

This document will guide school districts working to prioritizing their ESSA Title IV-A funds through a self-assessment of their school's safety structure including physical, culture and climate, psychological and emotional health before, during, and after an emergency.

Montana Safety and Security Guidelines

Safety Rubric

Montana Office of Public Instruction

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Purpose

The Office of Public Instruction plays an essential role in providing local school districts in Montana helpful materials and resources. This document is intended as a tool for your district to build or edit an Emergency Management Plan, and to guide schools on prioritizing the Every Student Succeeds Act's (ESSA's) Title IV-A funds.

Rule References:

- Districts must be familiar with current rules and regulations governing School Districts.
- This document is meant to assist districts; it may not contain all emergency management and safety rules and regulations.
- Rule citations in this document are a reference tool; they are not a summary of the entire rule.
- **In the event that this document conflicts with a rule, the rule prevails.**
- Links to rules are available in this document and at <http://www.sos.mt.gov/ARM/index.asp>.

Districts can order the Administrative Rules of Montana (ARM), including individual Titles, online or by mail, through the [Secretary of State website](#). Select the "How to Order" option in the Additional Resources section.

The rubric is divided in to four sections, Prevention, Mitigation and Protection, Response, and Recovery (see glossary for definitions). There may be other categories within and across each section that address the culture and climate within school districts.

When referring to Threats and Hazards, please note that they are broken down in to four areas:

- Natural (i.e. severe weather)
- Technological (i.e. dam failure)
- Biological (i.e. flu epidemic)
- Manmade (i.e. bomb threat).

Montana Safety & Security Guidelines Rubric

Glossary of Terms

ARM	The Administrative Rules of the State of Montana
Community Partners	Police, Fire, , County Disaster and Emergency Services (DES) Coordinator, Emergency Management Services
Employee	All persons working in the school building including staff on long-term educational contracts.
MCA	Montana Code Annotated
Mission Areas	Prevention, Protection and Mitigation, Response, and Recover are the five emergency management missions (divided into four headings for this document).
Mitigation	The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency
Prevention	The capabilities necessary to avoid, deter, or stop an imminent crime or threat or actual mass casualty incident.
Protection	The capabilities to secure schools and districts against acts of violence and manmade or natural disasters.
Recovery	The capabilities necessary to assist schools and districts affected by an event or emergency in restoring the learning environment.
Response	The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
School System	A school district or school building.
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

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

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.1.a	The school system shall prepare and collaborate with local authorities (e.g., fire, police, rescue, and emergency management) and the county interdisciplinary child information and school safety team for a wide variety of real-world scenarios.	ARM 10.55.802 MCA 20-1-401 MCA 52-2-211
1	The school system has not collaborated with local authorities.	
2	The school system collaborates with local authorities, meeting annually.	
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 collaborates regularly (e.g., monthly, quarterly) with local authorities, planning, training and exercising in real world scenarios.	
	Possible Evidence	
	Documented communication with local authorities.	
	Documented scenarios, calendars, agendas, minutes, sign-in sheets	
	Trustees have certified with the Office of Public Instruction that a school emergency operations plan has been created.	
	Documented participation in community trainings.	
	Documented Partnerships in continuity of operations.	
1.1.b	The Board of Trustees shall identify the local hazards that exist within the boundaries of the school district.	ARM 10.55.802 MCA 20-1-401
1	The school system has not identified the local hazards that exist.	
2	The school system communicates with authorities to identify hazards.	
3	The school system examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds every 3-5 years or as necessary..	
4	The school system uses site assessments to update and refine their EOP annually.	
	Possible Evidence	
	Documented communication with local authorities	
	Documented scenarios, calendars, agendas, minutes, sign-in sheets	

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.1.c	The school system shall have an emergency operations plan (EOP), also known as the Safety Plan, for event and incident management.	ARM 10.55.802 MCA 20-1-401
1	The school system has no evidence of an emergency operations plan.	
2	The school system has an emergency operations plan in place and is shared with all employees and students.	
3	The school system has an emergency operations plan in place that is reviewed and practiced by all employees, students, and relevant stakeholders on a regular (e.g., monthly, quarterly) basis.	
4	Trustees have certified with the Office of Public Instruction that a school emergency operations plan has been created.	
	Possible Evidence	
	Documented Emergency Operations Plan (EOP)	
	Documented EOP Functional and Hazard Annexes.	
	Documented communication with relevant stakeholders	
	Documented training and exercises.	
1.1.d	The Board of Trustees shall design and incorporate drills in its school emergency operations plan (EOP), also known as a Safety Plan, to address the identified hazards.	ARM 10.55.802 MCA 20-1-401 MCA 20-1-402
1	The school system has not communicated with local authorities.	
2	The school system communicates with local authorities, meeting annually.	
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 communicates and collaborates regularly (e.g., monthly, quarterly) with local authorities, planning, training and exercising in real world scenarios.	
	Possible Evidence	
	Documented communication with local authorities	
	Documented scenarios, calendars, agendas, minutes, sign-in sheets	
1.1.e	The school system shall maintain compliance with fire codes.	ARM 10.55.802 ARM 23.12.601
1	The school system is not in compliance with fire codes nor has a process/plan to meet compliance.	
2	The school system meets all current fire safety codes or is in the process/plan of meeting compliance.	
3	The school system exceeds all current fire safety codes.	
	Possible Evidence	
	Evidence of an identified plan	
	Fire Marshall reports	
	Compliance reports	

Prevention Guideline 1: (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.1.f	The school system shall have visible signage to identify interior/exterior spaces for emergency responders.	<u>ARM 10.55.802</u>
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 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	
	Possible Evidence	
	Numbered clockwise	
	High visibility numbering (size and color)	

Guideline 2: The school system shall form a collaborative emergency operations planning team

1.2.a	The school system should have teams responsible for developing an emergency operations plan.	<u>ARM 10.55.802</u>
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 physical security system wide and at the individual facility level and regular (e.g., monthly, quarterly) collaboration occurs.	
	Possible Evidence	
	Collaboration includes regular meetings of the planning team.	
1.2.b	The EOP team should meet to review and update the EOP plan as necessary.	<u>ARM 10.55.802</u> <u>MCA 20-1-401</u>
1	The EOP team has no scheduled meetings.	
2	The EOP team meets at least annually.	
3	The EOP team meets regularly (e.g., monthly/quarterly).	
4	The EOP team meets regularly (e.g., monthly/quarterly) with full team participation.	
	Possible Evidence	
	Documentation is kept on file according to records retention requirements. (Agendas, team minutes, etc.)	

Guideline 3: The school system should assess school climate/culture and implement processes and practices to create a positive and safe environment conducive to learning.

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.3.a	The school system should assess positive relationships between students and employees and between students and students.	ARM 10.16.3346 ARM 10.55.706 ARM 10.55.719 ARM 10.55.802
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, regularly modified and evaluated based on assessment data.	
	Possible Evidence	
	Surveys and data, such as climate survey or Student Voice Survey	
	Lesson plans for and results from student activities	
1.3.b	The school system should implement processes and practices to create a respectful, positive, and safe environment conducive to learning.	ARM 10.16.3346 ARM 10.55.701 ARM 10.55.706 ARM 10.55.719 ARM 10.55.802 ARM 10.55.803
1	The school system has no processes or practices to create a positive and safe environment conducive to learning.	
2	The school system has implemented a school-wide behavior process to create a positive and safe environment conducive to learning.	
3	The school system has implemented a 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 school-wide behavior process using a data collection system to guide decision making fostering a positive and safe environment conducive to learning.	
	Possible Evidence	
	Behavior expectations are posted school-wide	
	Language used with students is positive vs. negative	
	School Improvement Plan	

Prevention Guideline 3: (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.3.c	The school system shall have a policy regarding student substance abuse	<u>ARM 10.55.802</u>
1	The school system has not developed nor adopted a specific policy to address incidents of substance abuse involving students at school.	
2	The school system developed and adopted a specific policy to address incidents of substance abuse involving students at school.	
3	The school system provides on-going instruction to employees and students regarding the student substance abuse policy.	
4	The school system provides on-going instruction to employees and students regarding substance abuse using evidence-based instruction.	
	Possible Evidence	
	School Policy	
	Documentation of evidence-based curriculum	

Guideline 4: The school system shall have processes in place to identify at-risk students.

1.4.a	The school system shall have a student assistance process to provide problem-solving and intervention strategies.	<u>ARM 10.16.3346</u> <u>ARM 10.55.706</u> <u>ARM 10.55.719</u> <u>ARM 10.55.802</u> <u>ARM 10.55.909</u>
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	
	Possible examples (but not limited to) may include the SAT team; problem-solving team; MBI / PBIS team; tier 2 team	
	Documentation of team processes	
	Documentation of team members	
	Documentation of meeting minutes	
1.4.b	The school system should have behavioral threat assessment plans and protocols.	<u>ARM 10.16.3346</u> <u>ARM 10.55.706</u> <u>ARM 10.55.719</u> <u>ARM 10.55.802</u>
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.	(1.4.b.4-on pg. 7)

Prevention Guideline 4: (Continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.4.b (cont'd)	The school system should have behavioral threat assessment plans and protocols.	(See 1.4.b: pg. 7)
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	
	Documentation of threat assessment plans	
	Documentation of conducted threat assessments	
1.4.c	The school system should identify and coordinate with mental health resources in the community to assist with behavioral health crises.	ARM 10.16.3346 ARM 10.55.706 ARM 10.55.719 ARM 10.55.802 ARM 10.55.909
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 "as needed" basis.	
3	The school system has identified mental health resources and uses them on a regular basis.	
4	The school system has a comprehensive list of mental health resources identified and collaborative meetings are conducted.	
	Possible Evidence	
	Documentation of communication to parents regarding students' mental health needs	
	Participation in collaborative meetings	
1.4.d	The school system's local board of trustees shall adopt a policy designed to deter bullying behaviors.	ARM 10.16.3346 ARM 10.55.701 ARM 10.55.719 ARM 10.55.801 ARM 10.55.802 MCA 20-5-209
1	The school system has a limited 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 on pg. 9)

Prevention Guideline 4: (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.4.d (cont'd)	The local board of trustees shall adopt a policy designed to deter bullying behaviors.	(See 1.4.d: pg. 8)
	Possible Evidence	
	Evidence-based bullying prevention program	
	System for reporting	
	Documentation of incidents	
	Curriculum that advocates and practices safe, legal, and responsible use of information and technology	
	Instruction is provided which exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity	
	Documentation indicating that students demonstrate personal responsibility for lifelong learning. e.g. office referrals and digital communications	
	Documentation indicating that students exhibit leadership for digital citizenship	
1.4.e	The school system's local board of trustees shall have a policy designed to deter student dating violence.	ARM 10.16.3346 ARM 10.55.706 ARM 10.55.719 ARM 10.55.801 ARM 10.55.802
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	
	School Policy	
	Documentation of evidence-based curriculum	
1.4.f	The school system shall provide youth suicide awareness and prevention training.	MCA 20-7-1310 ARM 10.55.801 ARM 10.55.802
1	The school system has not provided youth suicide awareness and prevention training including skills to identify signs of suicide.	
2	The school system has not provided students and staff training in skills to identify signs of suicide within the last 12 months.	
3	The school system provides students and staff training in skills to identify signs of suicide within the last 12 months.	

Prevention Guideline 4: (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.4.f (cont'd)	The school system shall provide youth suicide awareness and prevention training.	(See 1.4.f on pg. 9)
4	The school system has a protocol that outlines how a suicide incident is handled in the building.	
5	The school system has a protocol for transitioning a student in/out of the building who is suicidal to address continuity of care.	
	Possible Evidence	
	School Policy	
	Documentation of evidence-based curriculum	

Guideline 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.	ARM 10.55.802 ARM 37.111.804 ARM 37.111.811 ARM 37.111.812
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 an implemented annual inventory, storage, and disposal protocol.	
	Possible Evidence	
	All chemicals are stored in appropriate containers that are labeled with the name, formula and health hazards associated with the chemical	
	Storage area doors are marked "hazardous materials" or "authorized personnel only"	
	Chemical storage area has an operable and adequate ventilation system	
	Corrosive materials cabinet is designed to store corrosives is locked and labeled	
	Flammable materials cabinet is designed to store flammables and is locked and labeled	
	Safety data sheets "SDS" are available for each material	
	If mercury is present, it is locked, labeled, coded for compatibility, and kept in appropriate containers	

Prevention Guideline 5: (continued)

))	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.5.b	The school system shall maintain health immunization records for all Students.	ARM 10.55.909 ARM 37.114.702 ARM 37.114.705 ARM 37.114.708 ARM 37.114.720 ARM 10.55.802
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.	
1.5.b (cont'd)	The school system shall maintain health immunization records for all Students.	(See 1.5.b pg. 10)
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	
	Determination of staffing needs based on the assessments	
	Specific health related student sweep to identify emerging health needs	

Guideline 6: The school system shall maintain a safe environment.

1.6.a	The school system should conduct a system-wide risk and vulnerability assessment.	ARM 10.55.705 ARM 10.55.802 ARM 10.55.908 MCA 20-1-401
1	The school system has not conducted a risk and vulnerability assessment in the last three years.	
2	The school system conducted a system-wide risk and vulnerability assessment for each building by the safety committee within the last three	
	Possible Evidence	
	Data from the self-assessments	
1.6.b	The school system should have active supervision throughout all school buildings/campus.	ARM 10.55.706 ARM 10.55.719 ARM 10.55.802
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		
Documentation of the written plans		
Documentation of the training content and participation		

Guideline 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).	ARM 10.55.706 ARM 10.55.802
1	The school system has limited 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 all district or contract employees, volunteers, students, substitute teachers, and student teachers adhere to with fidelity in alignment with Readiness and Emergency Management for Schools (REMS).	(Possible Evidence on pg. 12)

Prevention Guideline 7 (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
1.7.a (cont'd)	The school system should develop, train, and implement security and visitor protocols in alignment with Readiness and Emergency Management for Schools (REMS).	(See 1.7.a: pg. 11)
	Possible Evidence	
	Employees and visitors IDs with dates	
	Example of visitor badge with date and destination	
	Documentation of check-ins/outs at office	
	Written procedures for authorized visitors	
	Written procedures for unauthorized visitors	
	Written procedures to guide access to the building by staff/visitors before and after school	
	Background checks	
	Sex offender checks	
	Visitor policy/procedure dictates how/when a parent who is a registered sex offender may visit their child during school hours	
1.7.b	The school system should develop and implement security and visitor policies and protocols for specialized areas (e.g., pools, gyms, day cares, pre-schools, playgrounds, fences, vehicles/buses, vehicle facilities, bus barns, science labs, sporting venues, cafeterias, kitchens, classrooms with exterior doors, portables, (etc.).	ARM 10.55.706 ARM 10.55.719 ARM 10.55.802
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 and implemented security and visitor policies and protocols for specialized areas; and student and community members are identified, trained, and responsible to monitor these areas when in use.	
Possible Evidence		
	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 electronic security system	
	Evidence of at least 30 days security camera recordings	
	Evidence of security cameras and GPS on school buses	
	Evidence that remote and isolated hallways are monitored by security	
	Evidence that electronic security alarm system is connected to law enforcement or to central reporting where appropriate agencies will be contacted	
	Evidence the fire alarm system is connected to local fire departments or to central reporting where appropriate agencies will be contacted	
	Evidence the alarm system is in compliance with the Americans with Disabilities Act (ADA) requirements including provisions for hearing and/or visual impairments	
	Evidence of at least 30 days CCTV digital media and also CCTV monitored in real-time	

PREPAREDNESS

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

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
2.1.a	The school system should 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.	ARM 10.55.802 MCA 20-1-401
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 exercised various incident scenarios, i.e. table top exercises, drills, or practice.	
Possible Evidence		

	Documentation of identification of person(s) responsible as liaison (organization chart)	
	Documentation of process	
2.1.b	The school system should have a structure to identify a primary school leader to be responsible for students at the time when incident command procedures are needed.	ARM 10.55.802
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.	(2.1.b.4- pg. 14)

Preparedness Guideline 1 (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
2.1.b (cont'd)	The school system should have a structure to identify a primary school leader to be responsible for students at the time when incident command procedures are needed.	(See 2.1.b pg. 13)
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	
	Documentation of identification of person responsible as liaison (organization chart)	
	Documentation of process	

Guideline 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 shall conduct emergency drills.	ARM 10.55.802 MCA 20-1-401 MCA 20-1-407 MCA 20-2-402
1	The school system does not conduct emergency drills as required by state statute.	
2	The school system conducts a minimum of eight 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	
	Documentation of varying scenario conditions (e.g. simulating a blocked exit for "fire", time of drill, etc.)	
	Documented plans for scenario conditions	
	Required documentation by state law	

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

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
2.3.a	The school system has identified methods of communication to reach all internal and external stakeholders.	ARM 10.55.802
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 assesses them for functionality.	
	Possible Evidence	
	Documentation of methods (intercoms, social media, etc.)	
	Documentation of multiple language use	
	Documented procedures	
	Participation in community forums	
	Meeting minutes	
	Documentation of communication plan	
	Documentation of functionality checks	

Guideline 4: The school system's EOP (Safety 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 should have planned protocols for drills. Examples include but are not limited to fire, earthquake, severe weather, communications, lockdown, lockout, evacuation, shelter-in-place, and the reunification process.	ARM 10.55.802 ARM 23.12.601 MCA 20-1-402
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 community partners and stakeholders.	
	Possible Evidence	
	Documentation of drills that relate to community threats and hazards (e.g., rail system, chemical plant, prisons)	

Preparedness Guideline 4 (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
2.4.b	The school system should conduct a performance review of the drills/practice.	ARM 10.55.802
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.	
	Possible Evidence	
	Documentation of performance review	
	Documentation of modifications	
	Documentation of communication with community partners	
	Documenting of after-action review and report (NIMS)	

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

2.5.a	The school system shall ensure all facilities meet state and local code requirements.	ARM 10.55.802 ARM 10.55.908 ARM 23.12.601
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	
	Inspection documents	

Guideline 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.	ARM 10.16.3346 ARM 10.55.802 MCA 20-5-209 MCA 20-7-1303 MCA 20-7-1310 MCA 20-10-103
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.	(2.6.a.4 pg. 17)

Preparedness Guideline 6 (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
2.6.a (cont'd)	The school system shall provide training for specified employees in required areas to comply with local, state, and federal regulations.	(See 2.6.a pg. 16)
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	
	Documentation of training and dates examples include: Blood-borne pathogens, suicide awareness, concussion awareness, seclusion and restraint, CPR and First Aid for Pre-K, Sexual harassment, and bullying prevention	

RESPONSE

Guideline 1: The school system shall establish response procedures in the event of an emergency.

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
3.1.a	The school system should designate multiple evacuation assembly locations for each building.	ARM 10.55.802
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 in place.	
	Possible Evidence	
	Arrangements made with adjacent and off-site locations	
	Maps exists that show transportation routes	
	Documented communication with first responders	
3.1.b	The school system should establish response procedures for assisting individuals with Special Needs including students and staff.	ARM 10.16.3346 ARM 10.55.802 ARM 10.55.803
1	The school system has no established procedures in place to assist individuals with special needs.	
2	The school system has limited procedures in place to assist individuals with special needs.	
3	The school system has procedures in place in multiple locations, varying situations, and practices them during drills to assist individuals with special needs.	
4	The school system has procedures in place in varying situations and multiple locations to assist individuals with special needs. These procedures are practiced in coordination with community resources/agencies.	
	Possible Evidence	
	Documented procedures	
	Documentation of the practices	
	Documented communication with community resources	
3.1.c	The school system should establish procedures to monitor school safety and security protocols for off-campus school sponsored events.	ARM 10.16.3346 ARM 10.55.719 ARM 10.55.802
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 procedures in place and practiced to monitor school safety and security protocols for off-campus school sponsored events.	(3.1.c.4 pg. 19)

Response Guideline 1 (continued)

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
3.1.c (cont'd)	The school system should establish procedures to monitor school safety and security protocols for off-campus school sponsored events.	(See 3.1.c pg. 18)
4	The school system has 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	
	Documented procedures	
	Documentation of the practices	
	Documented communication with community resources	

Guideline 2: The school shall develop procedures and protocols for working with all stakeholders during and immediately following an incident

3..2.a	The school system should establish a plan for public communication to gather, verify, coordinate, and disseminate information during an incident.	<u>ARM 10.55.802</u> <u>MCA 20-5-209</u>
1	The school system has no internal or external communication plan.	
2	The school system has an internal and external communication plan in place	
3	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 with alternate spokespersons available.	
4	The school system has participated in a scenario-based practice to review the spokespersons responsibilities.	
	Possible Evidence	
	Documentation of designated spokesperson(s)	
	Documentation of the communication plan	
	Performance reviews performed following communication	
3.2.b	The school system should recognize and employ an incident command procedure.	<u>ARM 10.55.802</u>
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	
	Documented procedures	
	Documentation of the practices	
	Documented communication with community partners	

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
3.2.c	The school system should have a plan to manage the scene following an incident or potential crime.	ARM 10.55.719 ARM 10.55.802
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 or potential crime implemented in conjunction with stakeholders and community partners.	
	Possible Evidence	
	Documented reports	

RECOVERY

Guideline 1: The school system should create plans that address recovery efforts following an incident

4.1.a	The school system should create and implement policies, contingency, and communication plans to address academic, physical, and operational recovery for continuity of school operations after an incident.	ARM 10.55.706 ARM 10.55.802 ARM 10.55.803
1	The school system has limited or no policies, contingency nor communication plans to support recovery efforts following an incident.	
2	The school system has created policies, contingency and communication plans to support recovery efforts following an incident.	
3	The school system has created policies, contingency and communication plans to support recovery efforts following an incident and has conducted a mock drill to test all four aspects of safety planning.	
4	The school system has created policies, contingency and communication plans to support recovery efforts following an incident and has conducted a mock drill to test all four mission areas of safety planning, and debriefs drills and exercises. Policies and plans are modified as necessary.	
	Possible Evidence	
	Documented policies and plans that can serve as support to address recovery procedures of an incident, including academic, physical, and operational.	
	Documented communication with stakeholders and community partners	
	Documentation of drills and exercises	
	Documentation of debrief and plan modifications	

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
4.1.b	The school system should create and implement policies, contingency, and communication plans to address the psychological and emotional health needs of students and staff after an incident.	ARM 10.55.706 ARM 10.55.802 ARM 10.55.803
1	The school system has limited or no policies, contingency, nor communication plans, to address the psychological and emotional health needs of students and employees after an incident.	
2	The school system has policies, contingency, and communication plans to address the psychological and emotional health needs of students and employees after an incident.	
	Possible Evidence	
	Documented policies and plans to address psychological and emotional health needs in an incident	
	Documented communication with stakeholders and community partners	
4.1.c	The school system should create and implement policies, contingency, and communication plans to address resource requests and management of the incident, considering academic, physical, operational, psychological, and emotional recovery areas.	ARM 10.55.706 ARM 10.55.802 ARM 10.55.803
1	The school system has limited or no policies, contingency and communication plans to address resource requests and management should an incident occur.	
2	The school system has policies, contingency and communication plans, and to address resource requests and management should an incident occur.	
3	The school system has policies, contingency and communication plans to address resource requests and management should an incident occur. A drill to test all four aspects of safety planning is conducted.	
	Possible Evidence	
	Documented policies and plans to address resource requests and the management of an incident including: Academic, Physical, Operational, and Psychological and emotional	
	Documented communication with stakeholders and community partners	
	Documentation of mock drill	
	Documentation of debrief and plan modifications	

Guideline 2: The school system should create agreements to address recovery efforts after an emergency event.

	INDICATOR/SCHOOL SYSTEM ASSESSMENT/EVIDENCE	RELATED LEGAL REFERENCES
4.2.a	The school system should create mutual aid agreements to address the academic, physical, operational, psychological, and emotional recovery areas.	ARM 10.55.706 ARM 10.55.802 ARM 10.55.803
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	
	Documentation of mutual aid agreements	

Guideline 3: The school system should evaluate necessary sections of their EOP (Safety Plan) after incidents or exercises.

4.3.a	The school system should regularly monitor, document, reassess, and adjust its plan as necessary.	ARM 10.55.802 MCA 20-1-401
1	The school system does not monitor, document, reassess and adjust its plan as necessary.	
2	The school system monitors, documents, reassesses and adjusts its plan as necessary.	
3	The school system regularly monitors, documents, and reassesses its plan adjusting language, procedures and/or responses as necessary.	
4	The school system regularly monitors, documents, and reassesses its plan adjusting language, procedures and/or responses as necessary in cooperation with stakeholders and community partners.	
	Possible Evidence	
	Documented debriefing process	
	Documented results of debriefing process	
	Documented procedure and policy modification	