.					
9. Effectively address language access barriers faced by students, staff, parents, and guardians.					
8. Continuity of Operations Plan (COOP)					
a. Design so that it can be activated at any time and sustained for up to 30 days.					
b. Set priorities for re-establishing essential functions, such as restoration of school operations, record keeping, payroll and maintaining the safety and well-being of students and the learning environment.					
c. Ensure students receive related services in the event of a prolonged closure.					
9. Recovery					
a. Academic Recovery					
1. When the school will be closed and reopened, and who has the authority to close and reopen.					
2. What temporary space(s) the school may use if school buildings cannot be immediately reopened.					
3. How to provide alternate educational programming in the event that students cannot physically reconvene.					
b. Physical Recovery					
1. Document and photo school assets, including physically accessible facilities, in case of damage.					
2. Identify which personnel have expert					

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School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
knowledge of the assets and how and where they will access records to verify current assets after an emergency					
3. Identify how the school will work with utility and insurance companies before an emergency to support a quicker recovery					
c. Fiscal Recovery					
1. Identify how district leadership will be included					
2. Identify how staff will receive timely and factual information regarding returning to work					
3. Identify what sources the school may access for emergency relief funding					
d. Psychological and Emotional Recovery					
1. Identify who will serve as the team leader					
2. How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.					
3. Identify how to address immediate, short- and long-term counseling needs of students, faculty, staff, and families					
4. Identify how to handle commemorations, memorial activities, or memorial structures					
(a) When will site be closed					
(b) What will be done with notes and tributes					
(c) How will students be informed in advance					
5. Identify how memorial activities will balance honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future					
6. Identify how Public Health, Medical, and Mental Health annex will inform the actions and plans for all components of the Recovery annex.					

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School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
10. Public Health, Medical and Mental Health					
a. Roles of staff members in providing first aid during an emergency					
b. Location of emergency medical supplies and those responsible for purchasing and maintaining those materials					
c. Identification of staff with relevant training or experience (first aid, CPR)					
d. Access to sufficient number of counselors and others trained in psychological first aid					
e. Identify the process for sharing and reporting information about outbreaks, epidemics, or other unusual medical situations to the local health department					
f. Provide support to students, faculty, and staff identified by the Threat Assessment Team					
11. Security					
a. Role of law enforcement officers in and around school					
b. Ensure the buildings and facilities are physically secure					
1. Implementation of Crime Prevention Through Environmental Design (CPTED)					
c. Safe routes to school, including traffic control and pedestrian safety					
d. Keep prohibited items or materials out of school					
e. How to respond to threats identified by the Threat Assessment Team					
f. Address issues of cyber-security and threats to the information technology systems					
g. How information will be shared with law enforcement or other responders, being mindful of FERPA, HIPAA, and other civil rights laws.					

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School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
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3. THREAT- OR HAZARD-SPECIFIC ANNEXES (APPENDICES)

This is not a complete list. Each school's annexes may vary based on its threats and hazard analysis.

1. Natural Hazards					
a. Blizzard					
b. Earthquake					
c. Extreme temperatures					
d. Floods					
e. Hurricanes					
f. Landslides or mudslides					
g. Lightning					
h. Severe wind					
i. Tornadoes					
j. Tsunamis					
k. Volcanic eruptions					
l. Wildfires					
m. Wildlife					
n. Winter precipitation					
2. Biological Hazards					
a. Contaminated food outbreaks, including salmonella, botulism, and <i>E.coli</i>					
b. Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i> , and meningitis					
c. Toxic materials present in school labs					
3. Technological Hazards					
a. Accidental hazardous materials release from within the school, such as gas leaks or laboratory spills					
b. Dam failure					
c. Explosions or accidental release of toxins from industrial plants					
d. Hazardous material releases from major highways or railroads					
e. Power failure					
f. Radiological releases from nuclear power stations					
g. Water failure					

CSSRC's Comprehensive Emergency Operations Plan Checklist Combined with the six US Federal
Government Agencies' Guide for Developing High-Quality School Emergency Operations Plans

School _____ Date _____ Completed by (Name, Position) _____

ELEMENTS	Current Status/Strategies:	Still Needed:	Assigned to:	Target Date:	Date Completed:
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4. Adversarial and Human-caused Threats					
a. Active Shooters					
b. Arson					
c. Bomb threats					
d. Criminal threats or actions					
e. Cyber attacks					
f. Domestic violence or abuse					
g. Fire					
h. Gang violence					
i. Hostage situations					
j. Missing students/kidnapping					
k. Suicide					
l. Suspicious package					
m. Weapons					
5. Other Specific Crises					
a. Child abuse					
b. Death of a student					
c. Death of a staff member					
d. Medical emergencies					
i. Food allergies					
ii. Injury/illness/death					
iii. Reasons to call 911					
iv. Guidelines for medical transport					
v. Medical transport plan					
e. Memorials at school					
f. Restraint/physical intervention procedures					
g. Self-injury and other risk behaviors					
h. Sexual assault					
i. Transportation Accidents					

1. Join - Commit to membership in the Red Cross Ready Rating™ program.

We want to increase our level of preparedness and have committed to membership in the Ready Rating program. We have taken these actions:	Total Points Available
<p>A. The principal, school board president or superintendent has reviewed the Ready Rating Membership Agreement and agreed to all terms and conditions therein.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>B. The school district and/or the superintendent is aware of the school's involvement in the program and has been given a copy of the Membership Agreement.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>C. We have appointed a Ready Rating Coordinator to serve as our primary point of contact for the Ready Rating program.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (4 pts.)</p>	4
<p>D. We are in the process of completing the Ready Rating 123 Assessment. <i>(Hint: If you are working to complete this assessment right now, check the box to receive points).</i></p> <p><input type="checkbox"/> Yes (4 pts.)</p>	4

Your Total = _____

	0	2 - 8	10		Maximum Score = 10
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2. Assess - Conduct a Hazard Vulnerability Assessment.

2.1 We know how vulnerable our school would be if a disaster or other emergency were to occur because we have reviewed and understand how our local Hazard Vulnerability Assessment (HVA) applies to our school.	Total Points Available
<p>A. We have reviewed a Hazard Vulnerability Assessment (HVA) from our local emergency management agency regarding the natural and human-caused hazards and vulnerabilities our community could face.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We are in the process of reviewing an HVA from our local emergency management agency, OR we have made contact with our local emergency management office and have made arrangements to get a copy of our area's HVA. (2 pts.)</p> <p><input type="checkbox"/> Yes (4 pts.)</p>	4
<p>B. We have reviewed or used other resources, such as the Red Cross Hazard Assessment Guide, to help us understand our school's vulnerability to various hazards.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We are in the process of reviewing or using other resources to help us understand our vulnerability to hazards. (2 pts.)</p> <p><input type="checkbox"/> Yes (4 pts.)</p>	4
<p>C. We have completed additional steps that have helped us understand the types of threats and vulnerabilities (both internal and external) that could impact our school. Please be specific.</p> <p><i>(1 pt. per answer, up to three points)</i></p> <p><input type="checkbox"/> (Blank) (0 pts.)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p>	3
Your Total = _____	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 5px; border: 1px solid black;">0 - 2</div> <div style="background-color: yellow; color: black; padding: 5px; border: 1px solid black;">3 - 10</div> <div style="background-color: green; color: white; padding: 5px; border: 1px solid black;">11</div> </div>	Maximum Score = 11

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2.2 We know how well our school is able to respond to and recover from a disaster. We know what we have in place already and what we need to do to become better prepared.	Total Points Available
<p>A. We have assessed the physical capacity, supplies, equipment and human resources of our facility to resist damage given its proximity to hazards identified by the HVA (such as flood plains, seismic faults, dams, hazardous materials and nuclear power plants).</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We are in the process of assessing the physical capacity, supplies, equipment and human resources of our facility to resist damage given its proximity to hazards identified by the HVA, OR we have not yet assessed all of the facilities for which we are responsible. (2 pts.)</p> <p><input type="checkbox"/> Yes (4 pts.)</p>	4
<p>B. We know our school building and have assessed potential hazards on campus related to security, physical construction and layout, lighting, evacuation exits/routes and other unique characteristics. We conduct this assessment at least once each year to make sure it is current.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We are in the process of assessing potential hazards on our campus, OR we have completed an assessment, but have not done so this school year. (2 pts.)</p> <p><input type="checkbox"/> Yes (3 pts.)</p>	3
<p>C. We have identified “safe rooms” in the school that can accommodate all of our students, staff and faculty during disasters requiring shelter-in-place actions.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (2 pts.)</p>	2
<p>D. We have identified and obtained agreements, as necessary, with external emergency response resources, such as local fire, police, emergency medical services, local public health, Red Cross, emergency management and local businesses that will provide assistance during a disaster or other emergency. We know who to contact in an emergency and how they can help.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We have identified and obtained agreements with external emergency response resources but this information is not up-to-date, OR we have spoken with external agencies and have not formalized any agreements as of yet. (1 pt.)</p> <p><input type="checkbox"/> Yes (2 pts.)</p>	2

Your Total = _____

	0 - 2	3 - 10	11		Maximum Score = 11
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3. Plan - Develop an emergency response plan.

3.1 We have a plan in place describing the steps our school or school district will take to protect its staff, faculty and students before, during and after an emergency or disaster. This plan has been shared with appropriate governing authorities, such as our school district or state department of education. We have completed the following activities as part of our emergency response planning:	Total Points Available
<p>A. We have identified an emergency planning committee of key stakeholders that is responsible for and empowered to develop and implement an emergency response plan. This team reflects the diverse members of our school community, such as parents, teachers, janitorial staff, a school nurse and school administrators.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (5 pts.)</p>	5
<p>B. We have reviewed state, district, school or community plans already in place, and we are using this information to ensure our plan is compatible with those that our school or district depends upon.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We have reviewed plans already in place, but they are not compatible with those that our school/district depends on. (1 pt.)</p> <p><input type="checkbox"/> Yes (2 pts.)</p>	2
<p>C. Our school/district leadership supports the planning, commits to its implementation and approves the written plans annually.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (2 pts.)</p>	2

Your Total = _____

	0	2 - 7	9		Maximum Score = 9
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3.2 We have a written plan describing how our school will respond during a disaster or medical emergency. This plan includes the following components:	Total Points Available
<p>A. Clearly designated leadership structure for emergency decision making.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (2 pts.)</p>	2
<p>B. Creation and/or maintenance of a system for warning and alerting the school community about emergencies.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>C. Steps our school or school district will take to encourage disaster and emergency preparedness among staff, faculty, students and their families at school and at home.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>D. Procedures for staff, faculty and students to follow for evacuation.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>E. Procedures for staff, faculty and students to follow for reverse evacuation.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>F. Procedures for staff, faculty and students to follow for lockdown.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>G. Procedures for staff, faculty and students to follow for shelter-in-place.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>H. Procedures for staff, faculty and students to follow for hazards identified in our Hazard Vulnerability Assessment, such as drop, cover and hold on.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>I. Procedures for keeping people informed and communicating with staff, faculty, students, families, emergency response organizations and media representatives about emergencies and school cancellations.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1

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3.2 (Continued)	Total Points Available
<p>J. Designated spokesperson(s) for internal and external communications during emergency response and recovery periods.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>K. List of school community members with disabilities and/or medical conditions who may require additional assistance and what help they will need during different types of emergencies.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>L. Designated areas for family reunification and a process to account for students and to release them to their families.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>M. Description and timeline for conducting regular drills, exercises and ongoing training.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>N. Updated list of contact information for accessing school district-level emergency resources.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>O. List of safety equipment and emergency preparedness supplies identified in the emergency response plan.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>P. Long-term steps our school will take to mitigate and prevent disasters by reducing or eliminating risks to life and property from a full range of hazards as identified in the Hazard Vulnerability Assessment and emergency plan procedures.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1

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3.2 (Continued)

**Total
Points
Available**

Q. We have an established time each year to evaluate the plan; update information about supplies and replenish them; and update lists of emergency contacts, staff, faculty and other information that may have become outdated. Changes, enhancements and outstanding issues are reported to school/district leadership for approval and/or action.

2

☐ No (0 pts.)

☐ Yes (2 pts.)

Your Total = _____

0 - 1

2 - 18

19

**Maximum
Score =
19**

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3.3 We have developed a recovery plan outlining strategies and processes for restoring the learning and teaching environment following a disaster or emergency. This plan includes the following:	Total Points Available
A. Options for resuming classes if part or all of the school building is damaged. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
B. Processes for working with building maintenance engineers and emergency management to assess the safety of buildings and outdoor structures. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
C. Description of staff, faculty and other professional roles that will assist in recovery for different types of emergencies. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
D. Communication procedures for keeping parents, community members and media representatives informed about the recovery effort and notification about school cancellations. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
E. Financial and administrative procedures required to perform essential functions have been established. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
Your Total = _____	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 5px 10px; border: 1px solid black;">0</div> <div style="background-color: yellow; color: black; padding: 5px 10px; border: 1px solid black;">1 - 4</div> <div style="background-color: green; color: white; padding: 5px 10px; border: 1px solid black;">5</div> </div>	Maximum Score = 5

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4. Implement - Implement your emergency response plan.

We have integrated emergency preparedness procedures into our school's culture in the following ways:	Total Points Available
4.1 Training. We have trained employees in emergency preparedness on an annual basis, so that at a minimum, everyone knows the following: <ul style="list-style-type: none"> A. Their role during an emergency and the roles and responsibilities of key personnel at our school. <ul style="list-style-type: none"> <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Some of our employees, but not all of them, know what their role is in a disaster and the roles and responsibilities of key personnel at our facility. (1 pt.) <input type="checkbox"/> Yes (2 pts.) 	2
<ul style="list-style-type: none"> B. Evacuation, reverse evacuation, lockdown, shelter-in-place procedures and procedures for other hazards as identified in our Hazard Vulnerability Assessment. <ul style="list-style-type: none"> <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Some of our employees, but not all of them, know our shelter-in-place and evacuation procedures. (1 pt.) <input type="checkbox"/> Yes (2 pts.) 	2
<ul style="list-style-type: none"> C. The school's disaster and emergency response plan and communication procedures during a disaster and/or emergency. <ul style="list-style-type: none"> <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Some of our employees, but not all of them, know our warning and communication procedures. (1 pt.) <input type="checkbox"/> Yes (2 pts.) 	2
<p style="text-align: center;">Your Total = _____</p>	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 5px 10px; border: 1px solid black;">0 - 1</div> <div style="background-color: yellow; color: black; padding: 5px 10px; border: 1px solid black;">2 - 5</div> <div style="background-color: green; color: white; padding: 5px 10px; border: 1px solid black;">6</div> </div>	<p style="text-align: center;">Maximum Score = 6</p>

Significant Opportunity to Improve

Opportunity to Improve

Strong Preparedness Foundation

We have integrated emergency preparedness procedures into our school's culture in the following ways:	Total Points Available
4.2 Equipment and Supplies. Based on the list of safety equipment and emergency supplies identified in our emergency response plan, we have completed the following:	
<p>A. Designated staff and faculty who know how and where to access safety equipment and emergency preparedness supplies when they are needed.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>B. Obtained and maintained the equipment and supplies we need, such as: (To check any of the items below, the business must have the item and inspected it to make sure it is in working order.)</p>	
<p>First aid kits</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>Automated External Defibrillators (AEDs)</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>Fire extinguishers</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>Bloodborne pathogens kits</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>Carbon monoxide alarms</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>Smoke alarms</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>Shelter-in-place supplies</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1

**Significant Opportunity
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4.2 Equipment and Supplies. (Continued)

**Total
Points
Available**

C. Copies of essential records and documents that may be needed in a disaster or emergency as well as extra sets of master keys and radios/emergency communication devices are stored both on and off site.

2

☐ No (0 pts.)

☐ Yes (2 pts.)

D. Emergency preparedness supplies are located in all our classrooms.

1

☐ No (0 pts.)

☐ Yes (1 pt.)

Your Total = _____

0 - 2

3 - 10

11

**Maximum
Score =
11**

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to Improve**

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4.3 Employee Preparedness. We encourage emergency preparedness among staff, faculty, students and their families at home, which can also equip them to respond to emergencies at school, by doing activities such as the following:	Total Points Available
A. Identifying response teams of people trained in basic first aid and CPR/AED. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
B. Having at least 10 percent of our staff and faculty trained annually in basic first aid and CPR/AED skills to handle medical emergencies in the workplace. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (2 pts.)	2
C. Offering CPR/AED training to staff and faculty annually. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
D. Offering bloodborne pathogens training to staff and faculty annually. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
E. Offering audience-specific and appropriate emergency preparedness training to: Staff and faculty <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
Students <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
Parents <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
F. Encouraging staff, faculty and families to identify alternate routes for going to and from our school. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
G. Reminding staff, faculty and families to always keep their emergency contact information current. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1

**Significant Opportunity
to Improve**

Opportunity to Improve

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4.3 Employee Preparedness. (Continued)	Total Points Available
H. Encouraging staff and faculty to have an out-of-area contact designated where they can leave an "I'm okay" message during a disaster or an emergency situation. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
I. Providing emergency preparedness training to each new person you hire. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
J. Making sure the list of staff and faculty with first aid and CPR/AED training is kept up-to-date as employees come and go. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
K. Encouraging staff and faculty to have emergency preparedness kits on hand at work, at home and in their vehicles. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
L. Encouraging staff and faculty to learn about the emergency procedures and disaster plans in place at their children's schools, child and senior care facilities and other places where their family members stay when not with them. This includes arranging a meeting place in case it is unsafe to return home. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
M. Other activities the school has offered to encourage personal preparedness include the following: Please be specific. <input type="checkbox"/> (Blank) (0 pts.) <input type="checkbox"/> (1 pt. available) _____	1
Your Total = _____	
<div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 2px;">0 - 4</div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 2px;">5 - 15</div> <div style="display: inline-block; border: 1px solid black; padding: 5px; margin: 2px;">16</div>	Maximum Score = 16

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4.4 Drills and Exercises. We conduct and assess regular drills and exercises to determine the readiness of our school community and facility. After each drill or exercise has been conducted, we evaluate our level of preparedness. We do the following:	Total Points Available
<p>A. Share our emergency response plan with staff, faculty, students and their families at least once a year.</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> We have shared our emergency response plan with <i>some</i> staff, faculty students and their families, but not all of them, know our emergency response plan.</p> <p><input type="checkbox"/> Yes</p>	2
<p>B. Conduct evacuation and reverse evacuation drills at least once a year.</p> <p><input type="checkbox"/> We have never conducted an evacuation and reverse evacuation drill, OR we conducted at least one evacuation and reverse evacuation drill, but it was more than 25 months ago.</p> <p><input type="checkbox"/> We conducted an evacuation and reverse evacuation drill between 13 and 24 months ago.</p> <p><input type="checkbox"/> Yes, we have conducted an evacuation and reverse evacuation drill within the past 12 months.</p>	2
<p>C. Conduct a lockdown drill at least once a year.</p> <p><input type="checkbox"/> We have never conducted a lockdown drill, OR we conducted at least one lockdown drill, but it was more than 25 months ago.</p> <p><input type="checkbox"/> We conducted a lockdown drill between 13 and 24 months ago.</p> <p><input type="checkbox"/> Yes, we have conducted a lockdown drill within the past 12 months.</p>	2
<p>D. Conduct a shelter-in-place drill at least once a year.</p> <p><input type="checkbox"/> We have never conducted a shelter-in-place drill, OR we conducted at least one shelter-in-place drill, but it was more than 25 months ago.</p> <p><input type="checkbox"/> We conducted a shelter-in-place drill between 13 and 24 months ago.</p> <p><input type="checkbox"/> Yes, we have conducted a shelter-in-place drill within the past 12 months.</p>	2
<p>E. Conduct other drills to practice procedures specific to disasters in our area at least once a year, such as Drop, Cover and Hold On.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>F. Conduct a medical emergency response exercise at least once a year.</p> <p><input type="checkbox"/> We have never conducted a medical emergency response exercise, OR we conducted at least one medical emergency response drill, but it was more than 25 months ago.</p> <p><input type="checkbox"/> We conducted a medical emergency response exercise between 13 and 24 months ago.</p> <p><input type="checkbox"/> Yes, we have conducted a medical emergency response exercise within the past 12 months.</p>	2

**Significant Opportunity
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4.4 Drills and Exercises. (Continued)	Total Points Available
<p>G. Complete after-action reports and evaluations, and update emergency response plans based on the results of all drills, exercises and actual incidents/emergencies.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We have completed some after-action reports and evaluations or updated some emergency response plans based on the results of all drills, exercises and actual incidents/emergencies. (1 pt.)</p> <p><input type="checkbox"/> Yes (2 pts.)</p>	2
<p>H. The after-action report, along with resulting recommendations and any concerns identified about plan compliance are forwarded to the planning committee and school/district leadership for review and appropriate corrective action.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> We sometimes forward the after action report, along with resulting recommendations and any concerns identified about plan compliance to the planning committee and senior management for review and appropriate corrective action. (1 pt.)</p> <p><input type="checkbox"/> No (2 pts.)</p>	2
Your Total = _____	
<div> <div>0 - 3</div> <div>4 - 14</div> <div>15</div> </div>	Maximum Score = 15

Significant Opportunity to Improve

Opportunity to Improve

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5. Help Others - Help your community prepare for and respond to emergencies.

Every year we are doing our part to ensure our business and the overall community is prepared for a disaster or other emergency. This past year, we completed the following:	Total Points Available
<p>A. Hosted blood drives.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>B. Led an educational campaign in the community that promotes personal and family preparedness with the message of "Get a Kit, Make a Plan and Be Informed". Ways to promote this message include newsletter articles, e-mail blasts, our Web site, open training and presentations that are offered to our students and their families, employees and their families, and other groups.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>C. Sent safety information home to families.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>D. Offered fire safety and prevention education for students in collaboration with the local fire department or other organizations such as the Red Cross.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>E. Appointed staff and faculty to be trained as Preparedness Education leaders who represent the school, the Red Cross or our local emergency management agency when conducting preparedness presentations in our school and our community.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>F. Appointed staff and faculty to be trained as Red Cross disaster volunteers and gave school time to serve on disaster assignment(s).</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1
<p>G. Signed a facility agreement with our local Red Cross Chapter to allow our facility to be used as a Red Cross shelter location, as needed, in the event of an emergency.</p> <p><input type="checkbox"/> No (0 pts.)</p> <p><input type="checkbox"/> Yes (1 pt.)</p>	1

**Significant Opportunity
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5. (Continued)	Total Points Available
H. Encouraged staff and faculty to be prepared at home through the use of newsletters, flyers, etc., and supported their emergency preparedness actions. <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
I. Hosted health and safety training events at our school (e.g., CPR, First Aid, AED). <input type="checkbox"/> No (0 pts.) <input type="checkbox"/> Yes (1 pt.)	1
J. Other activities we completed to help our community prepare include: Please be specific. <input type="checkbox"/> (Blank) (0 pts.) <input type="checkbox"/> (1 pt. available) _____	1

Your Total = _____

<div>0</div> <div>1 - 6</div> <div>7 - 10</div>	Maximum Score = 10
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Score Card Summary

Section 1 Commit	Section 2 Assess	Section 3 Plan	Section 4 Implement	Section 5 Help Others
1. ____ of 10	2.1. ____ of 11 2.2. ____ of 11	3.1. ____ of 9 3.2. ____ of 19 3.3. ____ of 5	4.1. ____ of 6 4.2. ____ of 11 4.3. ____ of 16 4.4. ____ of 15	5. ____ of 10
Section Total = ____ of 10	Section Total = ____ of 22	Section Total = ____ of 33	Section Total = ____ of 48	Section Total = ____ of 10

Total Score = ____ of 123

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Colorado School Safety Resource Center

Colorado Department of Public Safety
700 Kipling Street, Suite 1000
Denver, CO 80215

Tel: 303.239.4435

Fax: 303.239.4510

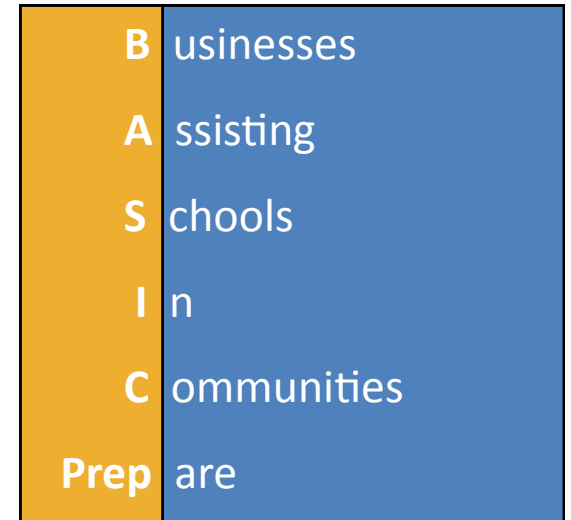
E-mail: CDPS_School_Safety_Center@state.co.us

Please visit our website:
www.Colorado.gov/CSSRC



In cooperation with the following:

American Red Cross
Arrowhead Defense & Protective Services, LLC
Boulder Valley School District
City & County of Denver, Office of Emergency
Management
Colorado Division of Homeland Security and
Emergency Management
Colorado Voluntary Organizations Active
in Disasters
FEMA Region VIII
Mercury Payment Systems
St. Vrain Valley School District



TIMELINE

- ♦ **Duration:**
September 2014-May 2015
- ♦ **Evaluation and Reporting Requirement:**
June 30, 2015
- ♦ **Applications:**
Will be accepted on a first come, first served basis, until cap is met
- ♦ **Announcement of Participants:**
Participants will be notified of their acceptance as soon as possible, after application is received

Contact the Colorado School Safety Resource
Center Today for Assistance

Supporting Safe and Positive Schools for Colorado

A pilot program aimed at enhancing emergency preparedness and safety planning initiatives in Colorado schools, through partnership with the business sector



COLORADO
School Safety Resource Center
Department of Public Safety

Colorado School Safety Resource Center

BASIC Prep

MISSION

The purpose of Businesses Assisting Schools in Communities Prepare (BASIC Prep), is to enhance emergency preparedness and safety planning initiatives in Colorado schools by aligning districts and individual schools with appropriate business sector partners.

BACKGROUND

- ◆ Developed by the Colorado School Safety Resource Center, in collaboration with FEMA Region 8, American Red Cross, Colorado Division of Homeland Security, Office of Emergency Management and other key partners
- ◆ Plans started in July of 2013
- ◆ Pilot site recruitment to begin August 2014

SCOPE

This program is intended to help schools create sustainable preparedness strategies for human-caused and natural disasters, as well as other emergencies, while providing businesses with the opportunity to share expertise and increase their value to Colorado communities.

While the Colorado School Safety Resource Center is not offering funding for this pilot program or individual projects, BASIC Prep will provide facilitated collaboration between Colorado schools and businesses as they work in partnership to enhance school resiliency, emergency preparedness and safety planning, furthering student safety across the state.



WHAT SCHOOLS CAN GAIN?

- ◆ An opportunity to receive assistance in improving your district or school's safety and resiliency in the face of an emergency
- ◆ An opportunity to enhance the safety and security of your facility, students and staff
- ◆ An opportunity to collaborate with local business leaders and create sustainable private sector partnerships

WHAT BUSINESS CAN GAIN?

- ◆ An opportunity to share emergency preparedness and safety planning expertise with a sector in dire need of resources
- ◆ An opportunity to collaborate with local schools and create sustainable education sector partnerships
- ◆ An opportunity to increase your company's value to the communities you serve, while meeting internal corporate responsibility benchmarks

Colorado School Safety Resource Center (CSSRC)
School Response Framework - School Safety, Readiness and Incident Management Plan Outline
CRS 22-32-109.1 including SB08-181 & SB11-173
July, 2011



Requirement	Rationale	Recommended Components	Targeted Date of Completion	Date of Completion
1. Establish a date for compliance	On or before July 1, 2009 each district and the CSI was to establish a timeline as to when they will be in compliance with the requirements set forth in SB08-181/CRS 22-32-109.1 and begin working toward achieving the NIMS tenets, in coordination with community partners, develop a strategic plan for achieving compliance.	Send target compliance date to the Colorado Department of Education via the Accreditation Report.	Compliance date established by July 1, 2009	Target Date of Completion: <hr/> Actual Date of Completion: <hr/>
2. Formally adopt the National Response Framework (NRF)	Each district and the CSI must adopt the National Response Framework and NIMS formally through orders or resolutions.	Present/pass a school board order or resolution.		
3. Institutionalize the Incident Command System (ICS)	In adopting the NRF and NIMS, each district and the CSI charter schools will institutionalize ICS. ICS is the coordinating link between multiple agencies and jurisdictions in an emergency response. Each district/charter school will adopt ICS as the management structure to be utilized in school and district emergency response plans.	Each district/charter school should review/revise emergency plans to incorporate NIMS and reflect NRF and review with community partners. Key district personnel complete recommended minimum NIMS trainings: Safety Team Members & Backups – ICS 100SCa District Crisis Plan Developers – ICS 100SCa and IS 362		
4. Develop an emergency response plan	Each district and charter schools must, on or before July 1, 2009, 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: <ul style="list-style-type: none"> • Safety Teams/backups • Key operational locations and facilities to be utilized by first responders 	Finalize District Crisis Team members and individual School Crisis Team members. Each facility within the district collaborates 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 district and the community at large. Utilizing the “Four Phase Model” the district will create a comprehensive safe school plan that will address prevention/mitigation, preparedness, response/intervention, and recovery.		
5. Enter into memoranda of understanding (MOUs) with community partners	Each district and CSI charter school, to the extent possible, will enter into a memorandum of understanding 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 district/charter school 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.		



Colorado School Safety Resource Center (CSSRC)
School Response Framework - School Safety, Readiness and Incident Management Plan Outline
CRS 22-32-109.1 including SB08-181 & SB11-173
July, 2011



Requirement	Rationale	Recommended Action Components	Targeted Date of Completion	Date of Completion
6. Create an all-hazard exercise program based on NIMS, hold coordinated exercises and conduct written evaluation following the exercises.	School districts and the CSI, to the extent possible, must create an “all-hazard exercise program.” It is recommended that districts and the CSI develop a comprehensive, scenario-based exercise program that allows schools 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 district/charter 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. 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. 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.		
7. Inventory Emergency Equipment	Each district and CSI school needs to adequately equip its facilities to respond to emergency situations and should work towards developing interoperable communication systems with responding agencies and the community.	Each district and CSI school will complete an annual inventory of emergency equipment, including radios or other communications systems. Districts and 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.		
8. Training Recommendations	NIMS compliance varies for schools, various levels of government and professional response organizations. CRS 22-32-109.1 states “school personnel must be required to be trained in the incident command system according to guidelines established by the federal emergency management agency.” The position statement recommends these courses as the minimum for school personnel: ICS 100SCa, An Introduction to ICS for Schools and IS 362 Multi-Hazard Emergency Planning for Schools	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.		
Additional Requirements of SB-181	Districts and CSI charter 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 districts and CSI’s charter schools to assess overall compliance with NIMS, as put forth in SB-181, and develop a timeline and strategic plan for compliance.		

References: CRS 22-32-109.1/SB08-181/SB11-173 - Colorado School District Self Insurance Pool, CASB, CDPS, CDE and Division of Emergency Management, “Position Statement on SB08-181,” Adapted with permission from: Morgan County School District RE-3. Revised July 2011 by Governor’s Office of Information Technology; CO Division of Fire Safety & CSSRC

***Interoperability – The ability of emergency responders to communicate among jurisdictions, disciplines, and levels of government, using a variety of frequency bands, as needed and as authorized. System operability is required for system interoperability. – National Emergency Communications Plan**