



Safety & Security Standards

Self-Assessment



This self-assessment is designed to assist schools in determining safety and the level of security in their building ***consistent with best practices***. It allows for reflection and consideration of school safety standards components and encourages schools to determine their progress toward implementation of strategies for creating safe and secure schools.

The value of this tool is in the discussion it creates rather than any score it produces. These discussions should be on-going as part of the school's continuous improvement process rather than one and done. The intent is for school safety teams and building staff to have intentional and genuine conversation about the planning and preparation process concerning safety and security and training which supports and reinforces it.

This document contains the safety and security standards that have been adopted by the Nebraska State Board of Education. The standards are based on best practice and are meant to be a guide for school districts to identify the minimum standards for school safety and security. They were created by a collaborative group of educators, law enforcement, and emergency responder/planners from across Nebraska.

The safety and security standards address four classifications;

Prevention: Aimed at preventing incidents

Preparedness: Targeted at limiting incident casualties, destruction, and chaos

Response: Intended planning to respond to an incident

Recovery: Designed actions to return the climate and environment to pre-incident conditions

Each standard, under one of the four classifications, supports the respective category of prevention, preparedness, response, or recovery. Most standards have indicators that further delineate the standard. Some indicators may appear the same, but what differentiates the meaning is the category wherein it is identified.

Directions: Circle the appropriate implementation level on each indicator based on the evidence that can be produced if requested. **The evidence does not have to be gathered in advance, but should be available if requested by the assessor.** Check-marks should be placed by all evidence the school has which supports the implementation level selected.

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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documented communication with local authorities o Documented scenarios, calendars, agendas, minutes, sign-in sheets o After action reports, training rosters/agendas o Documentation that the all-hazards plan has been made an annex to the municipality’s Local All-Hazards Plan. 	

1.1.b	The school system shall have guidelines and policies for event and incident management.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documented guidelines and policies o Documented communication with relevant stakeholders o Documented reviews and/or exercises with attendance roster o Evidence the school has created a reference kit available for first responders which includes several copies of floor plans, master keys to interior and exterior doors, and any other items deemed necessary by community emergency partners. o Training roster and curricula documenting staff training in emergency procedures. 	

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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documented policies o Documented training content and participants o Documented exercises using SRP including attendance roster o SRP handouts and communications to families and students o Prominently posted SRP protocol o School staff can recite SRP protocol if asked 	

1.1.d	The school system shall maintain compliance with fire and life safety codes.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Evidence of an identified plan o Fire Marshall reports o Compliance reports 	

1.1.e	The school system shall have visible signage to identify interior/exterior spaces for emergency responders.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Visible numbering / labeling of doors o High visibility numbering (size and color) o Documented walk-through of facility by local response agency verifying appropriateness of signage for responders o Policy regarding signage on interior and exterior doors 	

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 all-hazards (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.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Small systems may meet Level 4 with one team (possibly) o Team roster; team meeting agendas o Evidence that parents are included in safety team planning processes o Roster includes law enforcement officer, local first responder, teachers, administrator, mental health professional, custodian, parent or guardian of a student and any others deemed necessary e.g. school nurse, local emergency management, IT manager, and school transportation coordinator. 	

	<ul style="list-style-type: none"> o Roster includes student representatives on the school safety planning team 	
1.2.b	The safety teams meet to review safety standards/protocols and update documents.	
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)	
4	The safety team meets regularly (e.g., monthly/quarterly) with full team participation.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation is kept on file according to records retention requirements. (Agendas, team minutes, etc.) o Team meeting schedule o Team member attendance records o Team meeting notes 	

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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Surveys and data o Lesson plans for and results from student activities o Observation protocols that define observable positive relationships that are to be assessed 	

	<ul style="list-style-type: none"> o Protocols in place to gather, aggregate and review data related to positive relationships 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Behavior expectations are posted school-wide o Policies exist that promote social, emotional, ethical and civic development of students. o Language used with students is positive vs. negative o School Improvement Plan o Code of conduct is reviewed and updated annually o Procedures used to make decisions about student behavior are well-known to students and staff as evidenced by random questioning o Alternatives to suspensions and expulsions are built into disciplinary policy o Documentation that students are actively involved in promoting a positive school climate o Evidence that data is collected related to behavior o Documentation of data aggregation for use in identifying trends o Meeting notes or similar documentation to support use of data in decision making related to school wide behavior expectations o There is a process in place to collect and review discipline referral data o Notes from decision making processes documenting alteration of processes based on data 	

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.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Possible examples (but not limited to) may include the 1184 team; SAT team; problem-solving team; PBIS team; 504 plans o Documentation of team processes o Documentation of team members o Documentation of meeting minutes o Evidence of collaboration with community resources (communications; joint training; lists of commonly used resources) o Protocols for problem solving and student assistance o Evidence that parents are involved in policy / protocol decisions o There is a process in place to identify and serve the needs of students most at risk for engaging in disruptive and disorderly behavior o Documentation that behavior processes focus on root causes of problems and problem solving strategies o There are staff members trained to identify and work with potentially dangerous students o There is a formal student assistance program in place o There are standard definitions and procedures to identify school crime included in the student code of conduct or handbook 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of threat assessment and management protocols o A plan is in place to coordinate team work with local law enforcement o Policies include information on how team records are maintained and kept secure and apart from the student’s educational record o There is an identified threat assessment and management policy in place o Documentation of training in behavioral threat assessment and management for team members o Documentation of training for all staff the school community on reporting potential warning signs of someone who might pose a threat o Protocols are in place for when and how to secure outside consultation from a qualified threat assessor o An anonymous reporting system is in place o A reporting system is in place that is not anonymous o There is a policy in place on how, where and what to report related to potential threats from students, staff, families or other community members o A process to assist staff to recognize students exhibiting behaviors indicating involvement in gangs, extremism, radicalization, human sex trafficking victims and student recruiters 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of communication to parents regarding students’ mental health needs o Participation in collaborative meetings as evidenced by meeting notes and agendas (1184) o Documentation of a mental health presence in schools o Documentation of referral procedures for mental health concerns o Schedules for mental health availability in schools o Policies and protocols in place to keep parents involved in mental health decisions 	

1.4.d	The school system shall have at least one hour of suicide prevention training for employees annually.	
1	The school system does not participate in NDE approved suicide prevention training for employees annually.	
2	The school system participates in the NDE approved suicide prevention training for employees annually.	
3	The school system participates in the NDE approved suicide prevention training for employees annually including certified and non-certified staff.	
4	The school system participates in the NDE approved suicide prevention training for employees annually including certified and non-certified staff and provides additional suicide prevention training with supplemental curricula.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Attendance record of participation o Completion certificates o Supplemental suicide prevention curricula 	
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.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Evidence-based bullying prevention program in place o Anti-bullying policies include monitoring protocols o System for reporting is active o Policies/protocols for reporting are in place 	

	<ul style="list-style-type: none"> o Training or awareness protocols are carried out so staff, students and families know how, where and when to make reports o Documentation of incidents o Incident data is aggregated and used for decision making o Curriculum that advocates and practices safe, legal, and responsible use of information and technology o Instruction is provided which exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity o Documentation that students are educated about the policy 	
1.4.f	The school system shall have a policy regarding student dating violence.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o School Policy o Documentation of evidence-based curriculum in use o Protocols are in place for responding to incidents of dating violence on and off school property o Students and staff receive training on dating violence as evidenced by training agendas, announcements, participation rosters or lesson plans o Students and staff receive training on sexual harassment/gender respect as evidenced by training agendas, announcements, participation rosters or lesson plans 	

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.	
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.	
Possible Evidence		
	<ul style="list-style-type: none"> o All chemicals are stored in appropriate containers that are labeled with the name, formula and health hazards associated with the chemical o Storage area doors are marked "hazardous materials" or "authorized personnel only" o Chemical storage area has an operable and adequate ventilation system o A policy / protocol is in place supporting the an annual chemical inventory, proper storage and disposal of chemicals o Corrosive materials cabinet is designed to store corrosives is locked and labeled o Flammable materials cabinet is designed to store flammables and is locked and labeled o Safety data sheets "SDS" are available for each material o If mercury is present, it is locked, labeled, coded for compatibility, and kept in appropriate containers 	
1.5.b	The school system shall maintain health immunization records for all students.	
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.	
Possible Evidence		
	<ul style="list-style-type: none"> o Determination of staffing needs based on the assessments o Specific health related student sweep to identify emerging health needs o Policy/protocol in place related to maintaining health immunization records o Policy/protocol includes information on how data is aggregated and used to assess student health/safety 	

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.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation from meetings with local agencies such as law enforcement, fire, public health, emergency management, emergency medical services, Mayor's office and Superintendent. o School participation in community trainings related to safety/security o Partnering in continuity of operations o Policy or protocol for maintaining links with local agencies to address safety/security o Evidence of implementing safety and security after action reports from safety /security exercises; recommendations from local agencies that were implemented in schools 	
1.6.b	The school system shall conduct system-wide safety and security self-assessments.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Data from the self-assessments o Walk-through reports by local safety/security personnel o Roster of self-assessment participants o Documentation that self-assessment include checks for the following: <ul style="list-style-type: none"> • Safety and security policies are adhered to • Building exterior is inspected for safety/security issues (locked doors, signage, unregistered vehicles are detected, buses/school vehicles are secured, adequate lighting, windows and entrances visible) • Visitor access control procedures are adhered to • Key control and ID systems are in place and adhered to • Building interior is inspected for safety / security issues (locked doors, signage, locker use) 	

	<ul style="list-style-type: none"> Monitoring and surveillance systems are in place and procedures are followed Technology solutions are backed up and procedures adhered to Specialty areas are inspected for safety/security issues (labs, shops, storage, maintenance areas, locker rooms, stadiums, gyms, natatoriums) Plans are in place and posted as directed (Lock out, lock down, evacuate, and shelter, routes, stairwells, standard response protocol, first aid) 	
1.6.c	The school system shall conduct annual safety audits using external consultants.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> Documented audits with auditor's name 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> Documentation of the written plans Documentation of the training content and participation (training roster) Policy defining active supervision and its implementation Protocols for implementing active supervision in common areas 	

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

1.7.a	The school system should develop, train, and follow security and visitor protocols in alignment with Readiness and Emergency Management for Schools Technical Assistance Center (REMS-TA).
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 Technical Assistance Center (REMS-TA).
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 Technical Assistance Center (REMS-TA).
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 Technical Assistance Center (REMS-TA).
Possible Evidence	
	<ul style="list-style-type: none"> o Employees and visitors IDs with dates are issued in accordance with a policy o Visitor badge with date and destination o Documentation of check-ins/outs at office o Written procedures for authorized visitors o Written procedures for unauthorized visitors o Written procedures to guide access to the building by staff/visitors before and after school o Documentation that background checks are conducted as per policy o Documentation that sex offender checks are conducted as per policy o Visitor policy/procedure includes information about how/when a parent who is a registered sex offender may visit their child during school hours o Policies/protocols are in place to receive deliveries/delivery personnel (including system for inspecting and approving items) o Documentation of training for personnel and students related to visitor management
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> ○ Policy addressing classroom instruction with doors locked or unlocked ○ Policy addressing classroom instruction in portables or other separate buildings with doors locked or unlocked ○ Evidence of physical security measures that are delineated in policy (e.g., Evidence of electronic security systems; of security cameras and GPS on school buses; remote and isolated hallways are monitored by security cameras; electronic security alarm systems are connected to law enforcement/fire or to central reporting where appropriate agencies will be contacted; alarm system is in compliance with the Americans with Disabilities Act (ADA) requirements including provisions for hearing and/or visual impairments; at least 30 days CCTV digital media and also CCTV monitored in real-time) ○ Policy directly addressing visitors and visitor management 	

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.	
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).	
Possible Evidence		
<ul style="list-style-type: none"> o Documentation of identification of person(s) responsible as liaison (organization chart) o Documentation of process 		
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of identification of person responsible as liaison (organization chart) o Documentation of process 	

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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of varying scenario conditions (e.g. simulating a blocked exit for "fire", time of drill, etc.) o Documented plans for scenario conditions o Required documentation by state law 	

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.	
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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.
Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of methods (intercoms, social media, etc.) o Documentation of multiple language use o Documentation of functionality checks o Documentation of dissemination plan to inform stakeholders of methods of communication

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	The school system shall have planned protocols for required drills, including, but not limited to fire, tornado, and bus evacuation drills.	
	<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. 	
	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 and includes, parents, students, and community partners in drills.
4	The school system exceeds the minimum number of required drills, and includes	

	parents, students, and community partners in drills.
	Possible Evidence
	<ul style="list-style-type: none"> ○ Documentation of required drills ○ Documentation of community partner communication ○ After action reports ○ Participation rosters
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 and includes parents, students, and community partners in drills.
4	The school system conducts non-required drills for multiple threats and hazards, and includes parents, students, and community partners in drills.
	Possible Evidence
	<ul style="list-style-type: none"> ○ Documentation of drills that relate to community threats and hazards (e.g., rail system, chemical plant, prisons) ○ After action reports ○ Participation rosters
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 has assistance on a rotating basis from local law enforcement, fire marshal, emergency medical services, emergency management, or other local public safety officials to assess and provide feedback on drills and crisis response.
	Possible Evidence
	<ul style="list-style-type: none"> ○ Documentation of performance review ○ Documentation of modifications ○ Documentation of communication with community partners ○ Documenting of after-action review and report (NIMS) ○ Documentation of feedback provided by partners

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

2.5	The school system shall ensure all facilities meet state and local code requirements.	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> ○ Inspection documents ○ Internal policies / procedures supporting code requirements ○ Written descriptions of innovative practices 	

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.	
	Possible Evidence	

	<ul style="list-style-type: none"> o Documentation of required training, dates, participant rosters (Blood-borne pathogens, dating violence, suicide awareness, concussion awareness, seclusion and restraint, CPR and First Aid for Pre-K, Sexual harassment, and bullying prevention) o Internal policies / procedures supporting training requirements o Written descriptions of innovative practices 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of training , dates, participant rosters: (digital citizenship, event and crowd management, crisis response, sex offender identification and management, CPR and first aid for K-12, threat assessment, active shooter response, membership identification and/or student recruiters in groups such as gangs, extremism, radicalization, human sex trafficking, etc.) o Internal policies / procedures supporting training offerings o Written descriptions of innovative practices 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none">o Documentation of curriculum useo Protocols supporting curriculum use and implementation	

RESPONSE

3.1	The school system should have a plan to coordinate actions taken to resolve an incident.
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.
Possible Evidence	
<ul style="list-style-type: none"> o Documentation of debrief actions taken o Plan and policy modifications are documented o After action reports and their distribution lists are documented 	
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.
Possible Evidence	
<ul style="list-style-type: none"> o Documentation of debrief actions taken o Plan and policy modifications are documented o After action reports and their distribution lists are documented 	

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.	
Possible Evidence		
<ul style="list-style-type: none"> o Documentation of debrief actions taken o Plan and policy modifications are documented o After action reports and their distribution lists are documented o Documentation of stakeholder lists o Documentation of communication strategies specific to stakeholder groups o Documentation of how communication strategies are modified for stakeholder groups for specific incident responses. 		
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	
Possible Evidence		
<ul style="list-style-type: none"> o Response behaviors observed during drills o Documentation of debriefing actions taken 		

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.	
Possible Evidence		
	<ul style="list-style-type: none"> o Documented procedures o Documentation of the practices o Documented communication with community resources 	
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.	
Possible Evidence		
	<ul style="list-style-type: none"> o Documented arrangements with adjacent and off-site locations (memorandums of understanding or similar agreements in place if needed) o Maps exist that show transportation routes o Documented communication with first responders o Posting or education documents with evacuation assembly points identified that are available to school personnel o Documentation of parental notice of assembly sites and procedures 	

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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documented procedures o Documentation of the practices o Documented communication with community resources o Documentation of how functional (special) needs are met in emergency response and how that is communicated to staff 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documented procedures o Documentation of the practices o Documented communication with community resources 	

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.
	Possible Evidence
	<ul style="list-style-type: none"> o Documentation of designated spokesperson(s) o Policy and procedures in place to support development of an incident specific communication plan during an incident (Policy includes coordination with incident management, local response entities, local officials; specific communication strategies to ensure staff, parents and families receive priority information, children receive age appropriate information and the general public receives factual information) o Documented training (agenda/roster) for designated spokespersons on the communication plan, risk communication strategies, joint information center participation and other best practices. o Documented performance reviews are performed following communication exercises or real world scenarios
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.
	Possible Evidence
	<ul style="list-style-type: none"> o Documented policy/procedures supporting incident command procedures o Documentation of training for personnel expected to participate in incident command o Documented communication with community partners regarding incident command policy

	<ul style="list-style-type: none"> o After action reports for exercises/drills/real world scenarios when incident command was implemented o
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
	Possible Evidence
	<ul style="list-style-type: none"> o Documented policy/procedures supporting scene management o After action reports for exercises/drills/real world scenarios when scene management was implemented
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.
	Possible Evidence
	<ul style="list-style-type: none"> o Policy/procedure supporting plan monitoring and modification. o Documented procedure and policy modifications o List of stakeholders/partners/staff involved in monitoring/modification 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).	
	Possible Evidence	
	<ul style="list-style-type: none"> ○ Documented policies and plans that support recovery procedures of an incident ○ Documented communication plan with a specific recovery focus for parents, staff, stakeholders and community partners ○ After action reports for exercises/drills/real world scenarios when recovery protocols were implemented 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> ○ Documented policies and plans to address psychological and emotional health needs in an incident ○ After action reports for exercises/drills/real world scenarios when plans or protocols were implemented to address psychological and emotional health of students and staff after an incident ○ Documented communication plan for parents, staff, stakeholders and community partners with a specific focus on addressing psychological and emotional health of 	

	students and staff	
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).	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documented policies and plans that support resource requests and incident management protocols o Documented communication plan to support resource requests and incident management protocols o After action reports for exercises/drills/real world scenarios when resource requests and incident management protocols were implemented 	
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.	
	Possible Evidence	
	<ul style="list-style-type: none"> o Documentation of mutual aid agreements 	

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)