



EduQuencher

Leadership • Operation • Govern

WWW.EDUQUENCHER.COM

Free Friday Download

School Safety Readiness Assessment and Action Guide

A practical leadership tool for reviewing preparedness, identifying gaps, and prioritizing next steps. For principals, school leaders, operations teams, safety teams, and governing leaders

Every school wants to believe it is prepared.

Real readiness depends on more than a written plan. It depends on whether systems function as intended, staff know what to do under pressure, communication is clear, and leaders have identified vulnerabilities before an incident exposes them.

Use this guide to assess current readiness, identify risk areas, and determine which actions should be prioritized next.

Prepared teams respond better: Prepared schools protect better. This guide is designed to help leaders move from assumptions to action.

HOW TO USE

Review each item and mark your progress.

Use the empty checkbox as your working indicator.



SECTION 1

Physical Safety and Campus Access Review

Review facility access, entry control, supervision, monitoring, and site readiness.

Facility Access and Visitor Management

- ☐ Main entrances remain secured during the school day
- ☐ Visitor access is routed through a monitored main office entry point. Visitor sign-in procedures are consistently followed.
- ☐ Visitors are identified before broader building access is granted.
- ☐ Visitor badges or stickers are issued and visible.
- ☐ Procedures exist for vendors, contractors, and delivery personnel

Door Security and Building Entry Points

- ☐ Exterior doors close and latch properly
- ☐ Doors are not routinely propped open during the day
- ☐ Staff understand expectations for door security
- ☐ Classroom doors can be secured as intended
- ☐ Side entrances remain inaccessible or monitored during the day
- ☐ Access systems are functioning properly
- ☐ Areas with repeated door issues have been identified
- ☐ Staff know how to report a door, lock, or access issue immediately

Supervision, Monitoring and Visibility

- ☐ Arrival and dismissal posts are clearly assigned
- ☐ Hallway supervision during transitions is defined and consistent
- ☐ Cafeteria, playground, and recess coverage is adequate
- ☐ Blind spots or low-visibility areas have been identified
- ☐ Restroom and locker room vicinity supervision expectations are clear
- ☐ High-traffic student areas are monitored intentionally
- ☐ Camera coverage includes key entrances and priority areas
- ☐ Leaders know where supervision coverage may be thin or inconsistent
- ☐ Volunteer sign-in and screening expectations are clear
- ☐ After-hours building access is limited and monitored
- ☐ Keys, fobs, and access credentials are tracked and reviewed regularly
- ☐ Former staff access is removed promptly when needed
- ☐ Restricted spaces are clearly identified and secured

Site and Environmental Safety

- ☐ Parking lot and drop-off procedures support safe movement.
- ☐ Bus loading and unloading areas are clearly supervised.
- ☐ Emergency vehicle access routes are known, and unobstructed
- ☐ Room numbers and site identifiers are visible and accurate
- ☐ Exterior lighting supports safe entry and exit
- ☐ First aid kits are stocked and accessible
- ☐ AEDs are present, visible, and known to staff
- ☐ Fire extinguishers are current and accessible
- ☐ Weather shelter areas are identified and communicated
- ☐ Hazardous materials are stored appropriately and securely

COMMONLY MISSED GAPS:

Doors appear secure, but are regularly propped for convenience. Visitor procedures may exist, but they are inconsistently enforced. Blind spots are sometimes informally known but never formally addressed. Camera coverage may not reach the areas of greatest vulnerability.

Section Review

Rating Key: In Place, Partially in Place, Not in Place, Needs Review

In Place	Partially in Place	Not in Place



SECTION 2

Emergency Planning and Response Capacity

Review written procedures, communication systems, drills, and operational response readiness.

Emergency Planning Foundations

- ☐ The school has a current emergency operations or safety plan.
- ☐ The plan has been reviewed within the last 12 months.
- ☐ Key leaders know where the plan is stored and how to access it quickly
- ☐ Emergency procedures are written in plain, usable language
- ☐ Classroom-level emergency guidance is available
- ☐ Substitute teachers receive emergency reference information.
- ☐ Critical response roles are assigned in advance.
- ☐ Backup personnel are identified for key response functions.
- ☐ Plans address fire, severe weather, medical emergencies, missing, etc
- ☐ Family reunification procedures are documented
- ☐ Continuity planning for resuming operations after a major event

Communication Systems

- ☐ Staff emergency contact information is current.
- ☐ Student and family contact information is kept current.
- ☐ Mass notification systems are operational.
- ☐ Leaders can communicate quickly with staff in an emergency.
- ☐ Leaders can communicate quickly with families in an emergency
- ☐ A backup communication method exists if primary systems fail.
- ☐ Communication roles during an emergency are clearly assigned.
- ☐ Law enforcement, fire, and EMS contact information is current.
- ☐ Office staff know how to initiate urgent communication processes
- ☐ Communication expectations for multilingual families have been considered

Drills, Practice, and Improvement

- ☐ Required drills are completed on schedule.
- ☐ Drill documentation is maintained accurately.
- ☐ Staff understands the purpose of each drill.
- ☐ Students receive developmentally appropriate preparation.
- ☐ Debriefs occur after drills
- ☐ Improvement points are documented after drills.
- ☐ Action steps are assigned when gaps are identified.
- ☐ New staff receive emergency procedure orientation.
- ☐ Substitute teachers have quick-reference drill guidance.
- ☐ Leaders review whether drills reflect real operational conditions

COMMONLY MISSED EMERGENCY PLANNING GAPS.

Plans are technically complete, but too long or complex to use under stress. Drills may be completed for compliance, but not meaningfully debriefed. Staff may know general ideas, but not specific roles. Family contact data and backup communication pathways may not be current.

Section Review

Rating Key: In Place, Partially in Place, Not in Place, Needs Review

In Place	Partially in Place	Not in Place



SECTION 3

Staff Readiness and Safety Culture Review

Review training, early concern identification, and the culture of reporting and follow-through.

Staff Training and Role Clarity

- ☐ Staff receive annual school safety training
- ☐ Staff understand their emergency responsibilities.
- ☐ Staff know how to report a safety concern.
- ☐ Mandated reporting expectations are understood
- ☐ Staff are trained on visitor management and escalation procedures
- ☐ Instructional staff understand crisis response expectations
- ☐ Support staff receive training relevant to their roles.
- ☐ Monitors, aides, paraprofessionals, specialists receive safety guidance
- ☐ Training participation is documented and tracked
- ☐ New hires receive timely safety orientation
- ☐ Staff know how to respond when something feels concerning.
- ☐ Refresher training is provided when expectations change or gaps emerge

Culture of Reporting and Follow-Through

- ☐ Staff understands reporting is everyone's responsibility.
- ☐ Staff know that 'something feels off' concerns should still be shared.
- ☐ Minor concerns are documented before they become larger issues.
- ☐ There is clarity on who reviews submitted concerns.
- ☐ Reported concerns receive timely follow-up
- ☐ Leaders close the loop appropriately when action is taken.
- ☐ Staff feel safe raising concerns without fear of overreacting.
- ☐ Safety expectations are discussed regularly, not only after incidents.
- ☐ Staff does not assume someone else has already reported an issue.
- ☐ Leaders review patterns being missed across multiple concerns

Student Support and Early Concern Identification

- ☐ Students have at least one clear pathway for reporting concerns.
- ☐ Students know how to seek help from a trusted adult.
- ☐ Staff know how to document concerning student behavior or statements
- ☐ Warning signs are reviewed as patterns, not only isolated incidents
- ☐ Student support teams have a process for reviewing concerns.
- ☐ Mental health or behavioral support referral pathways are clear.
- ☐ Bullying, harassment, or intimidation concerns are addressed promptly
- ☐ Attendance concerns are reviewed for possible safety implications
- ☐ Staff know how to escalate concerns involving self-harm or threats
- ☐ Students returning from crisis receive intentional support planning

COMMONLY MISSED STAFF AND CULTURE GAPS.

Staff may notice concerns, but be unsure whether they are serious enough to report. Reporting processes may exist, but follow-up can feel inconsistent. Safety training may reach some groups and miss others. Leaders may assume staff confidence without checking for actual understanding.

Section Review

Rating Key: In Place, Partially in Place, Not in Place, Needs Review

In Place	Partially in Place	Not in Place



Review dismissal, substitute and volunteer readiness, records, and review cadence.

- ☐ Dismissal procedures are clearly communicated to staff and families
- ☐ Staff know how to verify approved pickup changes
- ☐ Front office procedures for early release are consistent
- ☐ Custody-related alerts are accessible to the appropriate staff
- ☐ Dismissal supervision roles are clearly assigned
- ☐ Transportation changes are communicated accurately and promptly

- ☐ Substitute teachers receive a quick emergency reference sheet
- ☐ Temporary staff know how to reach the office quickly
- ☐ Contractors and vendors understand access limitations
- ☐ Volunteers receive safety expectations for the areas they support
- ☐ Adults serving students know how to report concerns immediately

- ☐ Drill and training records are maintained in an organized manner
- ☐ Incident documentation practices are consistent
- ☐ Safety-related corrective actions are tracked to completion
- ☐ Building walk-throughs or safety audits occur periodically
- ☐ Action items from prior reviews are revisited.
- ☐ The school safety team or leadership team reviews concerns on a regular cadence.

Substitutes are expected to respond during emergencies, but may not know the plan. Early release and custody procedures may be inconsistently followed under pressure. Action items from prior drills or incidents may be identified, but never fully closed out.

Rating Key: In Place, Partially in Place, Not in Place, Needs Review

[illegible]



SECTION 5

Leadership Action Guide

Summarize concerns, assign ownership and document next-step commitments.

A. Immediate Concerns

B. Training Priorities

C. Systems That Need Review

FINAL LEADERSHIP REFLECTION.

A stronger safety culture is built when leaders are willing to review honestly, act early, and strengthen the systems that matter before a crisis tests them.

D. 30-Day Action Commitments

RECOMMENDED NEXT STEPS.

Identify the top three areas of risk or inconsistency. Clarify ownership for each needed improvement. Address the most urgent staff training needs. Review whether procedures are understood in practice, not just on paper. Reinforce preparedness through targeted follow-up and training.

Priority	Action	Owner	Target Date



SECTION 6

Training Connection and Next-Step Discussion

Connect findings from the assessment to practical, affordable ACAP training next steps.

Helpful next discussions for leadership teams

- ☐ Which findings need immediate action versus longer-term planning?
- ☐ Which employee groups need the most reinforcement right now?
- ☐ Where do procedures exist on paper, but not consistently in practice?
- ☐ What single improvement would most strengthen readiness in the next 30 days?
- ☐ Which ACAP training topics could address the most urgent needs first?

ACAP school safety training reminder

- ☐ ACAP school safety trainings are available for \$25 each.
- ☐ These low-cost training options can support staff awareness, preparedness, and response capacity in practical areas that matter to schools.
- ☐ This guide works best when paired with honest internal review and targeted follow-up learning.

USE THIS GUIDE AS A WORKING DOCUMENT.

Bring it to leadership meetings, safety team reviews, principal check-ins, or administrative planning sessions. The goal is not only to identify gaps, but to create momentum around practical next steps.

Take the next step toward a more prepared school community.