



WS2 Handout 36 (Slide 161): Checklist: Evaluating the Crisis Response – After-Incident Report (Process Analysis)

Incident _____

Date of incident _____

Date of evaluation report _____

Name(s) of individual or group members completing evaluation form _____

	Level of Plan Implementation				Effectiveness of Plan Implementation				
	1	2	3	N/A	1	2	3	4	N/A
<p>Directions: Rate the level of plan implementation <u>and</u> the effectiveness of plan implementation for each crisis response component listed below.</p> <p>Each crisis response component was taken directly from the response plan and recovery plan sections of the overall Comprehensive Safe School Plan.</p>	Not implemented but should have been	Implemented but did not follow plan protocol	Well implemented according to plan protocol	Type of crisis did not necessitate implementation	Was not effective – major revisions needed	Somewhat effective – some revisions needed	Mostly effective – few revisions necessary	Very effective – no revisions needed	Type of crisis did not necessitate implementation
RESPONSE PLAN									
Identify type of crisis									
Call 911, secure safety, if necessary									
Assemble crisis team									
Verify facts									
Identify type of emergency response needed									
Activate appropriate crisis response protocol									
Communication/notification considerations									
• Notify district administration									
• Notify staff									
• Notify students									

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RESPONSE PLAN	1	2	3	N/A	1	2	3	4	N/A
• Notify feeder or other affected schools									
• Notify parents and community									
• Activate Public Information Office to communicate with community and media									
• Communicate with family of affected students and staff									
• Identify and develop communication to parents (i.e., letter, website)									
Provide immediate crisis interventions to ensure physical safety measures									
• Secure building									
• Move students away from physical harm, scenes, and images									
• Transportation needs									
• Building and physical plant considerations									
• Other: _____									
Account for safety of all students and staff									
Identify needed supplies and materials									
Once physical safety is established, begin implementation of immediate psychological support (e.g., emotional support for victims and others affected)									
Begin initial psychological triage and assessment to identify crisis exposure									
Make contact to activate district or community crisis teams, if appropriate									
Activate release and reunification plan, if needed									
Conduct staff meeting at the end of the day to share an update and preview of the following day, if possible									
Hold a crisis team meeting to debrief immediate crisis intervention and plan for next day and near future									

Additional Comments _____

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RECOVERY PLAN	1	2	3	N/A	1	2	3	4	N/A
Restore psychological safety (i.e., continue to offer the continuum of crisis intervention services for as long as needed)									
Plan for memorial activities (establish guidelines and parameters if necessary)									
Send parent letter reinforcing safety measures being implemented and support being offered									
Modify school schedule, if needed									
Provide substitute teachers for affected staff									
Return to structure and routine as soon as feasible									
Provide care-for-the-caregiver support									
Plan for long-term needs (mental health interventions, implications of anniversary dates, other significant events)									
Conduct crisis team debriefing, and complete after-incident evaluation									
Hold regular crisis team meetings to discuss effectiveness of crisis interventions and recovery process									
Evaluate crisis response and modify plan accordingly									
Track expenditures and submit reimbursement, if appropriate									

Additional Comments _____

Note. Adapted from *Comprehensive Planning for Safe Learning Environments: A School Professionals Guide to Integrating Physical and Psychological Safety – Prevention through Recovery*, by M. A. Reeves, L. Kanan, & A. E. Plog, 2010, New York, NY: Routledge. Adapted with permission. Permission to reproduce is granted to purchasers of this text.