

Nebraska

Safety & Security Standards

Technical Assistance Guide

This Technical Assistance Guide is designed to assist schools in determining best practices regarding safety and the level of security in their building. It allows for reflection and consideration of school safety standards components and encourages schools to examine best practice strategies as suggested by experts in the field and compare them to their current practice. It provides a guide to assist schools in quickly accessing the progressive strategies of creating safe and security schools.

Glossary of Terms

Community Partners	Police, Fire, Emergency Management Services
Employee	All persons working in the school building including staff on long-term educational contracts.
Safety Audit	Required by Rule 10, a safety audit conducted by an external person to measure prevention and preparedness for an environmental event or act of nature.
School System	A school district or school building.
Security Assessment	Required by NRS 79-2, 144(3), a security assessment conducted by the State Security Director or his/her designee(s) to measure prevention and preparedness for a human caused/related incident.
Shall	Standards required by law or rule.
Should	Standards not required by law or rule, but highly recommended.
Stakeholders	Employees, parents, students, community, business, media

PREVENTION

Standard 1: The school system shall coordinate efforts for prevention through collaboration with local, state and regional stakeholders.

1.1.a	The school system shall prepare and communicate with local authorities (e.g., fire, police, rescue, emergency management, mayor's office, etc.) for a wide variety of real-world scenarios.	
1	The school system has not communicated with local authorities.	
2	The school system communicates with local authorities, meeting annually.	
3	The school system communicates with local authorities meeting annually and has guidelines and policies in place that are reviewed and practiced by all employees and students on a regular (e.g., monthly, quarterly) basis.	
4	The school system communicates and collaborates regularly (e.g., monthly, quarterly) with local authorities planning, training and exercising real world scenarios.	
	Best Practice	
	<i>Local law enforcement and fire/rescue personnel are involved in planning meetings, have frequent contact with school building personnel and have a copy of school safety/security plans including building floor plans. Local law enforcement and fire/rescue have conducted exercises at school facilities so they are familiar with the layout and school response capabilities. Experiences from these exercises are incorporated in school plans. Changes in school plans or facilities are made in conjunction with consultation from local law enforcement and fire/rescue. Local law enforcement and fire/rescue are included in staff training for safety and security practices.</i>	

1.1.b	The school system shall have guidelines and policies for event and incident management.	Statute 81-502, Title 153
1	The school system has no evidence of guidelines or policies.	
2	The school system has guidelines and policies in place and shared with all employees and students.	
3	The school system has guidelines and policies in place that are reviewed and practiced by all employees and students on a regular (e.g., monthly, quarterly) basis.	
4	The school system has guidelines and policies in place that are reviewed and practiced by all employees, students, and relevant stakeholders on a regular (e.g., monthly, quarterly) basis.	
	Best Practice	
	<i>Policies and guidelines are supported by leadership and guided by a documented assessment. Policies and guidelines are customized to the building level taking into account the school's unique circumstances and resources. School personnel and students are made familiar with their roles and practice them in documented training and exercises.</i>	

1.1.c	The school system should follow standard practice policies using protocols recommended by the iloveyouguys.org Standard Response Protocol (SRP) (i.e., lock down, lock out, evacuate, and shelter).	
1	The school system has not adopted the SRP.	
2	The school system has a limited number of system employees and students who are knowledgeable of the SRP.	
3	The school system SRP is known and practiced by all system employees and students.	
4	The school system SRP is known and practiced by all system employees and students and also involves community partners when practicing.	
	Best Practice	
	<i>Best practices for the Standard Response Protocol promoted by the "I love u guys" foundation is available at http://iloveuquys.org/srp.html</i>	
1.1.d	The school system shall maintain compliance with fire and life safety codes.	Title 153
1	The school system is not in compliance with fire and life safety codes nor has a process/plan to meet compliance.	
2	The school system meets all current fire and life safety codes or is in the process/plan of meeting compliance.	
3	The school system meets all current fire and life safety codes	
4	The school system exceeds all current fire and life safety codes.	
	Best Practice	
	<i>Nebraska state fire code regulations are available through the State Fire Marshal's website at http://www.sfm.ne.gov/regulations/title153.html There is also a fire inspection checklist for educational occupancies that provide an overview of what is examined as part of the fire inspection for educational occupancies. It is available at http://www.education.ne.gov/safety/Docs/Fire_Inspection_Checklist.pdf</i>	
1.1.e	The school system shall have visible signage to identify interior/exterior spaces for emergency responders.	NFPA 1 Chapter 10.13.1.1-3
1	The school system has no visible signage for emergency responders.	
2	The school system has visible signage for emergency responders.	
3	The school system has standardized and visible interior/exterior signage for emergency responders.	
4	The school system has standardized, visible signage to include labeling interior and exterior doors and on exterior classroom windows for emergency responders.	
	Best Practice	
	<i>Interior room numbers outside the door should be at eye level and numbered clockwise. Exterior room numbers should be posted and visible exterior to the building on or near windows. All signage is visible and easily read from a distance of 50 feet.</i>	

Standard 2: The school system shall designate safety and security teams who are responsible for compliance with local, state and federal mandates through a written safety (internal and external) plan.

1.2.a	The school system should have teams responsible for safety and security. The teams will respond and manage any incident that occurs.	Rule 10
1	The school system has no teams responsible for safety and security.	
2	The school system has designated a team responsible for safety and security at either the system wide and/or facility level.	
3	The school system has designated teams responsible for safety and security at both the system wide and facility level.	
4	The school system has designated teams responsible for safety and security system wide and at the individual facility level and regular (e.g., monthly, quarterly) including representatives from student and parent populations.	
	Best Practice	
	<i>A core team should include representatives from a wide range of school personnel, including but not limited to administrators, educators, health/mental health personnel, facilities/transportation managers, food personnel, student and parent representatives, and organizations that serve or represent the interest of students, staff and parents with disabilities and others with access and functional needs as well as racial minorities. Include local law enforcement and fire/rescue personnel as core team members to integrate plans with them. The team should be small enough to permit close collaboration with first responders and other community partners, yet large enough to be representative of the school, its families and community. It should also be large enough as to not place an undue burden on any single person. More information about the planning process and core team can be found at http://rems.ed.gov/docs/rems_k-12_guide_508.pdf</i>	
1.2.b	The safety teams meet to review safety standards/protocols and update documents.	Rule 10-009.01A2, Rule 10-011.01C
1	The safety team has not met in the last year.	
2	The safety team meets at least annually.	
3	The safety team meets regularly (e.g., monthly/quarterly) (e.g., monthly/quarterly).	
4	The safety team meets regularly (e.g., monthly/quarterly) (e.g., monthly/quarterly) with full team participation.	
	Best Practice	
	<i>The core team meets in person to review assessments, modify plans, and identify training / exercise needs. The core team should have periodic training in safety</i>	

	<p>and security issues to ensure it is up to date on best practices. More information about Rule 10 is available here: http://www.education.ne.gov/safety/Rule_10/Rule_10_HomePage.html</p>	
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Standard 3: The school system should assess school climate/culture and implement processes and practices to create a positive and safe environment conducive to learning.

1.3.a	The school system should assess positive relationships between students and employees and between students and students.	
1	The school system has no purposeful strategies or processes in place to assess positive relationships.	
2	The school system has purposeful strategies and processes in place to assess positive relationships.	
3	The school system has purposeful strategies and processes in place to assess observable, positive relationships.	
4	The school system has purposeful strategies and processes in place to assess observable, positive relationships, with processes regularly (e.g., monthly/quarterly) evaluated based on assessment data and modified as needed.	
	Best Practice	
	<i>The school climate assessment evaluates student and staff connectedness to the school and problem behaviors. For example this assessment may reveal a high number of bullying incidents, indicating a need to implement an anti-bullying program. If a student survey is used to assess culture and climate, student privacy must be protected. For more information about culture an climate assessment see http://rems.ed.gov/docs/rems_k-12_guide_508.pdf</i>	
1.3.b	The school system should implement processes and practices to create a respectful, positive, and safe environment conducive to learning.	
1	The school system has no documented processes or practices to create a positive and safe environment conducive to learning.	
2	The school system has implemented a documented school-wide behavior process to create a positive and safe environment conducive to learning.	
3	The school system has implemented a documented school-wide behavior process supported by a data collection system to create a positive and safe environment conducive to learning.	
4	The school system has implemented a documented school-wide behavior process using a data collection system to guide decision making fostering a positive and safe environment conducive to learning.	

	Best Practice	
	<p>The national school climate standards are available here: http://www.schoolclimate.org/climate/standards.php</p> <p>Additional information is available through the University of Nebraska Student Engagement Project here: http://k12engagement.unl.edu/school-climate-culture</p>	

Standard 4: The school system shall have processes in place to assist and address identified individuals who exhibit signs of risky, harmful, or violent behaviors and/or pose a threat of committing criminal activity.

1.4.a	The school system shall have a student assistance process to provide problem-solving and intervention strategies.	Rule 10-005.05
1	The school system has no student assistance process.	
2	The school system has a student assistance process where problem solving can occur and intervention strategies are recommended and implemented.	
3	The school system has a student assistance process where problem solving occurs and recommended intervention strategies are implemented with district and building level teams collaborating with and using community resources.	
	Best Practice	
	<p>A checklist for best practice standards for student assistance is available at: https://www.prevention.org/Resources/documents/BestPracticesStandardsforStudentAssistance.pdf</p>	
1.4.b	The school system should have behavioral threat assessment plans and protocols consistent with best practices.	
1	The school system does not have a behavioral threat assessment plan or protocol.	
2	The school system has a plan for behavioral threat assessments and implements protocol when necessary.	
3	The school system has a plan for behavioral threat assessments and conducts threat assessment protocols using trained staff.	
4	The school system has a plan for behavioral threat assessments and conducts threat assessment protocols using trained staff and has regular training with school staff on what and how to report suspicion or concern.	
	Best Practice	
	<p>Best practices in threat assessment are evolving. Guidance should be sought from a qualified professional when putting threat assessment teams together. Key principles in school threat assessment are available online at:</p>	

	<p>https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf</p> <p>Additional general information about threat assessment and targeted violence is available on the University of Nebraska Threat Assessment site here: http://ppcta.unl.edu/</p>	
1.4.c	The school system should identify and coordinate with mental health resources in the community to assist with behavioral health crises.	
1	The school system has no mental health resources neither identified nor coordinated.	
2	The school system has identified mental health resources and uses on an occasional basis.	
3	The school system has identified mental health resources and collaborative meetings are held between representatives of these resources and school personnel.	
4	The school system has identified mental health resources that come into schools on a regular basis	
	Best Practice	
	<p>More information about safe schools/healthy students is available from the Substance Abuse and Mental Health Services Administration (SAMHSA) at: http://www.samhsa.gov/safe-schools-healthy-students and at http://www.promoteprevent.org/sites/www.promoteprevent.org/files/resources/mental_health_guide.pdf</p> <p>Nebraska mental health resources are available through the Nebraska network of care available here: http://dhhs.ne.gov/behavioral_health/Pages/networkofcare_index.aspx</p>	
1.4.e	The school system shall have a bullying policy that includes human, cultural, technological, and societal issues with prevention instruction for employees and students including digital citizenship or cyberbullying.	Statute 79-2,137, Rule 10-011.01F ISTE Standards
1	The school system has an inadequate or no bullying policy for prevention and instructional opportunities.	
2	The school system has a bullying policy and conducts on-going bullying/cyberbullying prevention and digital citizenship instruction for both employees and students and monitors bullying/cyberbullying incidents.	
3	The school system has a bullying policy and conducts on-going bullying/cyberbullying prevention and digital citizenship instruction for both employees and students and has a system created to report bullying/cyberbullying incidents.	
4	The school system has a bullying policy and conducts on-going bullying/cyberbullying prevention and digital citizenship instruction for all employees and students and has systems created to report bullying/cyberbullying incidents to identify and respond to students who need additional prevention	

	support.	
	Best Practice	
	<p><i>A summary of best practices in bullying prevention is available through the University of Nebraska Student Engagement Project here:</i></p> <p>http://k12engagement.unl.edu/bullying-prevention-and-intervention</p> <p>http://k12engagement.unl.edu/bullying-intervention-bullying-behavior</p>	
1.4.f	The school system shall have a policy regarding student dating violence.	Rule 10-011.01G; Statute 79-2,141
1	The school system has not developed nor adopted a specific policy to address incidents of dating violence involving students at school.	
2	The school system developed and adopted a specific policy to address incidents of dating violence involving students at school.	
3	The school system provides on-going instruction to employees and students regarding the student dating violence policy.	
4	The school system provides on-going instruction to employees and students regarding dating violence using evidence-based instruction.	
	Best Practice	
	<p><i>More information about Nebraska's regulations related to dating violence is available here:</i></p> <p>http://nebraskalegislature.gov/laws/statutes.php?statute=79-2,141</p> <p><i>A review of evidence based approaches to dating violence prevention can be found here:</i></p> <p>http://idvsa.org/wp-content/uploads/2013/01/Curriculum-Review-of-Evidence-Based-and-Practiced-Informed-Prevention-Approaches-to-Adolescent-Dating-Abuse-Sexual-Assault-and-Stalking.pdf</p> <p><i>And here:</i> http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html</p>	

Standard 5: The school system shall complete a hazard analysis of all school system properties to identify potential hazards.

1.5.a	The school system shall have a protocol for an annual inventory of all chemicals (e.g., classrooms, custodial, buildings, grounds), proper storage, and disposal of unused or outdated chemicals.	Title 153 NE Dept. of Environmental Quality Title 128 Hazardous Waste Regulations
1	The school system has no protocol for inventory, storage, and disposal of unused or outdated chemicals.	
2	The school system has an inventory, storage and disposal protocol.	
3	The school system has implemented an inventory, storage, and disposal protocol.	
	Best Practices	
	<i>Resources identifying best practices in classroom safety for laboratories and chemical storage can be found here:</i> http://www.acs.org/content/acs/en/about/governance/committees/chemicalsafety/safetypractices.html	
1.5.b	The school system shall maintain health immunization records for all students.	DHHS Citation 79.:214-173 NAC4; Rule 59- Regulations for School Health and Safety
1	The school system does not maintain immunization records.	
2	The school system maintains immunization records for all students.	
3	The school system maintains immunization records for all students and uses the data for health and safety of students.	
4	The school system maintains immunization records for all students and uses the data for scheduled assessment for student health and safety needs.	
	Best Practice	
	<i>Nebraska requirements for school immunization are available here:</i> http://dhhs.ne.gov/publichealth/Pages/immunization_school_i.aspx	

Standard 6: The school system shall maintain a safe environment.
 LB 79-2, 144-145

1.6.a	The school system should collaborate with appropriate local agencies to identify and address safety and security issues.	Rule 10, Section 011
1	The school system does not communicate nor collaborate with local agencies.	
2	The school system communicates and collaborates about safety and security protocols with local agencies.	
3	The school system communicates and collaborates about safety and security protocols with local agencies on a regular (e.g., monthly, quarterly) basis.	
4	The school system communicates, collaborates, and implements safety and security protocols with local agencies on a regular (e.g., monthly, quarterly) basis.	
	Best Practice	
	<p>Access your local emergency management agency's plan here: https://nema.nebraska.gov/preparedness/leop</p> <p>Access a list of local fire department chiefs here: http://www.sfm.ne.gov/publications/pdf/firedepts.pdf</p> <p>Access lists of law enforcement agencies here: http://nebraskaccess.ne.gov/lawenforcementagencies.asp</p>	
1.6.b	The school system shall conduct system-wide safety and security self-assessments.	Rule 10, Section 011
1	The school system does not conduct system-wide safety nor security self-assessments.	
2	The school system conducts system-wide safety and security self-assessments for each building by the safety committee.	
3	The school system conducts system-wide safety and security self-assessments for each building involving staff representatives.	
4	The school system conducts system-wide safety and security self-assessments for each building involving all staff members.	
	Best Practice	
	<p>Information about assessments and their relationship to school planning is available at: https://rems.ed.gov/K12KeyTopics.aspx</p> <p>Assessments should include facility/plant assessments for vulnerabilities and safety/security issues; culture and climate assessments; capacity assessments; and ongoing behavioral threat assessments conducted by a specialized team related to specific threats of violence.</p>	
1.6.c	The school system shall conduct annual safety audits using external	Rule 10-

	consultants.	011.01D
1	The school system does not conduct safety audits.	
2	The school system conducts safety audits annually.	
3	The school system conducts annual safety audits utilizing the standardized audit protocol.	
4	The school system conducts annual safety audits utilizing the standardized audit protocol administered by an NDE certified auditor.	
	Best Practice	
	<p><i>A comprehensive school physical vulnerability assessment workbook is available here:</i> http://homelandplanning.nebraska.edu/petregions/northcentral/SchoolSafety.php</p> <p><i>School safety auditors in Nebraska may be accessed through the Nebraska Department of Education School Safety Center by contacting the State School Security Director:</i> http://www.education.ne.gov/Safety/index.html</p>	
1.6.d	The school system should have active supervision throughout all school buildings/campus.	
1	The school system has limited or no active supervision at the school buildings/campus.	
2	The school system has active supervision throughout the school buildings/campus.	
3	The school system has a written plan for active supervision that is implemented in all common areas throughout the school buildings/campus.	
4	The school system has a written plan for active supervision that is implemented and supported by staff training in all common areas throughout the school buildings/campus.	
	Best Practice	
	<p><i>Generally, classrooms with more structure have been shown by research to promote more appropriate behavior. Research shows that classrooms arranged to minimize crowding and distraction is a best practice. This, in conjunction with a high degree of active supervision that is observable has decreased student problem behaviors. Active supervision implies a high degree of student engagement which includes providing students an opportunity to respond along with clear and direct presentation of content by instructors,</i></p> <p><i>A checklist for active supervision is available here:</i> https://www.pbis.org/common/cms/files/pbisresources/8_active_supervision_self_assessment.doc</p>	

Standard 7: The school system should have policies and protocols regarding security and visitor management in alignment with Readiness and Emergency Management for Schools (REMS).

1.7.a	The school system should develop, train, and follow security and visitor protocols in alignment with Readiness and Emergency Management for Schools (REMS).	
1	The school system has inadequate or no visitor management protocols or training.	
2	The school system has developed, trained, and follows visitor management protocols in alignment with Readiness and Emergency Management for Schools (REMS).	
3	The school system has developed, trained, and follows visitor management protocols, and is followed by all employees and students in alignment with Readiness and Emergency Management for Schools (REMS).	
4	The school system has developed, trained, and follows visitor management protocols that is followed by all district or contract employees, volunteers, students, substitute teachers, and student teachers in alignment with Readiness and Emergency Management for Schools (REMS).	
	Best Practice	
	<i>REMS best practices are available at https://rems.ed.gov/default.aspx</i>	
1.7.b	The school system should develop and implement security and visitor policies and protocols for specialized areas (e.g., pools, gyms, prekindergarten, playgrounds, fences, vehicles/buses, vehicle facilities, bus barns, science labs, sporting venues, cafeterias, kitchens, classrooms with exterior doors, portables, etc.).	
1	The school system does not have security nor visitor policies nor protocols for specialized areas.	
2	The school system has developed and implemented security and visitor policies and protocols for specialized areas.	
3	The school system has developed, trained, and follows visitor management protocols, and is followed by all employees and students in alignment with Readiness and Emergency Management for Schools (REMS) for specialized areas.	
4	The school system has developed, trained, and follows visitor management protocols that is followed by all district or contract employees, volunteers, students, substitute teachers, and student teachers in alignment with Readiness and Emergency Management for Schools (REMS) for specialized areas.	
	Best Practice	
	<i>Visitors' policy should require visitors to sign in or show proper identification. Additional security is offered when visitors are issued a visitor badge or similar easily readable, prominently displayed ID. Individuals without such an ID can then be more easily spotted</i>	

	<i>and appropriate action taken. Cafeteria or playground visitors should be given instruction on established rules and procedures prior to entering the area. The visitor policy should address administrative procedures for blocking individuals as visitors if necessary.</i>	
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PREPAREDNESS

Standard 1: The school system shall establish a safety and security plan consistent with incident command procedures.

2.1.a	The school system shall have a structure to identify a primary school leader to serve as a liaison between emergency personnel and the school system in the event of an incident.	"79-2,144 Nebraska Department of Education Title 92 Nebraska Administrative Code, Chapter 10, Rule 10 Accreditation of Schools"
1	The school system does not have a structure to identify a primary school leader to serve as a liaison between emergency personnel and the school system in the event of an incident.	
2	The school system has a structure to identify a primary school leader to serve as a liaison between emergency personnel and the school system in the event of an incident.	
3	The school system has a structure to identify a primary school leader to serve as a liaison between emergency personnel and the school system in the event of an incident and has informed emergency personnel of the structure protocol.	
4	The school system has a structure to identify a primary school leader to serve as a liaison between emergency personnel and the school system in the event of an incident, has informed emergency personnel of the structure protocol, and has practiced various incident scenarios (i.e., exercises, drills).	
	Best Practice	
	<i>Basics of incident command should be observed in school structures acting as a liaison with emergency personnel. This information may be obtained through an online course entitled "IS-100.SCA: Introduction to the incident command system for schools" is available at: https://training.fema.gov/is/courseoverview.aspx?code=IS-100.sca</i>	
2.1.b	The school system shall have a structure to identify a primary school leader to be responsible for students at the time when incident command	

	procedures are needed.	
1	The school system does not have a structure to identify a primary school leader to be responsible for students at the time when incident command procedures are needed	
2	The school system has a structure to identify a primary school leader to be responsible for students at the time when incident command procedures are needed	
3	The school system has a structure to identify a primary school leader to be responsible for students at the time when incident command procedures are needed and have informed emergency personnel of the structure protocol.	
4	The school system has a structure to identify a primary school leader to be responsible for students at the time when incident command procedures are needed, has informed emergency personnel of the structure protocol, and has exercised various incident scenarios (i.e. table top exercises, drill, or practice).	
	Best Practice	
	<i>Best practices are reflected in the Federal Emergency Management Agency Course IS-100 SCA: Introduction to the Incident Command System for Schools. This course is available online and is free of charge. The link to the course is: https://training.fema.gov/is/courseoverview.aspx?code=IS-100.sca</i>	

Standard 2: The school system's safety and security plan should integrate the needs of students, employees, and persons with and without disabilities.

2.2.a	The school system should conduct emergency drills.	
1	The school system does not conduct emergency drills as required by state statute.	
2	The school system conducts emergency drills as required by state statute.	
3	The school system conducts emergency drills that meet or exceed the number of drills required by state statute and at differing times throughout the day.	
4	The school system conducts emergency drills that meet or exceed the number of drills required by state statute with varying scenario conditions.	
	Best Practice	
	<i>Involve representatives from disability groups or advocacy organizations to observe exercises and drills – ask for documentation of ways to improve school protocols making them more effective and integrative.</i>	

Standard 3: The school system's safety and security plan should include procedures for communicating with all internal and external stakeholders.

2.3.a	The school system has identified methods of communication to reach all internal and external stakeholders.	
1	The school system has not identified methods of communication to reach all internal and external stakeholders.	
2	The school system has methods of communication to reach all internal and external stakeholders.	
3	The school system has methods of communication to reach all internal and external stakeholders with the capability of using multiple languages.	
4	The school system has methods of communication to reach all internal and external stakeholders with the capability of using multiple languages and regularly (e.g., monthly/quarterly) assesses them for functionality.	
	Best Practice	
	<i>Technology solutions for rapid communication with stakeholders are available for school systems or through community partners like county emergency management agencies. Pre-script messages that can be rapidly dispensed for situations that involve common responses to hazards (e.g., weather, school closings, reunification locations/procedures, etc.). Create lists of interested community members, school families, responders, community partners and school personnel for varied communication needs.</i>	

Standard 4: The school system's safety and security plan should include the development and implementation of multi-hazard practices in compliance with local, state, and federal regulations.

2.4.a	<p>The school system shall have planned protocols for required drills, including, but not limited to fire, tornado, and bus evacuation drills.</p> <ul style="list-style-type: none"> • Fire drills (evacuation): One fire drill conducted monthly with one additional drill being conducted during the first 30 days of school. • Tornado drills (shelter): One drill during the first two weeks of school and the second drill during the month of March. • Bus evacuation drills: Two drills during the school year involving all students and appropriate staff. Recommended that one drill occur during the first month of school. 	<p>Statute 81-527; 79:144-146 Rule 91</p>
1	The school system conducts less than required drills.	
2	The school system conducts the required drills.	

3	The school system exceeds the minimum number of required drills.	
4	The school system exceeds the minimum number of required drills and includes, parents, students, and community partners in drills.	
2.4.b	The school system should have planned protocols for non-required drills, including but not limited to lockdown, lockout, evacuation, shelter, and the reunification process.	
1	The school system does not participate in any non-required drills.	
2	The school system conducts non-required drills.	
3	The school system conducts non-required drills for multiple threats and hazards.	
4	The school system conducts non-required drills for multiple threats and hazards and includes parents, students, and community partners in drills.	
2.4.c	The school system should conduct a performance review of the drills/practice.	
1	The school system does not conduct a performance review of the drills.	
2	The school system conducts a performance review of the drills.	
3	The school system conducts a performance review of the drills and modifies them as needed.	
4	The school system conducts a performance review of the drills and modifies them as needed, including community partners and stakeholders.	
	Best Practice	
	<p><i>Information on how to evaluate performance at a drill or exercise is available in the Tabletop Exercise Guide here:</i> http://homelandplanning.nebraska.edu/petregions/northcentral/SchoolSafety.php</p> <p><i>General information on what to include in school after action reports is available here:</i> http://rems.ed.gov/docs/After_ActionReports.pdf</p>	

Standard 5: The school system shall ensure all facilities meet state and local code requirements.

	requirements.	Regulations), Sec. 81-527 (School Fire Drills) 79-2,144 (Tornado) Rule 91 (Transportation) Federal Codes"
1	The school system facilities do not meet state and local code requirements.	
2	The school system facilities meet the state and local code requirements.	
3	The school system facilities exceed the state and local code requirements.	
4	The school system facilities exceed state and local code requirements and have introduced innovative practices that can serve as a model for other systems and research.	

Standard 6: The school system shall develop and implement multi-hazard training in compliance with local, state, and federal regulations.

2.6.a	The school system shall provide training for specified employees in required areas to comply with local, state, and federal regulations.	See Footnote of Citation at end of document
1	The school system provides limited or no training in required areas to comply with local, state, and federal regulations.	
2	The school system provides training for specified employees in required areas to comply with local, state, and federal regulations.	
3	The school system exceeds required training for specified employees in compliance with local, state, and federal regulations.	
4	The school system exceeds required training for specified employees in compliance with local, state, and federal regulations and has innovative practice(s) that can serve as a model for other systems.	
2.6.b	The school system should provide training for appropriate employees in non-required areas.	
1	The school system provides limited or no training in non-required areas.	
2	The school system provides training for appropriate employees in non-required areas.	

3	The school system provides multiple training opportunities for appropriate employees in non-required areas.	
4	The school system exceeds training opportunities and has innovative practice(s) that can serve as a model for other systems.	
2.6.c	The school system should create a positive climate that encourages respect and responsibility in regards to at least the following topics; dating violence, bullying/cyberbullying, digital citizenship, and sexual harassment.	
1	The school system does not have a curriculum nor processes in place to develop a positive climate of respect and responsibility in regards to dating violence, bullying/cyberbullying, digital citizenship, and sexual harassment.	
2	The school system adopts a schoolwide curriculum and processes in place to develop a positive climate of respect and responsibility in regards to at least the following topics; dating violence, bullying/cyberbullying, digital citizenship, and sexual harassment.	
3	The school system adopts and implements a schoolwide curriculum and processes that teach respect and responsibility to staff and students in regards to at least the following topics; dating violence, bullying/cyberbullying, digital citizenship, and sexual harassment.	
4	The school system adopts, implements, and trains employees in a schoolwide curriculum and processes to teach respect and responsibility for employees and students in regards to at least the following topics; dating violence, bullying/cyberbullying, digital citizenship, and sexual harassment.	
	Best Practice	
	<p><i>More information about bullying and cyberbullying is available here:</i> http://www.stopbullying.gov/</p> <p><i>More information about dating violence is available here:</i> http://www.cdc.gov/violenceprevention/datingmatters/</p> <p><i>More information about digital citizenship is available here:</i> http://www.edutopia.org/blog/digital-citizenship-resources-matt-davis</p>	

RESPONSE

3.1	The school system should have a plan to coordinate actions taken to resolve an incident.	
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1	The school system has no plan for coordination among employees and/or available resources to resolve an incident.	
2	The school system has a plan that coordinates actions to resolve an incident.	
3	The school system has a Standard Response Protocol (SRP) plan that uses pre-coordinated actions and external resources to resolve an incident and engages in an after-action debriefing to assess and modify incident response plans if needed.	
4	The school system has a Standard Response Protocol (SRP) plan that uses pre-coordinated actions and external resources to resolve an incident and engages in an after-action debriefing to assess and modify incident response plans if needed. The written after-action report is shared with stakeholders.	
	Best Practice	
	<p>Information about developing a high quality emergency operations plan is available here: https://rems.ed.gov/K12GuideForDevelHQSchool.aspx</p> <p>Information about the standard response protocol is available here: http://iloveguys.org/srp.html</p>	
3.2	The school system should have a plan to identify and document crisis communication procedures with the following stakeholder groups: emergency responders, employees, students, parents/guardians, media, and others as needed.	
1	The school system has no plan for communication efforts established to inform stakeholder groups.	
2	The school system has a plan for communication to stakeholder groups identified and documented.	
3	The school system has a plan to adhere to communication strategies created for specific incident response.	
4	The school system has a plan to adhere to communication strategies created for specific incident response including a debriefing exercise to determine necessary modifications.	
	Best Practice	
	<p>Many of the communication needs during and after an incident can be anticipated and planned for. The science of creating specialized messages that people can understand when stressed is called risk or crisis communication. Creating message maps in advance of an incident helps school spokespersons communicate essential information succinctly. Best practices and guidance on creating these messages are available at http://emergency.cdc.gov/cerc/</p>	
3.3	The school system should plan to assess and respond to each incident.	
1	The school system has an inadequate or no plan to assess and respond to incidents that includes communication with stakeholder groups (e.g., parents, response agencies, local officials).	
2	The school system has a plan to assess and respond to incidents that includes	

	groups identified and documented strategies for communication to stakeholders (e.g., parents, response agencies, local officials).	
3	The school system has a plan to assess and respond to incidents that includes documented communication strategies created for communication to stakeholders (e.g., parents, response agencies, local officials) that are specific to incident response (fire, weather, intruder, etc.).	
4	The school system has a plan to assess and respond to incidents that includes documented communication strategies created for communication to stakeholders (e.g., parents, response agencies, local officials) that are specific to incident response - including a debriefing exercise to determine necessary modifications.	
	Best Practice	
	<i>General information on what to include in school after action reports is available here:</i> http://rems.ed.gov/docs/After_ActionReports.pdf	
3.4	The school system should establish response guidance that empowers employees to initiate protective actions according to the Standard Response Protocols (SRP) used by law enforcement.	
1	The school system has no SRP guidance provided to employees.	
2	The school system employees receive SRP guidance to initiate protective actions.	
3	The school system has SRP guidance and training to provide a knowledge base to empower staff to initiate protective actions.	
4	The school system staff actively engage in the initiation and implementation of protective actions according to SRP in exercises/drills and documented real world scenarios	
	Best Practice	
	<i>Information about the standard response protocol is available here:</i> http://iloveguys.org/srp.html	
3.5	The school system should establish Standard Response Protocol (SRP) procedures to monitor school safety and security protocols for before- and after-school activities, including other facility users.	
1	The school system has no procedures in place to monitor school safety and security protocols for before- and after-school activities.	
2	The school system has procedures in place to monitor school safety and security protocols for before- and after-school activities.	
3	The school system has SRP procedures in place that are practiced to monitor school safety and security protocols for before- and after-school activities.	
4	The school system has SRP procedures in place that are coordinated with community resources and are practiced to monitor school safety and security protocols for before- and after-school activities.	

	Best Practice	
	<i>Information about the standard response protocol is available here: http://iloveguys.org/srp.html</i>	
3.6	The school system should designate multiple evacuation assembly locations for each building.	
1	The school system has no assembly locations identified.	
2	The school system has identified multiple adjacent assembly locations.	
3	The school system has identified multiple adjacent assembly and alternative off-site locations.	
4	The school system has identified multiple adjacent assembly locations and alternative off-site locations identified with transportation plans.	
3.7	The school system should establish Standard Response Protocol (SRP) procedures for assisting individuals with functional (special) needs (students and staff).	
1	The school system has no established procedures in place to assist individuals with functional (special) needs.	
2	The school system has limited procedures in place to assist individuals with functional (special) needs.	
3	The school system has SRP procedures in place in multiple locations, varying situations, and practices them during drills to assist individuals with functional (special) needs.	
4	The school system has SRP procedures in place in varying situations and multiple locations to assist individuals with functional (special) needs. These procedures are practiced in coordination with community resources/agencies.	
	Best Practice	
	<i>Information about the standard response protocol is available here: http://iloveguys.org/srp.html</i>	
3.8	The school system should establish Standard Response Protocol (SRP) procedures to monitor school safety and security protocols for off-campus school sponsored events.	
1	The school system has no procedures in place to monitor school safety and security protocols for off-campus school sponsored events.	
2	The school system has procedures in place to monitor school safety and security protocols for off-campus school sponsored events.	
3	The school system has SRP procedures in place and practiced to monitor school safety and security protocols for off-campus school sponsored events.	
4	The school system has SRP procedures in place and practiced to monitor school safety and security protocols for off-campus school sponsored events with	

	coordination of community resources.	
	Best Practice	
	<i>Information about the standard response protocol is available here: http://iloveguys.org/srp.html</i>	
3.9	The school system has a plan for public communication to gather, verify, coordinate, and disseminate information during an incident.	
1	The school system has no internal or external communication plan.	
2	The school system has an internal and external communication plan in place that designates a spokesperson.	
3	The school system has an internal and external communication plan in place that designates a spokesperson and alternate spokespersons.	
4	The school system has an internal and external communication plan and process in place that designates a spokesperson and alternative spokespersons. The school system has participated in a scenario-based practice or real world scenario testing plan for public communication during an incident.	
	Best Practice	
	<p><i>School systems should plan for communications internally and externally. Emergencies that require outside intervention (e.g., police, fire) should include coordination of communication with public information officials within those agencies. Large scale emergencies will often involve formation of a joint information center (JIC) following incident command system procedures. Policies supporting participation in the JIC should involve practice via community wide exercises or drills. Basic guidance for public information officers is available here: https://www.fema.gov/media-library-data/20130726-1623-20490-0276/basic_guidance_for_pios_final_draft_12_06_07.pdf</i></p> <p><i>Many of the communication needs during and after an incident can be anticipated and planned for. The science of creating specialized messages that people can understand when stressed is called risk or crisis communication. Creating message maps in advance of an incident helps school spokespersons communicate essential information succinctly. Best practices and guidance on creating these messages are available at http://emergency.cdc.gov/cerc/</i></p>	
3.10	The school system should recognize and employ an incident command procedure.	
1	The school system has no incident command procedure in place.	
2	The school system has an incident command procedure in place.	
3	The school system has an incident command procedure in place and has worked with emergency personnel to develop common language and procedures.	

4	The school system has an incident command procedure in place, has worked with emergency personnel to develop common language and procedures, and has practiced in conjunction with community partners.	
	Best Practice	
	<i>Information about the National Incident Management System and links to additional resources and tools related to incident command procedures are available here: https://rems.ed.gov/K12NIMSImplementation.aspx</i>	
3.11	The school system should have a plan to manage the scene following an incident or potential crime.	
1	The school system has no plan in place for managing the scene following an incident or potential crime.	
2	The school system has a plan in place for managing the scene following an incident or potential crime.	
3	The school system has a plan in place for managing the scene following an incident/potential crime implemented or practiced in conjunction with stakeholders and community partners	
	Best Practice	
	<i>A guide for developing high quality school emergency operations plans along with links to other resources is available here: https://rems.ed.gov/K12GuideForDevelHQSchool.aspx</i> <i>Information about the National Incident Management System and links to additional resources and tools related to incident command procedures are available here: https://rems.ed.gov/K12NIMSImplementation.aspx</i>	
3.12	The school system should regularly (e.g., monthly/quarterly) monitor, document, reassess, and adjust its plan as necessary.	
1	The school system does not monitor, document, reassess and adjust its plan.	
2	The school system monitors, documents, reassesses and adjusts its plan as necessary.	
3	The school system regularly (e.g., monthly/quarterly) monitors, documents, reassesses its plan adjusting language, procedures and/or responses as necessary.	
4	The school system regularly (e.g., monthly/quarterly) monitors, documents, reassesses its plan adjusting language, procedures and/or responses as necessary and actively involves parents, students, and community partners in this process.	

RECOVERY

4.1	The school system should create and implement policies supporting contingency and communication plans to address academic, physical, and operational recovery for continuity of school operations after an incident.	
1	The school system has inadequate or no policy supporting contingency and communication plans to address recovery efforts following an incident.	
2	The school system has a policy supporting contingency and communication plans to address recovery efforts following an incident.	
3	The school system has a policy supporting contingency and communication plans to address recovery efforts following an incident that include procedures supporting academic, physical, operational and psychological/emotional aspects of recovery.	
4	The school system has a policy supporting contingency and communication plans to address recovery efforts following an incident that include procedures supporting academic, physical, operational and psychological/emotional aspects of recovery and practices them regularly (e.g., monthly/quarterly).	
	Best Practice	
	<p><i>General information about community recovery is available here:</i> http://www.fema.gov/media-library-data/1423604728233-1d76a43cabf1209678054c0828bbe8b8/EffectiveCoordinationofRecoveryResourcesGuide020515vFNL.pdf</p> <p><i>Information about traum-informed approaches are available here:</i> http://www.samhsa.gov/nctic/trauma-interventions</p> <p><i>Disaster behavioral health resources and online training can be accessed here:</i> http://www.samhsa.gov/dtac/education-training</p>	
4.2	The school system should create and implement policies supporting contingency and communication plans to address the psychological and emotional health needs of students and staff after an incident.	
1	The school system no policy supporting contingency and communication plans to address psychological and emotional health needs of students and employees after an incident.	
2	The school system has a policy supporting contingency and communication plans to address psychological and emotional health needs of students and employees after an incident.	
	Best Practice	
	<p><i>Many resources and links are available through the Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Technical Assistance Center:</i> http://www.samhsa.gov/dtac/dbhis-collections</p> <p><i>Additional information that is Nebraska specific related to psychological and emotional health after an incident can be found here:</i> http://disastermh.nebraska.edu/index.php</p> <p><i>School crisis response resources are also available through the American School Counselor</i></p>	

	Association: https://www.schoolcounselor.org/school-counselors-members/professional-development/2016-webinar-series/learn-more/helping-kids-during-crisis	
4.3	The school system should create and implement policies supporting contingency and communication plans to address resource requests and management of the incident, considering academic, physical, operational, psychological, and emotional recovery areas.	
1	The school system has no policy supporting contingency and communication plans to address resource requests and management related to an incident.	
2	The school system has a policy supporting contingency and communication plans to address resource requests and management related to an incident.	
3	The school system has a policy supporting contingency and communication plans to address resource requests and management related to an incident that include procedures supporting academic, physical, operational and psychological/emotional aspects of the incident.	
4	The school system has a policy supporting contingency and communication plans to address resource requests and management related to an incident that include procedures supporting academic, physical, operational and psychological/emotional aspects of the incident and practices them regularly (e.g., monthly/quarterly).	
	Best Practice	
	<i>Resource requests are part of a field called "Logistics" which includes getting the right resources to the right place at the right time in support of an incident response. Logistics for a school may include food, water, supplies, transportation, student care and communications. The Federal Emergency Management Agency supports a free online course designed to address the basics about logistics – "IS-27: Orientation to FEMA Logistics": https://training.fema.gov/is/courseoverview.aspx?code=is-27</i>	
4.4	The school system should establish mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas.	
1	The school system has no established mutual aid agreements.	
2	The school system has established mutual aid agreements where possible.	
3	The school system has established mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas.	

Footnote 1 (Citation 2.6.a):

Nebraska Department of Education Title 92 Nebraska Administrative Code, Chapter 10, Rule 10 Accreditation of Schools, 011.01b, c, d, e, f, g (Seclusion and Restraints, Bullying, Dating Violence); 79-2,137 (Bullying); 79-2,138 to 79-2,142 (Dating Violence); 79-2,146 (Suicide Awareness, 2015-2016); Criminal Code Sec. 28-318 (Sexual Harassment); Nebraska Department of Education Title 92 Nebraska Administrative Code, Chapter 11, Rule 11 Accreditation of Schools, 004.11g (Pre-K CPR and First Aid)