

EXAMPLE School Safety Campus Checklist

Tool for campus and network leaders to use to evaluate how the campus is meeting the needs for all stakeholders' wellbeing.

Our Definition of School Safety: We define school safety as a school community that prioritizes the physical, emotional, and mental wellbeing of staff, students, and families. We foster this through consistent training for all stakeholders, intentional communication, and clearly defined policies and procedures that are implemented with fidelity.

PHYSICAL SAFETY	Degree	Notes
Building		
Compliance		
Fire extinguishers present and tags are not expired	<input type="checkbox"/>	
AED machine present and has recent service records	<input type="checkbox"/>	
Red emergency binders posted in each classroom	<input type="checkbox"/>	
Evacuation drills records available upon request	<input type="checkbox"/>	
Staff are trained on emergency procedures	<input type="checkbox"/>	
Staff/student medications should be locked and stored appropriately	<input type="checkbox"/>	
Asbestos testing records available upon request	<input type="checkbox"/>	
Lead testing records available upon request	<input type="checkbox"/>	
Emergency meals are present and in date	<input type="checkbox"/>	
Emergency response plan is available and points of contact are updated and correct	<input type="checkbox"/>	
Communications		
PA system present and working	<input type="checkbox"/>	
Walkie talkies are present and in use	<input type="checkbox"/>	
Phones are present in front office area and are working	<input type="checkbox"/>	
Video doorbell present and working	<input type="checkbox"/>	
Entry & Exit		
All exterior doors closed and locked, hardware is in good condition	<input type="checkbox"/>	
Interior entry door is closed and locked (second line of defense)	<input type="checkbox"/>	
Fobbed entry into the building	<input type="checkbox"/>	
An audit of the individuals with fobs has been completed in the last three months	<input type="checkbox"/>	
Visitor must sign in, have IDs checked, and are issued a visitor badge	<input type="checkbox"/>	
Dismissal process includes identification of parents/guardians prior to releasing child	<input type="checkbox"/>	
Hazards		
Tripping hazards are not present	<input type="checkbox"/>	
Mats are present to prevent slipping when wet	<input type="checkbox"/>	
Parking lots and points of entry are well lit	<input type="checkbox"/>	
Water fountains have slip prevention	<input type="checkbox"/>	
Strong smells are not present	<input type="checkbox"/>	
Space heaters are not present in student spaces	<input type="checkbox"/>	

	Space heaters are cold to the touch and turn off when tipped	<input type="checkbox"/>	
	Cabinets are locked	<input type="checkbox"/>	
Identification of Threats			
	Burglar alarm is present and functioning	<input type="checkbox"/>	
	Camera system present and working	<input type="checkbox"/>	
	Staff have ID badges and are wearing them	<input type="checkbox"/>	
	Staff know what to do if they are verbally or physically threatened by a parent or visitor	<input type="checkbox"/>	
	If relevant, barred individuals can be identified by front desk staff	<input type="checkbox"/>	
Reporting			
	Home Office needs communication when there are communicable diseases	<input type="checkbox"/>	
	Incident reports are completed when an incident occurs	<input type="checkbox"/>	
	Staff is aware of their responsibility in reporting safety concerns	<input type="checkbox"/>	
Classroom			
Doors			
	Classroom doors are closed and locked	<input type="checkbox"/>	
	Classroom doors are set to auto lock	<input type="checkbox"/>	
	Child safety locks on classroom doors (but can still be opened from the outside)	<input type="checkbox"/>	
	If relevant, doors have alarms for opening (for runners)	<input type="checkbox"/>	
Hazards			
	Outlets are either safety sockets or have outlet covers	<input type="checkbox"/>	
	No trip hazards present	<input type="checkbox"/>	
	Scissors, staplers etc put away	<input type="checkbox"/>	
	Chemicals (lysol wipes, spray, bleach) out of reach and locked	<input type="checkbox"/>	
	Tempered glass on windows	<input type="checkbox"/>	
	Window shades are free from damage	<input type="checkbox"/>	
	Window shade strings are free from knots or strangulation hazards	<input type="checkbox"/>	
	Aerosols are not being used while children are present	<input type="checkbox"/>	
Supervision			
	2 or more adults are present in the room	<input type="checkbox"/>	
	Staff ratios are correct for before, instructional, and after care	<input type="checkbox"/>	
	Sight lines are clear, students are not able to be hidden anywhere in the room	<input type="checkbox"/>	
	Staff take head counts before and after transitions	<input type="checkbox"/>	
	Staff is active in their supervision (not looking at phones or computers)	<input type="checkbox"/>	
Preparedness			
	Emergency Safety Backpacks (with first aid kit) are visible and ready	<input type="checkbox"/>	
	Red flip chart is posted on the wall (or in emergency backpacks)	<input type="checkbox"/>	

	Radios are charged and operable	<input type="checkbox"/>
Cleaning		
	Trash emptied appropriately	<input type="checkbox"/>
	Students are taught proper handwashing	<input type="checkbox"/>
	Handwashing charts at every sink	<input type="checkbox"/>
	Handwashing built into the schedule	<input type="checkbox"/>
	Pull-ups are changed as a part of the schedule	<input type="checkbox"/>
	Faces are cleaned regularly and are free of debris	<input type="checkbox"/>
	Shoe laces are tied	<input type="checkbox"/>
	Toys have been cleaned daily	<input type="checkbox"/>
	Furniture has been cleaned daily	<input type="checkbox"/>
Evidence of Training		
	Staff know not to have strong smells present	<input type="checkbox"/>
	Staff know not to use sanitizing spray when children are present	<input type="checkbox"/>
	Staff know that cleaning and sanitizing is required throughout the day	<input type="checkbox"/>
	Staff know how to identify lice, bed bugs, and ringworm	<input type="checkbox"/>
	School leaders implement EQS Monthly	<input type="checkbox"/>
Playground		
	System to clear the playground of unsafe materials before students to play (daily safety check minutes prior to them playing)	<input type="checkbox"/>
	Monthly checks safety of equipment	<input type="checkbox"/>
	Weather guidance is posted near the playground entrance	<input type="checkbox"/>
Bathrooms		
	Bathrooms are appropriately stocked with toilet paper, paper towels, soap	<input type="checkbox"/>
	Air ventilation is functioning properly	<input type="checkbox"/>
	Restrooms are cleaned and disinfected regularly	<input type="checkbox"/>
	Separate trash receptacles or diaper pails for pull-ups	<input type="checkbox"/>
	Staff training around policies and how to properly change pull-ups/accidents	<input type="checkbox"/>
	Extra gloves and wipes for pull-ups/changing students, as well as bags for soiled clothes	<input type="checkbox"/>
	Chemicals are not accessible to children	<input type="checkbox"/>
EMOTIONAL AND MENTAL WELLBEING		
School Culture		
	Tone of leaders is professional and appropriate in written and verbal communication	<input type="checkbox"/>
	There is a clear school culture of de-escalation	<input type="checkbox"/>
	Visuals of Positive Affirmations/Motivation/Quotes	<input type="checkbox"/>
Family Wellness		

	Tone toward families is professional and appropriate at all times	<input type="text"/>	
	Visitors are greeted warmly and provided excellent customer service	<input type="text"/>	
	Space is tidy and clean providing a sense of welcoming	<input type="text"/>	
	Resources for family support are present and visible	<input type="text"/>	
	Families can feel the joy of education	<input type="text"/>	
	Student Wellness		
	Tone of staff toward children is professional and appropriate at all times	<input type="text"/>	
	Each classroom has a space for emotional regulation (eg. cool down corner)	<input type="text"/>	
	Evidence of de-escalation (example: redirecting upset parents to another location, hearing their concerns, kind tones)	<input type="text"/>	
	Evidence of resilience (adapt to change in routines, accept no from peers/supervisor)	<input type="text"/>	
	Consider: self-check at the door (a set of reminders); sets the tone. Campus norms + agreements posted. would like to see evidence of this	<input type="text"/>	
	Sound: like to hear laughter, greetings, calm music, instrumental music	<input type="text"/>	
	Co-regulation strategies are in use	<input type="text"/>	
	Staff are consistently kind to children	<input type="text"/>	
	Staff Wellness		
	Campus has a space for staff emotional regulation	<input type="text"/>	
	Leaders do SELF check-ins with staff daily upon entry and exit	<input type="text"/>	
	EAP services poster is present in staff lounge	<input type="text"/>	
	Staff feel comfortable using PTO days when needed	<input type="text"/>	
	Restorative circles are in use	<input type="text"/>	
	Wellness hours are in use	<input type="text"/>	
	There appears to be a joy factor to the work	<input type="text"/>	
	Training		
	Staff have completed NVCI training	<input type="text"/>	
	Staff are using the feelings chart	<input type="text"/>	
	Staff are using helpful hearts curriculum	<input type="text"/>	
	Staff are using [Curriculum] Classroom Wellbeing Chart	<input type="text"/>	