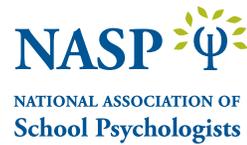




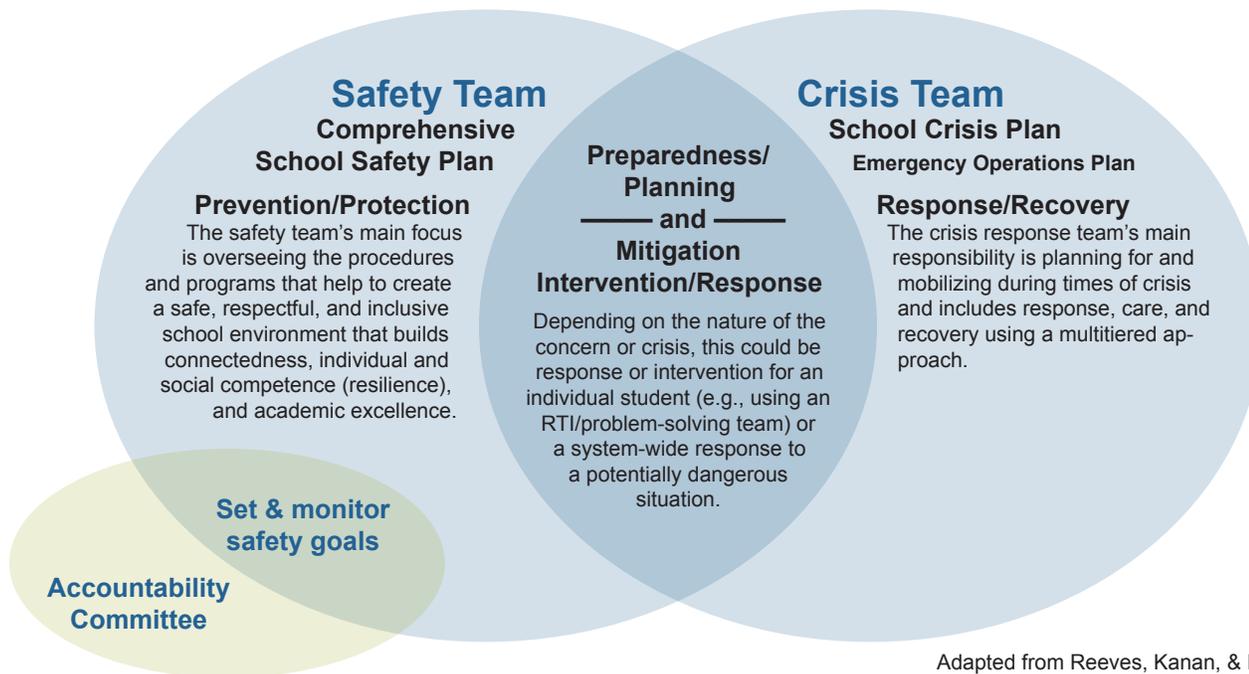
Workshop 1 (3rd Edition, 2019)



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Handout 6: District and School Safety Teams— Core Duties and Membership

Integration of Safety and Crisis Team Roles



The following core duties are performed by school and district safety teams.

Core Duties of School or District Safety Teams

1. Provide leadership.
 - Collect multihazard and vulnerability assessment data at district and school levels.
 - Develop the district or school comprehensive safety plan.
 - Support development of comprehensive safety plans and emergency operations plans.
 - Conduct problem-solving activities.
 - Determine and provide staff development regarding comprehensive safety and crisis preparedness initiatives.
 - Evaluate effectiveness of safety and crisis prevention through recovery initiatives.
 - Facilitate data-driven decision making and problem solving.
 - Work with district- and school-level administration to establish safety priorities.
2. Provide schools with needed support.
 - Make available the information, training, and resources needed, from prevention through recovery.
 - Help identify effective comprehensive safety policies, procedures, and interventions.
 - Provide consultative support regarding behavioral and safety concerns.
 - Prevention, protection, and mitigation – Identify procedures and programs for schools to create safe, respectful, inclusive, and positive school climates.
 - Help facilitate regularly scheduled crisis drills and exercises.
 - Response and recovery – Support crisis teams by providing consultation or direct response in an emergency.
 - Provide input regarding Incident Action Plans.
 - Consult with and respond directly to staff and students in an emergency.
 - Facilitate communication between schools and the central office.
 - Facilitate communication between teachers, administration, parents, and students.

3. Facilitate ongoing prevention, protection, and mitigation efforts.
 - Provide ongoing support, training, and coaching of district- and school-level staff regarding prevention programs and safety initiatives.
 - Develop safety and crisis manuals, guides, updates, videos, and websites.
 - Secure financial resources needed to sustain school climate and safety efforts.
 - Provide resources to the school crisis response team to develop and execute school building crisis plans.
 - Engage and collaborate with the district safety team and community partners.
 - For those who serve a specific Incident Command System role on the crisis team, participate in crisis planning and the practice of drills and exercises.
 - Be visible and remain open to hearing concerns regarding school climate and safety concerns.
 - Reach out to parent, caregiver, and community groups.
4. Evaluate prevention, protection, mitigation, response, and recovery activities.
 - Provide guidance and support to individual schools regarding data collection and analysis.
 - Provide descriptions of data components to evaluate school climate and safe school initiatives.
 - Monitor implementation of all climate, safety, and crisis preparedness efforts.
 - Collect and analyze district data pertaining to safe schools and crisis planning initiatives.
 - Facilitate district-level physical and psychological safety needs assessments.
 - Facilitate district-level multihazard assessments.
 - Help provide input for after-action reports.
 - Hold school staff members accountable for climate and safety initiatives.
 - Provide guidance and support regarding data collection and analysis.

In considering district and school structure and resources, the following roles are appropriate to include on safety teams.

District Safety Team Members

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| <ul style="list-style-type: none"> • Central office administration • Section chiefs from district incident command group <ul style="list-style-type: none"> ▪ Planning ▪ Logistics ▪ Operations ▪ Finance • District leaders <ul style="list-style-type: none"> ▪ Public Information Officer ▪ Safety Officer ▪ Liaison Officer ▪ Mental Health Officer • Mental health administrators • Prevention and intervention services • Curriculum administrators • Special education administration • Safety and security personnel • Risk management • Human resources | <ul style="list-style-type: none"> • Additional representatives • Information technology • Custodial/maintenance • Transportation services • Nursing/medical staff • Parents or primary caregivers • Research and data personnel • Before- and after-school programs • Multilingual/multicultural department <ul style="list-style-type: none"> ▪ Legal services ▪ Union/association representation ▪ Finance/budgets • Community agencies <ul style="list-style-type: none"> ▪ Police ▪ Fire ▪ Health ▪ Hospital ▪ Local emergency management |
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School Safety Team Members

- | | |
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| <ul style="list-style-type: none"> • School incident commander • Section chiefs from school incident command group <ul style="list-style-type: none"> ▪ Planning ▪ Logistics ▪ Operations ▪ Finance • School-employed mental health professionals (school psychologists, counselors, social workers, nurses) • Safety and security personnel | <ul style="list-style-type: none"> • Curriculum specialists • Grade level and subject area representatives • Special education personnel • Additional representatives <ul style="list-style-type: none"> ▪ Teacher assistants and paraprofessionals ▪ Cafeteria staff ▪ Building and custodial staff ▪ Before- and after-school program staff • As needed <ul style="list-style-type: none"> ▪ Student representative(s) ▪ Parent representative(s) |
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Note. Adapted from *Comprehensive Planning for Safe Learning Environments: A School Professional's Guide to Integrating Physical and Psychological Safety—Prevention Through Recovery*, by M. A. Reeves, L. M. Kanan, & A. Plog, 2010, New York, NY: Routledge. Copyright 2010 Taylor and Francis. Adapted with permission. PREPaRE Workshop 1: Crisis Prevention and Preparedness: Comprehensive School Safety Planning (2nd ed.), by M. A. Reeves et al., Bethesda, MD: National Association of School Psychologists. Copyright 2011 by the National Association of School Psychologists. Adapted with permission.

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