



60-MINUTE CAMPUS PREPAREDNESS WALKTHROUGH

A Practical Exercise for School Leadership Teams

School/Campus: _____

Date: _____

Team Lead: _____

Participants: _____

PURPOSE

Spend 60 minutes walking your campus through the lens of an emergency. Consider how procedures would work in that space, with the people and resources available, under less-than-perfect conditions. Look at people, procedures, place, and communication.

0-10 MINUTES | FRONT ENTRANCE & OFFICE

- Is the designated visitor entrance obvious and appropriately controlled?
- Could someone bypass the primary entrance?
- Who can secure or control access during an emergency?
- How are visitors, contractors, volunteers, and substitutes managed?
- Can office staff effectively communicate an emergency?
- How would police, fire, or EMS enter the campus?
- Are buildings and exterior doors clearly identifiable to responders?
- Could arriving parents or traffic interfere with emergency response?

ASK: What if a dangerous person approached this entrance right now?

20-30 MINUTES | NON-TRADITIONAL SPACES

- Can this space be secured during a Lockdown?
- If it cannot be secured, what options exist?
- Can occupants clearly receive emergency notifications?
- Where would occupants evacuate or shelter?
- Who normally supervises this space?
- How would students be accounted for?
- Are emergency supplies accessible?
- How would emergency responders reach this location?

ASK: Does our standard emergency procedure actually work in this space?

40-50 MINUTES | EXTERIOR, RESPONDER ACCESS & REUNIFICATION

- How would police, fire, and EMS enter the campus?
- Are gates and responder access points usable?
- Are buildings and exterior doors clearly marked?
- Where could emergency vehicles stage?
- Could normal traffic interfere with emergency response?
- Where will parents naturally go during an emergency?
- How will they be kept away from the emergency scene?
- Where are the primary and alternate reunification locations?
- How would students, staff, equipment, and records get there?

ASK: What happens when hundreds of parents begin moving toward the school?

10-20 MINUTES | CLASSROOMS & HALLWAYS

- How would this classroom respond during a Lockdown?
- Can the room be secured quickly?
- Can emergency notifications be received and understood here?
- What options exist if the normal response cannot be followed?
- Where would occupants evacuate?
- Is there an alternate route if the normal route is blocked?
- How are students accounted for after evacuation?
- Would a substitute know what to do?

ASK: What changes if the emergency occurs during passing period instead of during class?

30-40 MINUTES | COMMUNICATION CHECK

- Can PA announcements be heard and understood?
- Can notifications be received in exterior areas?
- What about restrooms, gyms, cafeterias, portables, athletic areas, and bus-loading zones?
- Can employees in these locations quickly report an emergency?
- Do staff have access to appropriate communication tools?
- What happens if the primary communication system fails?
- Is there a practical backup method?

ASK: If someone here discovered the emergency, how would they communicate it - and how would we communicate back?

50-60 MINUTES | ARRIVAL & DISMISSAL

- How would emergency communication reach staff and students outside?
- What would buses already on campus do?
- What about buses approaching campus?
- What happens to students already walking or driving away?
- How would parent pickup traffic be managed?
- How would students be accounted for?
- Can responders reach the campus through dismissal traffic?
- What happens to athletics, extracurricular activities, and after-school programs?

ASK: What if the emergency happened right here, right now, during dismissal?



CAMPUS WALKTHROUGH FINDINGS & IMPROVEMENT PLAN

Turn observations into assigned, verifiable improvements.

Campus: _____

Date: _____

Team Lead: _____

ADD A 'WHAT IF?' AT EVERY STOP

- What if the principal is off campus?
- What if the PA system cannot be heard?
- What if the primary entrance cannot be used?
- What if the primary reunification site is unavailable?
- What if the normal evacuation route is blocked?
- What if a substitute is supervising students?
- What if cellular or radio communication fails?
- What if parents arrive before the district communicates with them?

Our additional 'What If?': _____

DOCUMENT WHAT YOU FIND

Location / System	Observation or Vulnerability	Priority H/M/L	Corrective Action	Owner	Due Date	Re-Test

TOP THREE PRIORITIES

1. _____
2. _____
3. _____

Re-Test / Follow-Up Date: _____

BEFORE YOU FINISH

- What did we identify?
- What needs to change?
- Who owns the corrective action?
- When should it be completed?
- How will we verify it was completed?
- When will we re-test it?

FIVE FINAL QUESTIONS

1. What surprised us?
2. Which procedure was hardest to translate?
3. Where was there uncertainty about roles or decisions?
4. What vulnerability needs the most immediate attention?
5. What should we incorporate into our next training, tabletop, or drill?

REMEMBER: The walkthrough is not the improvement. **What you change because of the walkthrough is the improvement.**

Walk > Question > Identify > Correct > Re-Test