

LEADERSHIP DEVELOPMENT

CONSIDERATIONS for NEBRASKA SCHOOLS IN REVIEWING SCHOOL SAFETY



Nebraska Department of Education
Revised September 2005

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INTRODUCTION

In adopting requirements for school safety and security, the State Board intends for the physical safety and emotional security of Nebraska's children to be of the utmost importance.

One step in meeting this goal is the development of policies and procedures that protect all students and staff, and thus produce a positive learning climate. Our success as educators depends on the success of our students, and can only be obtained in a safe environment.

This booklet provides a resource for school districts toward the development of school safety measures. The key strategies to providing safety and security are preparation, prevention, intervention, and response to natural or manmade actions, events or disasters that impact students, staff, and facilities.

Local decisions are made respective of what is known as effective, with recognition given to the unique nature of each school and its' encompassing community. The contents of this booklet are offered as suggestions and recommendations only, and are not requirements other than the statements from the school safety section of Rule 10 – Regulations and Procedures for the Accreditation of Schools.

SCHOOL SAFETY REQUIREMENTS

Rule 10 (Regulations and Procedures for the Accreditation of Schools), includes requirements related to school safety and security. The requirements are intended to support schools in their efforts to provide safe environments for all students and staff. The requirements are found in code section 011 - School Environment, regulations 011.01A, 011.01B, 011.01C, and 011.01D shown below. (The “Quality Indicator” is a non-regulatory statement.)



11.01 Quality Indicator: The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning supports and reflects the work of students.

011.01A Each school system maintains safe, healthful, and sanitary conditions within the school building(s) and on the school grounds and meets the fire, safety, and health codes.

011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.

011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

011.01D The school system’s safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

The Nebraska Department of Education Accreditation staff has primary responsibility for supervision of Rule 10.

NOTES:

SAFETY COMMITTEE



RULE 10 states:

0011.01C Each school system has a school safety and security committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

The Safety Committee provides advisory assistance on creating physically safe and emotionally secure schools. The committee researches and develops school “Safety Plans” to address potentially dangerous and unsafe situations that may occur.

In many cases school districts already have a “Safety Committee” in place, and schools may decide to review what changes, if any, are needed to meet Rule 10 requirements, using existing committees.

Considerations for Establishing Membership:

- ◆ Large enough to be effective without being cumbersome.
- ◆ Generally comprised of school staff members, support agency representatives, and community members, and parents with diverse expertise. Equal representation from each group is encouraged.
- ◆ May use members of existing safety committees
- ◆ Considers potential incidents from various perspectives.
- ◆ Included on school districts/systems organizational charts.
- ◆ Regularly scheduled meetings held to monitor and evaluate the safety plans.
- ◆ Fosters communication among committee members and agencies, allowing for smooth response and operations during times of crisis or emergency.

Refer to APPENDIX A - SAFETY COMMITTEE MEMBERSHIP CONSIDERATIONS

Notes:

SAFETY COMMITTEE continued:

Considerations for the Planning Process:

Creating a positive teaching and learning environment while identifying and planning for potential security/emergency concerns, is the basis for safety planning.

Some events, although infrequent, have tremendous impact on people and facilities, such as a school shooting or a violent tornado. Both have a low potential to occur, but a high impact level when they do.

Less traumatic but more frequent events sometimes may be overlooked as not having a potential to cause a severe crisis, when the opposite may in fact be true, such as teasing/bullying or a snowstorm. Both of these events have a high potential to occur, but a low to moderate impact, *except* when appropriate action is not taken.

Prior to writing safety plans, the committee may wish to identify existing school conditions, potential for problems, available resources, and potential for future unsafe events. To determine this information, some research may be necessary.

Some areas in which the committee may wish to gather information are:

- Safety/Security perceptions of administrators, staff, students, and parents
- Facility conditions inside and out, and surrounding grounds
- Previous school incidents
- School climate/culture issues that present safety concerns
- Neighborhood safety issues that could impact the school
- Community safety issues that could impact the school
- Existing safety, security, and emergency policies and procedures

Future needs blend with available resources and include such considerations as staff training and equipment. Comprehensive Safety Plans should generally examine issues identified in pre-plan review. These can be adjusted as needed based on the annual School Safety Review.

Refer to APPENDIX B – PLANNING CONSIDERATIONS

NOTES:

CONSIDERATIONS for the PLANNING PROCESS

Whether an event is major, such as an armed intruder, or relatively minor such as playground teasing, safety plans address topics with regard to the *potential* to create an unsafe incident or situation. At times the potential is only a perception without factual foundation, but examination of these rumors may determine point of origin, impact on school population, and acceptable response to curtail unwarranted actions or reactions to the perception.

The Safety Committee may wish to review and *prioritize* possible future incidents by:

- 1) The probability of an action to result in an unsafe situation or occurrence
- 2) The priority the incident should be given
- 3) The frequency of an occurrence or a condition
- 4) The potential severity of an incident
- 5) The anticipated duration of an event
- 6) The likely impact upon students, staff, and facility.

Prioritizing allows for:

- ◆ Analyzing needs
- ◆ Establishing priorities and goals
- ◆ Resource allocation
- ◆ Response assistance needs
- ◆ Training needs
- ◆ Future safety planning

Some questions may not apply for every situation, and only receive cursory consideration. During planning and review, issues not applicable can be marked N/A to indicate they were at least given consideration.

Once information is gathered, recommendations are made for establishment of policies and procedures for identifying, reporting, and responding to unsafe conditions or activities. It is important to document that due consideration was given to relevant safety issues.

Schools would make decisions regarding the use of resources toward those incidents or events most likely to cause the greatest disruption to the educational process. The PRIORITY assigned to incident potentials is the decision of the individual school or district, and reflects the frequency, impact, duration, and response resources available.

Refer to APPENDIX C – PROBABILITY & IMPACT MATRIX

NOTES:

WRITING THE SCHOOL SAFETY PLAN



RULE 10 states:

011.01B Each school system has a safety and security plan for the schools in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.

Considerations for the Plan:

Safety Plans are a visible indicator to staff, students, parents, and community that the school is taking appropriate action to keep everyone in the school environment safe. Schools may wish to consider including physical safety and emotional security prevention and intervention strategies that provide a classroom environment conducive to the learning process.

The written safety plan can provide:

- ◆ A resource for administrators and staff to identify policies, procedures, and resources.
- ◆ A summary of the intervention and response processes that have been developed.
- ◆ An educational tool for educating parents and students about actions the school will or will not take during specific crisis, and why.

Good safety plans include drills, exercises, and training for staff and students, in addition to curriculum content, which provide strategies to mitigate or prevent internal hazardous conditions or unsafe situations.

Safety Plans are comprehensive but concise. Possible scenarios for a variety of unsafe conditions can be considered, and indications made in the plan as to recommendations for responding.

NOTES:

WRITING THE SCHOOL SAFETY PLAN continued:

Schools may wish to have two safety plan formats, “FORMAL” and “EMERGENCY REFERENCE”, with each format having a distinct and unique purpose. Together they are the thesis of the school districts development of prevention, intervention, response, and recovery strategies for a variety of potential and actual threats to the safety and security of schools.

“FORMAL” WRITTEN FORMAT

A school Safety and Security Plan is required by Rule 10, and is the schools written document of established safety policies and procedures. It is recommended that this plan acknowledge that potential hazards, emergencies, crisis, disasters, and unsafe internal conditions have at least been considered, even if not acted upon.

Formal written format may include:

- ◆ The Safety Committee’s recommendations and actions by describing the process whereby procedures and policies were established.
- ◆ Local decisions on resource allocations and expenditures as they pertain to school safety, and list those decisions and actions in the plan.
- ◆ Updates to reflect changes or additions to the original plan.

“EMERGENCY REFERENCE” FORMAT

This format may be developed as a quick reference guide for staff members rather than a copy of the formal document. This shortened version offers easily accessed guides for response to the particular situation or emergency at hand.

Copies of this document can be made available to every staff member, substitute, and other individuals deemed appropriate within the facility. (For example: school activities coordinators for after regular school hours, etc.)

SAFETY PLANS
Assault
Bomb Threat
Weapons
Intruder
Tornado
Fire

NOTES:

SCHOOL SAFETY TRAINING

Considerations for Training:

It is important for School Safety Plans to be periodically tested to determine if the goals of the plan have been realized, and can be achieved. Safety drills and exercises are an essential part of that testing process. It is recommended each school determine the most appropriate training and drills for their needs.

When conducted regularly, drills and exercises:

- ◆ Help to alleviate stress that occurs during emergencies by providing insight into what may happen.
- ◆ Provide insight into readiness and response shortcomings of facilities and staff by using various techniques to simulate an actual event.
- ◆ Allow staff/students opportunities to react without real life penalties for mistakes.
- ◆ Keep staff and students current with procedures and conditions.

There is a human need to know what may be seen or heard, what is expected personally, and what others will be doing in the event of an emergency or disaster situations. This insight can only be provided through drills, exercises, and practice.

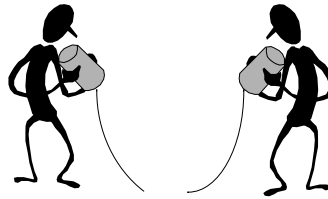


Students should participate only in drills and exercises appropriate for their age, abilities, or as required by law (i.e. fire drills). Use care when asking students to be role-players or victims, because stress or trauma is possible. Instead, use community volunteers and age appropriate students.

Refer to APPENDIX D - DRILL and EXERCISE CONSIDERATIONS

NOTES:

SCHOOL SAFETY TRAINING continued:



Considerations for Exercises:

Drills - physically put staff and students through actions taken in the event of an actual incident or emergency. Repeatedly performing an action creates “muscle memory”, and under stress the muscles many times remember what the mind forgets.

Tabletop Exercises - train school staff (administrators, teachers, support staff, engineers, custodians, etc.) in decision making under pressure. Participants receive a scenario of an incident at a school, and must respond accordingly. Additional information is provided regarding changing conditions, and the participants must respond accordingly. An artificial timeline is used to establish stress and force decisions to be made.

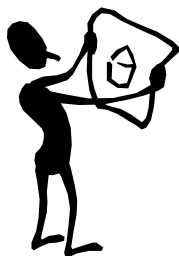
Role-playing - is used similar to drills, with the added dimension of role-players for various parts adding reality. These types of drills are usually used with staff and emergency responders, but without students.

- ❑ All staff participates in training, drills, and exercises. In a crisis no one is a bystander.

Resource: County Emergency Managers are excellent sources of information on how to conduct a variety of drills, tabletops, and other exercises, with information on what each technique is designed to measure.

Refer to APPENDIX D - DRILL & EXERCISE CONSIDERATIONS/TRAINING CONSIDERATIONS NOTES:

ANNUAL REVIEW OF SAFETY PLANS



RULE 10 states:

011.01D The school system's safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. This review will include a visit to school buildings to analyze plans, policies, procedures, and practices and provide recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety and security committee to be considered in making revisions to the plan.

Considerations for Review:

The intent of the annual review is to determine if conditions under which the original plans, polices, and procedures were established, still in fact exist, or have conditions changed to an extent that the plan needs to reflect adjustments to meet those changes.

Below are considerations is reviewing safety plans:

SAMPLE CONSIDERATIONS

- ◆ Has staff changed
- ◆ Has additional staff been added
- ◆ Are there changes in student population
- ◆ Has the facility changed – new or remodeled
- ◆ Has the school climate changed
- ◆ Has the surrounding community changed
- ◆ Has the communities response capabilities changed

EXAMPLES

- Special training may have been lost
- Nurse, Counselor, etc.
- New students with Special Needs
- Evacuation routes changed
- New gang / New dangerous fad
- New factory w/Hazardous Chemicals
- More/less police or fire protection

To provide useful comprehensive information to a school, it is suggested that reviewer(s) conduct the following as part of the review process:

- Physically inspect the facility, and surrounding grounds.
- Interview administrators, staff, and a random sampling of students and parents.
- Review any school incident reports.
- Survey the school climate and culture as to potential hazards to safety.
- Review existing safety, security, and emergency policies and procedures.
- Assess the surrounding neighborhood for safety issues that can impact the school.
- Assess the community in general for any safety issues that can impact the school.
- Complete a comprehensive written report regarding the review process and results.

NOTES:

CONSIDERATIONS for ANNUAL REVIEW TEAM

Consideration should be given to having a “Review Team” rather than a single individual, because it may be difficult to find one individual with all the necessary skills or background related to the various areas that are to be reviewed.

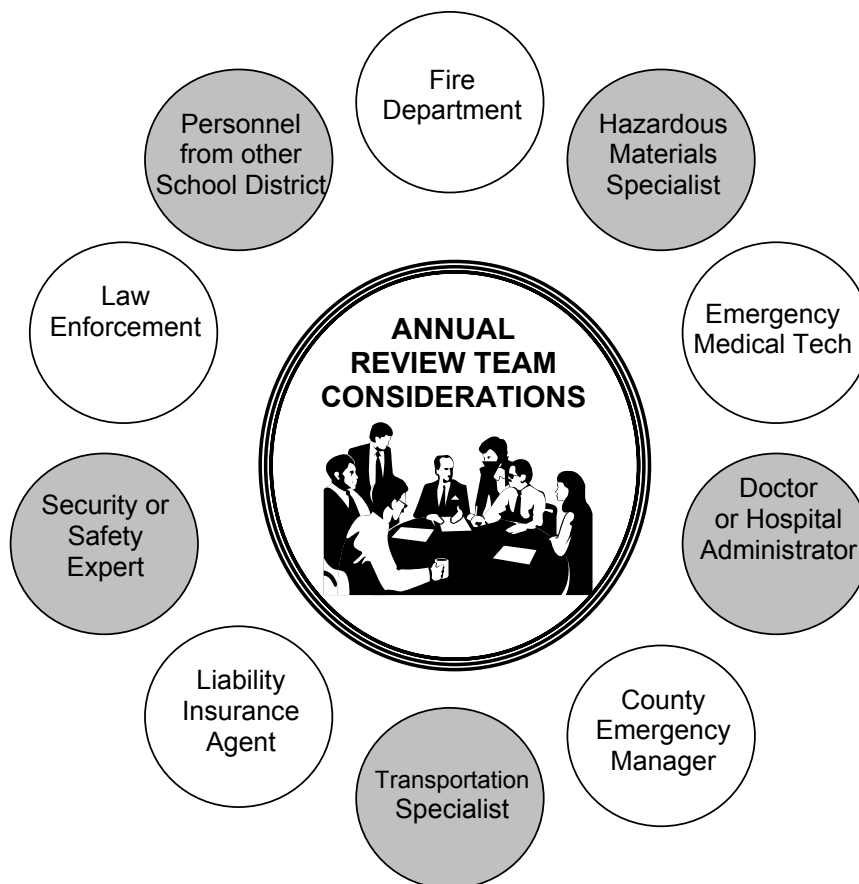
Caution and care should be exercised when selecting the Annual Safety Review Team. The requirements in Rule 10 are:

- 1) The person(s) cannot be part of the school’s current Safety Committee,
- 2) The person(s) cannot be employed by the school district for which they are conducting the review.

Knowledge of conducting process or facility analysis and practice in completing comprehensive reports documenting findings and making recommendations, may be beneficial for person(s) conducting Annual School Safety Reviews.

Per RULE 10 - The reviewer(s) are to prepare a written report indicating the results of their review, and forward that report to the district administrator and the Safety Committee. This information affirms current policies and procedures and provides guidance for updating and enhancing safety and security strategies.

Below are individuals you may wish to consider as Annual Safety Reviewer(s).



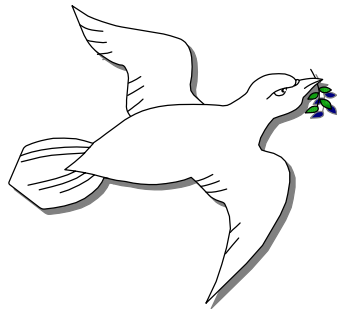
SUMMARY

Behavior in the first moments, by those actually involved in a crisis situation, will largely dictate the outcome.

Proper planning, preparation, intervention and response will allow communities and schools to respond appropriately in times of crisis. Schools are an intricate part of any community, and as such deserve to be safe and secure for all occupants.

The best way to predict the future is to create it.”

Thomas Jefferson



APPENDICES
and
CHECK LIST

APPENDIX A

SAFETY COMMITTEE MEMBERSHIP CONSIDERATIONS

INTERNAL

- ◆ Systems/District Superintendent
- ◆ Site Administrators/Principals
- ◆ Teachers
- ◆ Counselor
- ◆ Crisis Team member
- ◆ Psychologist/Psychiatrist
- ◆ School Nurse
- ◆ Facility Engineer/Custodian
- ◆ Parents
- ◆ Secretary/Staff Asst./Cafeteria Personnel
- ◆ School Resource Officer
- ◆ School Security Personnel
- ◆ Students
- ◆ Transportation Specialist
- ◆ Others deemed appropriate

EXTERNAL

- ◆ Community Members
- ◆ Emergency Management
- ◆ Emergency Medical
- ◆ Fire Department
- ◆ Hazardous Materials Specialist
- ◆ Law Enforcement
- ◆ Liability Insurance Agent
- ◆ Local Business Leaders
- ◆ Local Hospital Administrators
- ◆ Agency Representatives:
 - Mental Health
 - Social Services
 - Others
- ◆ Safety /Security Experts
- ◆ Others deemed appropriate

NOTES:

APPENDIX B

PLANNING CONSIDERATIONS

- Access Control - facility / grounds
- Armed person - internal / external
- Bomb threat - internal / external
- Bullying / harassment / teasing
- Climate / culture
- Curriculum / Instruction related issues
- Destruction of Property/Graffiti/Vandalism
- Drugs / Alcohol
- Fire / Explosion
- Flooding
- Hazardous materials – internal / external
- Physical assault / Violence
- Shots fired - internal / external
- Student Attire
- Student and Staff Code of Conduct
- Theft/Burglary
- Tornado / Severe weather / Snow storm
- Truancy
- Unsafe building conditions
- Vicious animals on school grounds
- Warning Signs of Dysfunctional behavior
- Weapons

NOTES:

APPENDIX C

SAMPLE FUTURE EVENT MATRIX

This matrix is a tool to assist in determining needs and priorities for specific events.

POTENTIAL EVENTS	PROBABILITY	PRIORITY	FREQUENCY	POTENTIAL SEVERITY	DURATION	IMPACT POTENTIAL	INTERNAL RESOURCE NEEDS	EXTERNAL RESOURCE NEEDS
SAMPLE Tornado	Low	Local Decision	Low	High	Unknown	Low to High	<i>Staff training, Shelter locations, Drills, First Aid Kits, Flashlights, Portable Radios, Crisis Teams, etc.</i>	<i>Communications with Fire-Rescue & Utilities, Transportation, food, etc.</i>
SAMPLE Armed Intruder	Low	Local Decision	Low	High	Unknown	High	<i>Staff training. Alert system, Lock down policy, Evacuation policy, Crisis Teams</i>	<i>Communications with Police, Building diagrams, Public Info Personnel</i>
Vicious Dog on Grounds	?	?	?	?	?	?	<i>Staff /Student Reverse Evacuation training, Alert system</i>	<i>Animal Control, Police, Rescue if injuries</i>
Hallway Bullying	?	?	?	?	?	?	<i>Staff training, Bullying Prevention Curriculum, Individual Interventions, and Student Assistance Teams</i>	<i>Parents, Private Counseling, Police if threats made, etc.</i>

NOTE:

- ◆ The information placed in the matrix boxes is based on local information, conditions, and decisions. The matrix can contain as many or as few considerations as the Safety Committee deems appropriate.
- ◆ *SEVERITY* - refers to the event itself. (Example: Locally heavy flooding)
- ◆ *IMPACT* - refers to the how the school, staff, students, or community are affected due to the event. (Example: Due to flooding the school building is unusable for two weeks.)

NOTES:

APPENDIX D

DRILL and EXERCISE CONSIDERATIONS

- ◆ Armed intruder
 - ◆ Armed student
 - ◆ Biological threat (anthrax, etc.)
 - ◆ Bomb threats
 - ◆ Bullying/Victim behaviors & responses
 - ◆ Disciplinary problem (large group)
 - ◆ Evacuation
 - ◆ (Reverse) Evacuation
Bringing students back in the building quickly
 - ◆ Explosive device located
 - ◆ Explosion
 - ◆ Fire
 - ◆ Hallway fights
 - ◆ Hazardous materials
 - ◆ Personal safety awareness
 - ◆ Physical restraint
 - ◆ School safety policies and procedures
 - ◆ Severe weather
 - ◆ Shelter in-Place techniques
 - ◆ Threats (general – harm to school or persons)
 - ◆ Tornadoes
-

TRAINING CONSIDERATIONS

- Bullying/Victim behavior responses
- Disciplinary and instructional approaches
- Identifying emerging culture/climate safety issues
- Harassment/Threats/Bullying victim intervention
- Training/Curriculum to recognize unsafe behavior or actions
- Anger management and impulse control curriculum
- Training in use of safety equipment
- Positive, disciplined, safe learning environment
- Conflict management and resolution
- Identifying facility safety issues affecting staff and students.
- Safety awareness training for staff, and curriculum for students
- Code of Conduct training/curriculum
- Modeling of proper social skills
- Violence de-escalation

CHECK LIST #1

SAFETY/SECURITY CONSIDERATIONS

External Prevention Considerations

Listed below are a few items for consideration as safety/security measures to prevent theft, destruction of property, unauthorized use, or unauthorized entry to school property.

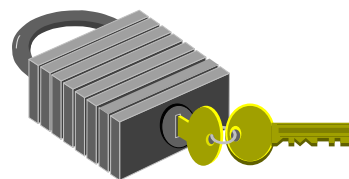
Grounds:

- Fencing
- Driveways/Traffic Patterns
- Exterior Lighting and Landscaping
- Portable classroom security
- Storage sheds
- Chemical storage (for example: gasoline, weed killer, etc.)
- Playground/Sports equipment
- Power/Lawn tools

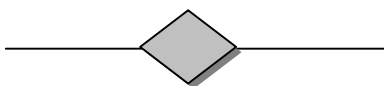


Buildings:

- Alarm system (functioning properly)
- Building access control (human or otherwise)
- Room to room communications system
- Door locks properly used, and in good repair
- Key Control / with limited access
- Facility housekeeping - chemical storage
- Chemistry lab - chemical storage
- Windows locks and security
- Office/Supplies/Cafeteria security
- Heat & A/C unit accessibility
- Roof access and openings



How many keys has your school reproduced in the past two years?



CHECK LIST # 2

PREVENTION/ INTERVENTION CONSIDERATIONS

Good safety plans should provide staff and students with policies and procedures that allow them to safely report or confront unsafe conditions or situations.



PREVENTION/INTERVENTION POLICIES AND PROCEDURES CONSIDERATIONS:

- Code of Conduct for staff and students
- Crisis Response Teams
- Process for reporting situations with unsafe outcome potential
- Process for inspecting and acquiring safety equipment
- Construction policies considering Crime Prevention Through Environmental Design (CPTED)
- Process for review/tracking of discipline reports
- Establishment of community prevention, resource, and response partnerships
- Process to provide individual counseling for unsafe behavior
- Process for Student Assistance Teams to assist with behavior problems, and instructional issues
- Process to review trends in frequency and severity of unsafe activities or behaviors
- Review process for effectiveness of behavior consequences
- Tracking systems for unsafe behavior patterns of the same type, or by the same person

NOTES:

CHECK LIST #3

RESPONSE QUESTIONS TO CONSIDER

Hazard/Threat Recognition/Alert

- Who is likely to be the first to notice a particular threat or unsafe condition?
- Who is to be contacted, when will they be contacted, and how?
- What alert system will be used, when, how, and by whom?
- Do additional locations need to be alerted?
- Who has contact phone numbers?
- Is an anonymous alert system available to students?
- Is an alert system available to parents?



Staff Response

- Can staff handle the situation? What resources are available?
- Does each staff member have an assignment? (What about substitutes?)
- Do all students and staff know the proper response to the alert? (Do visitors?)
- Do staff/students have appropriate knowledge and training?

Command/Control

- Who is in charge of this situation? What if the first person is unavailable?
- Can command/control be turned over to another, if so when and why?
- Is joint command/control possible? (School /other agency)

Calling for Help

- If assistance is needed, who will be called?
- When are they called?
- Who is authorized to make the call?

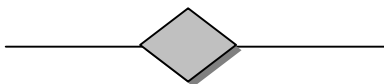


Help In Route

- Who is coming? (Counselors, Crisis team, Police, Fire, etc.)
- How long will it take them to get here? Is delay possible? (Community disaster?)
- What resources will they bring with them?
- When external resources arrive who is in charge? (Joint command/control?)

Evacuation

- Who makes the decision to evacuate? Why?
- Where are students/staff going (destination), and why?
- What arrangements have been made for students with disabilities?
- Does everyone know where to go? What route will they take, and why?
- Who has student emergency information?
- Do you have permission to transport by vehicle (bus/car) in an emergency?
- Are there alternative routes if main routes are blocked?
- Is "reverse" evacuation needed? (Bringing students inside quickly!)
- Is "shelter in place" an option? (Staying in the school, rather than fleeing)



Check List #3 - RESPONSE QUESTIONS TO CONSIDER continued:

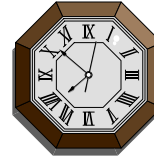
Injuries

- Is there a school nurse?
- Is anyone else trained in basic first aid? Advanced First Aid?
- Are first aid kits available?
- Where is closest hospital? Doctor?
- Is "Red Cross" assistance available?
- What is the hospital's capacity for serious mass casualties?
- Where is the next closest hospital?



Long Term Incident

- How will students be kept occupied, fed, personal needs met?
- Do students on medication have access to it?
- Will students be sent home? Who will make this decision?
- What timelines will be used to decide on closing school?
- Is transportation available?



Parent Notification

- When will parents be notified?
- How will they be notified?
- Who will make the decision?
- Who will contact them?
- What will they say?

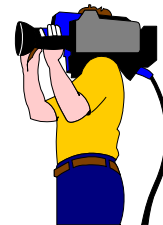
Student Release

(Note: This is one of the most difficult tasks to accomplish during a school crisis or disaster.)

- When and how will students be released to parents?
- What control techniques will be used for proper identification?
- Who has release forms?
- Are separate locations available for families of injured and non-injured students/staff?

Media Relations

- Who will notify the media, and how?
- Is someone trained in media relations?
- Is a separate location set-aside for media representatives?
- Who will authorize media statements?
- How often are media briefings to be held?
- Where are media briefings to be held?
- Are prepared statements or handouts available?
- What student or staff information will you release?
- Will pictures of students or staff be made available to the media?



CHECK LIST #4

AFTER INCIDENT CONSIDERATIONS

Termination of Incident

- Who decides when the incident or event is handled or over?
- What criteria or events will determine the event is over or is handled?
- When will this decision be made?
- How will others be advised?
- Who will make the final report?
- To who is the final report made?

General Recovery:

What would you do about:

- Resources needed to recover from this event?
- Community assistance - needed? - available?
- State assistance - needed? - available?
- Federal assistance - needed? - available?

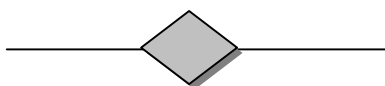
Facility Recovery

How would you handle:

- ...need to relocate classrooms/school temporarily, or permanently?
- ...short and long term counseling for students/staff?
- ...appearance of spontaneous memorials?
- ...request for school memorial services?

Follow-up considerations:

- Critique and evaluate the handling of the incident
- Determine if changes/improvements are needed to:
 - ✓ Plans
 - ✓ Procedures and policies
 - ✓ Training
 - ✓ Equipment
 - ✓ Staff
- Determine fiscal responsibilities
- Prepare final incident report



NOTES
