

## Introduce Crisis-Response Plans

### Show *optional* overheads:



[Your state's school-safety guidelines]



[Cover and pages from your district's comprehensive crisis-response plan]

Discuss state and local school emergency preparedness plans.

Give background on your state's mandate or guidelines for preparing school crisis preparedness plans (if one exists) and your local district's response to it: who began planning, what input has been received, etc.

Describe your district's progress in developing an emergency preparedness plan. Characterize its present state—which components are complete and which are still under development.

Briefly describe next steps (e.g., writing of draft plan, review of plan by which persons or agencies, completion date, emergency drills in schools, etc.)

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### Show overhead:



"Key components of plans:"

Explain: Every school-safety plan should provide all three components:

- a broad-based plan to develop and enforce procedures for ensuring safety throughout every school building
- a plan for intervening in crises and emergencies that develop
- a comprehensive education program, starting in the earliest grades, emphasizing personal and group safety

Emphasize:

- These three components are equally important. However, this workshop and the video will focus mainly on crisis intervention to help all school staff prepare to play their roles in certain kinds of emergencies. It will also present one model of a school-safety education program.

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### Show overhead:



"Crisis plans must address:"

### Call attention to handout:



"Crisis Intervention and Follow-Up Plans"

Emphasize:

- Every plan's **intervention** component should describe, as precisely as possible, the measures to be taken when various crises or emergencies occur.
- Plans should also provide for **follow-up** to manage and alleviate the trauma that accompanies every emergency, as well as the trauma associated with other situations, such as the sudden death of a student or teacher.