SAFE SCHOOLS
and
CRISIS MANAGEMENT

Guidelines, Strategies & Tools

Montana Office of Public Instruction

Monograph Series No. 10
SAFE SCHOOLS
and
CRISIS MANAGEMENT

Guidelines, Strategies & Tools

Montana Office of Public Instruction
Safe and Drug-Free Schools and Communities Program
This SAFE SCHOOLS and CRISIS MANAGEMENT Guidelines, Strategies and Tools booklet is provided as a self-assessment for districts to use with each of its schools to assess the district's and the school's safe school environment and plans for managing crisis.

Safety of our children is a primary concern of schools; thus, it is critically important that our schools provide a safe learning environment for our youth. This booklet is intended to provide guidance in shaping that environment.

The contents of this booklet have been developed for ease of use and for helping a district review its environmental design and crisis management planning. The booklet includes sections on the components of safe schools, elements of effective crisis management, examples of crisis management planning, and a comprehensive checklist for a safe and secure school.

The Office of Public Instruction's Safe and Drug-Free Schools and Communities Program hopes you will find this booklet useful in creating and maintaining the safest possible learning environment for Montana's students.

ACKNOWLEDGEMENT

The Office of Public Instruction wishes to acknowledge the Idaho Department of Education which gave permission for Montana to adapt this booklet from one developed by the Idaho Department of Education's Safe and Drug-Free Schools Program.

This document is available electronically at www.metnet.state.mt.us under the Safe Schools icon.
**IS YOUR SCHOOL PREPARED FOR A CRISIS?**

*Are you prepared if disaster strikes -- or just hoping that it won’t?*

**Directions:** Answer "Yes" or "No" to each of the 25 items below

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>My district/school has a crisis plan.</td>
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<td>2.</td>
<td>A crisis won't happen on my campus.</td>
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<td>3.</td>
<td>There are established guidelines for school personnel to follow for disruptive students and gang activity.</td>
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<td>4.</td>
<td>My district/school has written guidelines and procedures for managing crisis dealing with natural disasters, medical emergencies, mechanical breakdown, student and staff deaths.</td>
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<td>5.</td>
<td>In the last school year, there has been a major crisis in my school.</td>
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<tr>
<td>6.</td>
<td>In the last school year, there has been a major crisis in my district.</td>
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<td>7.</td>
<td>In the last school year, there has been a major crisis in a school in my state.</td>
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<tr>
<td>8.</td>
<td>Crises sometimes occur on or near school grounds.</td>
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<tr>
<td>9.</td>
<td>The neighborhood in which my school is located is near where drug deals frequently are made.</td>
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<tr>
<td>10.</td>
<td>Visitors are screened, required to sign in, and are issued passes while on school grounds.</td>
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<td>11.</td>
<td>Emergency supplies are kept on hand and up-to-date.</td>
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<tr>
<td>12.</td>
<td>There is a system in place to alert all staff members of a major crisis, which enacts a &quot;stay-put ruling&quot; until further notice from the principal.</td>
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<tr>
<td>13.</td>
<td>If a student handed any staff member a loaded gun or if a staff member found a gun on campus, staff members would know the proper procedures associated with gun safety.</td>
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<tr>
<td>14.</td>
<td>Parents can be contacted quickly in emergency situations.</td>
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<tr>
<td>15.</td>
<td>Vandalism occurs frequently to school property.</td>
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<tr>
<td>16.</td>
<td>Lockers are assigned to all students in my school.</td>
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<tr>
<td>17.</td>
<td>My school adheres to a strict dress code and book bag policy--that is, clear or mesh book bags, no colors for gang identification, etc.</td>
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<tr>
<td>18.</td>
<td>There is an emergence of gangs in my community both for girls and boys.</td>
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<tr>
<td>19.</td>
<td>At least 20 percent of the students enrolled in my school have prior arrest records or are currently on probation.</td>
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<tr>
<td>20.</td>
<td>Students have been reporting that they are afraid to come to school because they fear personal harm.</td>
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<tr>
<td>21.</td>
<td>My school's truancy, suspension, expulsion, and dropout rates are increasing.</td>
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<tr>
<td>22.</td>
<td>My school employs one of the following: monitors, security guards, or resource officers.</td>
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<tr>
<td>23.</td>
<td>Drugs and weapons are accessible to students within a 20-minute radius of the school.</td>
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<tr>
<td>24.</td>
<td>My school and district have a trained crisis-response team.</td>
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<tr>
<td>25.</td>
<td>More than 35 percent of the students enrolled in my school are from single-parent families or are enrolled in special education.</td>
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</tbody>
</table>
SCORING

Give yourself one point for each “Yes” answer you put on the table on the previous page, then use the following descriptions to assess your perception of how prepared your district/school is for a crisis event.

From 19 to 25 points:
Experienced and realistic. Chances are you either experienced a crisis or there has been one in your school district. You understand the need for crisis management planning. Guidelines are probably in place, but not necessarily in a well-defined plan. You have researched the areas of crisis planning and crisis teams. Keep working toward improving your existing policies and guidelines, for your crisis team, and train your team and staff. Evaluate all existing procedures using a comprehensive approach. This might be the time to bring in resource agencies to review the plan you already have and to consult with experts in the field.

From 13 to 18 points:
Thinking, but unprepared. Chances are you believe crises can occur on school grounds, but your school and district have been fortunate enough to have escaped one. You realize the need for crisis planning and you have general policies about crisis management, but you don’t have a comprehensive crisis management plan. Put together a crisis planning task force to develop written policies and procedures that will become part of your comprehensive plan. Constantly revise the plans you develop.

From 7 to 12 points:
At risk. Chances are you have policies that deal with minor incidents and your campus is typically quiet. Few if any fights occur; your major concerns are tardiness, truancy, and improving standardized test scores. Your staff members believe everything is all right and whatever happens will be handled. You should develop a crisis management plan, research other schools’ plans, and form a crisis team. Become informed about crisis management.

From 0 to 6 points:
The not-me syndrome. Chances are you believe crises happen only in other schools, in other districts, or, better yet, in other states. You are unprepared to deal with a major crisis. Get help immediately. Get a plan of any kind and review it. Develop one for your school without delay—as if your life and your students’ lives depend on it.

--Adapted from a survey developed by Melissa Caudle and published in The Executive Educator, November 1994.
GUIDELINES FOR SAFE SCHOOLS PLANS

The following framework is offered for creating safe schools. A safe school is both a condition for and an outcome of an effective school. An orderly, disciplined and safe school is built upon the foundation of a school's total environment: physical, social, academic, and school-community relationship.

Definition of Safe and Effective Schools
A safe and effective school is:
✓ perceived to be orderly, disciplined and safe by students, educators, and parents;
✓ where repeated absences, inadequate academic performance, or dropouts, withdrawals or transfers due to feeling afraid in school are progressively decreased to zero;
✓ where those factors that contribute to desired outcomes are progressively developed and nurtured;
✓ where any increase in reported incidents can be tied to: (a) improved detection and reporting of specified acts, and/or (b) consequent efforts to improve strategies to prevent or reduce such acts; and
✓ where specified problems or incidents of disruption, crime and violence are progressively decreased to zero.

Components of Safe Schools

Physical Environment
Grounds and Buildings: Safe and effective schools have:
• Well-maintained facilities, grounds, and perimeters
• Controlled access to each facility, and surrounding grounds
• Notices controlling access and directing visitors and occupants around school property
• Well-lighted and sighted access and traffic areas

Surveillance Support: Safe and effective schools have:
• Staff prepared to respond to alarms or detection of security threats or violations
• Law enforcement officers, and trained staff and/or volunteers to patrol school property
• Essential, accessible and functional communication devices for various users’ support of security.

Policies and Procedures: Safe and effective schools have:
• Policies that guide, direct, and limit access to and movement about school property
• Policies and procedures that guide responses to security violations

Social/Cultural Environment
Expectations and Values: Safe and effective schools have:
• Clearly stated and written expectations of behavior and conduct for all school participants
• Clearly stated and written consequences for inappropriate behavior and conduct for all school participants
• Established procedures for clear, consistent and equitable enforcement of policies, and personnel who are prepared to implement such procedures

School Climate: Safe and effective schools:
• Operate on the basis of “total quality” concepts (e.g., provides meaningful involvement and empowerment of all stakeholders)
• Promote mutual respect, acceptance, and affiliation among all stakeholders
• Create an environment that is free of threats and intimidation and is welcoming and inviting
• Do not tolerate or enable even subtle forms of disruption, crime, and harassment
**Academic and Special Programs**

**Curriculum and Instruction:** Safe and effective schools have:
- Curriculum goals, integrated curricula, and educational programs that promote character education, effective social skills, problem solving and decision making, anger management and conflict resolution, and good citizenship
- Instruction that is tailored to student need, interest and abilities

**Alternative Education:** Safe and effective schools have alternative learning programs that:
- Reflect the curriculum and instruction standards identified for all schools
- Are connected with the regular education and other external programs so as to permit effective transitions of students between placements

**Extracurricular Programs:** Safe and effective schools have programs that:
- Appeal to and involve all segments of the student body

**Parent and Community Involvement**

**Parental Support and Involvement:** Safe and effective schools have:
- Effective communication between parents and educators
- Parents who participate in each child's school and overall development and performance (e.g., academic, character, and conduct)
- Shared responsibility between parents and the school for student safety, discipline, and positive involvement in school
- Effective educational programs for parents to support the above

**Community Support and Involvement:** Safe and effective schools:
- Establish lines of communication with all relevant community agencies/organizations (e.g., law enforcement, mental health, social services, public health and juvenile justice)
- Help to broker quality supervised care and recreation for students outside of regular school hours
- Have access to essential data and information on the health and welfare of the community, which can be used to identify critical needs of and plan related programs and interventions for school stakeholders
- Participate and cooperate with relevant community agents toward collaborative strategic planning and policy and program development
EFFECTIVE CRISIS MANAGEMENT

Five essential elements of effective crisis management in schools are:

Policy and Leadership
Policy provides both a foundation and a framework for action. The chances of effectively managing a crisis are increased with a district level plan and individual building plans which operate within the framework of the district plan but are tailored to the conditions and resources of the individual school. Leadership is necessary to ensure effective implementation of plans and maintenance of preparedness.

The Crisis Response Team
A school Crisis Response Team can be a highly effective organizational unit for dealing with a variety of crises. Such teams can operate at three levels: individual school building, district wide, and community. Well-functioning teams at each level provide a network that can support action whenever crises arise.

The School Crisis Management Plan
The plan should be in writing, updated as often as necessary, and given to every staff member. The plan should identify clearly what response is needed in each emergency situation so that staff members will know in advance how to react in time of crisis. (A Safety/Security Assessment Report found later in the booklet is a good starting point for crisis plan development and review.)

Communications
When a crisis occurs, effective communication is essential -- within the building and the district, with parents and the community, and with the news media, which is often the fastest conduit to the public. Effective communication can speed the restoration of equilibrium; conversely, poor communication can make a bad situation much worse. Every Crisis Management Plan should include provision for a sensitive and professional communication plan.

Training and Maintenance
Preparation for and response to crises rely on people understanding policies and procedures and knowing what they are to do. These are achieved through training. Maintaining preparedness is an ongoing process that involves debriefing following crises, periodic review and updating, and ongoing training.

*Adapted from the Virginia Department of Education Resource Guide for Crisis Management in Schools*
What is Your Crisis Management Status?

The next three pages offer checklists that may be useful in determining your crisis readiness.

Crisis Management Planning Checklist
(Check off each item as you complete it during your crisis management planning)

- Define crisis for your school and district.
- Decide who will be in charge during a crisis.
- Select your Crisis Response Team.
- Develop appropriate policies and procedures for handling crisis situations (what to do before a crisis happens, when a crisis happens, and during post-crisis follow-up).
- Train the Crisis Response Team.
- Establish law enforcement, fire department and EMT liaisons.
- Establish a media liaison and a plan for communicating with the media.
- Establish a working relationship with community service providers and develop a list of telephone numbers and contact persons.
- Set up phone trees.
- Create or reserve space for service providers involved in crisis management and for community meetings.
- Develop and print forms to assist in crisis management.
- Develop a plan for emergency coverage of classes.
- Establish a code to alert staff.
- Develop a collection of readings and sample letters to parents.
- Obtain a legal review of crisis response procedures and forms.
- Practice crisis alerts periodically through the year.
- Establish procedures for annual in-service of new staff and update/review for all staff.
- Periodic district-wide training of all substitute staff.
STAFF SKILLS INVENTORY
(sample form to inventory skills which may be helpful in a crisis)

Name: _________________________________________    Room #:  ___________

Please check any of the following in which you have expertise or training:

Emergency response:
☐ CPR       ☐ EMT       ☐ CB Radio       ☐ Ham Radio
☐ First Aid       ☐ Search & Rescue       ☐ Grieving children/adults
☐ Law Enforcement Source       ☐ Emergency Management
☐ Critical Incident Stress Debriefing       ☐ Fire fighting
☐ Critical Incident Procedures Training       ☐ Other ______________________
☐ Bi/multilingual Language(s):  ____________________________________________

Using information gathered in the staff skills inventory, lists such as the following can be developed:

<table>
<thead>
<tr>
<th>STAFF WITH SKILLS IN MEDICAL CARE</th>
<th>Room #</th>
<th>Training/Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Room #</td>
<td>Training/Certification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BI/MULTILINGUAL STAFF MEMBERS</th>
<th>Room #</th>
<th>Language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Room #</td>
<td>Language(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STAFF MEMBERS WITH COMMUNICATION TRAINING/EQUIPMENT</th>
<th>Room #</th>
<th>Training/Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Room #</td>
<td>Training/Equipment</td>
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</table>


CRISIS MANAGEMENT "TOOL BOX" EXAMPLE
(These items should be assembled as part of your crisis management planning and preparation, and placed in an easily accessible location)

☐ Responsibilities checklist--who does what.

☐ Faculty/staff roster with: (1) emergency phone numbers and (2) indicating those with first aid, CPR and/or EMT training.

☐ School map with location of: (1) exits, (2) school phones or other telecommunication equipment, and (3) first aid kits.

☐ Blueprints of school building(s), including utilities.

☐ Map of evacuation route(s).

☐ Keys to all doors in the school facility.

☐ Phone lists:
  Community Emergency Numbers
    General emergency number: 911
    Ambulance
    Poison Control Center
    Local Hospital
    Police Department/Sheriff/State Police
    Fire Department
  School Numbers
    Extension numbers for school security, school health nurse, guidance services and other support staff.
  Other Resource Numbers
    Home/work telephone numbers of parent networks, school volunteers, local clergy, funeral home directors and other resources previously identified.

☐ Student roster, including phone numbers for parents.

☐ Master schedule.

☐ ID badges, sign-in sheets and resource kits for crisis response team members and community resource people.

☐ Sample statements/letters for use in notifying faculty, students, and parents about crisis incident.

☐ Crisis response equipment (such as two-way radios or cellular telephones).
This checklist will aid in determining your school safety and security, and assist in crisis management development and review. The checklist is designed to help school safety planners review the physical, organizational and learning components of a school.

### PHYSICAL COMPONENTS

1. **Driveway and Parking Lots**
   a) How many driveway/street entrances are there to your campus? ________________
   b) How many of these are marked by a "No Trespassing" sign? ________________
   c) Are drives/parking lots clearly marked with directional arrows or signs? [ ] Yes [ ] No
   d) Do you have adequate parking spaces for:
      - Staff?
      - Students?
      - Buses?
      - Visitors?
   e) Are visitors' parking spaces clearly marked? [ ] Yes [ ] No
   f) Are visitors' spaces near the main entrance? [ ] Yes [ ] No
   g) Are parking lots monitored by staff during the beginning and end of school? [ ] Yes [ ] No
   h) Are speed bumps used to reduce speeding/cruising? [ ] Yes [ ] No
   i) Do your buses load/unload in a separate area from car riders and staff? [ ] Yes [ ] No

2. **Landscaping Features**
   a) Do existing bushes, trees, etc., restrict visibility at entrances and exits to buildings? [ ] Yes [ ] No
   b) Does existing landscaping provide hiding places for prowlers or intruders? [ ] Yes [ ] No
   c) Can access to windows or the roof or your building be gained from trees or other structures? [ ] Yes [ ] No
   d) Is the perimeter of your school fenced? [ ] Yes [ ] No
   e) Are the playground areas fenced? [ ] Yes [ ] No
   f) Are all fencing and gates in good condition? [ ] Yes [ ] No
   g) Can the playground area be seen easily and directly from the school? [ ] Yes [ ] No
   h) Can the police access all parts of your campus by vehicle? [ ] Yes [ ] No
   i) Do you have problems with non-students "cutting through" your campus? [ ] Yes [ ] No
   j) Are the boundaries of your campus posted as property of the school district? [ ] Yes [ ] No

3. **Exterior Lighting**
   a) Do you have adequate lighting in:
      - Parking Lots? [ ] Yes [ ] No
      - Building Entrances and Exits? [ ] Yes [ ] No
      - Walkways? [ ] Yes [ ] No
      - Other ____________________________

4. **Building Exteriors**
   a) Is there a primary entrance for visitors? [ ] Yes [ ] No
   b) Is a route from the parking lot to this entrance clearly marked? [ ] Yes [ ] No
   c) Is there signage at the entrance directing visitors to the office? [ ] Yes [ ] No
   d) Must all visitors report to and sign in at the school office? [ ] Yes [ ] No
   e) Do you limit access to buildings during school hours by locking exterior doors from the outside? [ ] Yes [ ] No
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>f) How many exterior doors remain unlocked from the outside during school hours?</td>
<td></td>
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<tr>
<td>g) Do all exterior doors locks and latches work properly?</td>
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<tr>
<td>h) Do you have doors where repeat break-ins have occurred?</td>
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<tr>
<td>i) Have improvements been made at this location to prevent future occurrences?</td>
<td></td>
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<tr>
<td>j) Do you have windows where repeat break-ins have occurred?</td>
<td></td>
<td></td>
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<tr>
<td>k) Have improvements been made at this location to prevent future occurrences?</td>
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<tr>
<td>l) Do all window locks work properly?</td>
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<tr>
<td>m) Is shatter resistant glass used in doors/windows/display cases?</td>
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<tr>
<td>n) Is someone designated to lock all the exterior doors at the end of the day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o) Is someone designated to lock all the windows at the end of the day?</td>
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<tr>
<td>p) Do all staff members have exterior door keys?</td>
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<tr>
<td>q) All doors are on a master key system, which includes:</td>
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<tr>
<td>r) Policy-all staff to return keys at year-end?</td>
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<tr>
<td>s) Can access be easily gained to the roof or your building?</td>
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<tr>
<td>5. Building Interiors</td>
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<td>a) Can classroom doors be secured from the inside?</td>
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<tr>
<td>b) Can windows (outside &amp; interior) be covered when needed?</td>
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<tr>
<td>c) Is the office area, media center, computer lab and/or cafeteria keyed differently than the exterior door?</td>
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<tr>
<td>d) Are spare keys secured?</td>
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<tr>
<td>e) Do you have a list of all staff members with school keys?</td>
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<tr>
<td>f) If money is left in the building overnight, is it secured?</td>
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<td>g) Are any interior lights left on at night?</td>
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<tr>
<td>6. Alarm Systems and Cameras</td>
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<tr>
<td>a) Does your school have an alarm system?</td>
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<td>b) Does the alarm provide security for:</td>
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<tr>
<td>c) Is your alarm system working properly?</td>
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<td></td>
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<tr>
<td>d) Is your fire alarm system working properly?</td>
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<td></td>
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<tr>
<td>e) Do you have a surveillance camera system at your school?</td>
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</table>
7. **Communications**
   a) How many mobile classrooms does your school have? ________
   b) How many regular classrooms does your school have? ________
   c) How many mobile classrooms have telephones? ________  
   d) How many regular classrooms have telephones? ________
   e) Can these phones be used to call outside the school?  
      Yes No
   f) How many mobile classrooms have intercoms? ________
   g) How many regular classrooms have intercoms? ________
   h) Do you have any classrooms without communications?  
      (If so, how many? ________)
   i) Do you use walkie talkies?  (If so, how many? ________)
   j) Do you use cellular phones? (If so, how many? ________)
   k) Do you have a system of codes or alerts for emergencies?  
      If so, briefly describe:______________________________
   l) Do you have a lock down procedure for emergencies?  
      If so, when was the last practice date? __________________

8. **General Security**
   a) Do faculty and staff wear identification badges?  
      Yes No
   b) Do visitor(s) wear identification badges while at school?  
      Yes No
   c) Does faculty approach visitors without identification?  
      Yes No
   d) Did your school have any break-ins two years ago?  
      How many? ______________
   e) Did your school have any break-ins last year?  
      How many? ______________
   f) Do you have any areas of the campus where repeated thefts occur?  
      Where? __________________________________________
   g) Emergency drills are practiced throughout the school year  
      Fire
      Earthquakes
      Lock down
      Other ____________________________

9. **Monitoring**
   School has adequate staff or volunteers available for monitoring the areas listed below:
   a) Immediate school neighborhood  
      Yes No
   b) Parking lots
   c) Cafeteria
   d) Gymnasium
   e) Restrooms
   f) Hall ways
   g) Storage rooms
   h) Classrooms
   i) Buses
   j) School playgrounds
   k) Athletic field and grounds
      Yes No
10. **Safety Review**

   School has completed a safety review that includes the following areas:

   - Immediate neighborhood including commercial areas
   - Parking lot
   - Playground
   - Stadium/athletic fields/courts
   - Out buildings
   - Building exterior/windows
   - Roof
   - Entrances
   - Hallways/Stair wells
   - Storage rooms/closets
   - Rest rooms
   - Office areas
   - Cafeteria/kitchen
   - High value rooms
   - Science/tech lab
   - Fire/Industrial Art
   - Library
   - Gymnasium
   - Basement/utility tunnels

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**ORGANIZATIONAL COMPONENTS**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1.</td>
<td>District has developed its policies with input from schools, parents, students, and community groups.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>District communicates policies and procedures in a variety of ways to ensure that students, parents, community members and school staff know what they are and understand what they mean.</td>
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<tr>
<td>3.</td>
<td>Staff members understand and implement their roles and responsibilities in carrying out policies.</td>
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<tr>
<td>4.</td>
<td>Policies comply with federal and state laws (e.g., federal and state Gun-Free Schools Acts)</td>
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<tr>
<td>5.</td>
<td>Policies cover all school activities that occur on and off school grounds, in school vehicles, during and after school hours.</td>
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<tr>
<td>6.</td>
<td>School has a comprehensive student assistance program (SAP).</td>
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<tr>
<td>7.</td>
<td>School has effective communication between parents and teachers.</td>
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<tr>
<td>8.</td>
<td>School conducts systematic health and safety issues training for staff.</td>
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<tr>
<td>9.</td>
<td>There is a student code of conduct that emphasizes the student's responsibility for safe, disciplined, and drug-free behavior and it is communicated in a variety of ways.</td>
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<tr>
<td>10.</td>
<td>School ensures that penalties for violations are applied uniformly, fairly, and consistently.</td>
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</tbody>
</table>
11. Procedures contain a continuum of consequences that reflect the severity of the violations.    Yes ☐  No ☐

12. School systematically maintains computerized records on student policy violations.    Yes ☐  No ☐

13. School has a crisis management plan (for example: student deaths, strangers on the grounds, emergency procedures) with clearly defined and communicated roles for all personnel.    Yes ☐  No ☐

14. School has a system in place that allows students to make school personnel aware of dangerous, illegal and threatening activities.    Yes ☐  No ☐

15. School has an agreement with the local law enforcement agency regarding sharing information and reporting violations of criminal laws.    Yes ☐  No ☐

16. School has policies for the areas shown below:

   Indicate "Yes" or "No"

   Alcohol, tobacco, drugs possession/sales   _____   _____
   Assault                                   _____   _____
   Bomb threats                              _____   _____
   Bullying/hazing                           _____   _____
   Dealing with media in a crisis           _____   _____
   Discipline                                _____   _____
   Dress codes                               _____   _____
   Electronic equipment                     _____   _____
   Excessive absences                       _____   _____
   Truancy                                  _____   _____
   Gangs                                    _____   _____
   Graffiti clean-up                        _____   _____
   Prescription medication                  _____   _____
   Student harassment                       _____   _____
   Releasing children from school           _____   _____
   Safety of extracurricular activities     _____   _____
   Vandalism                                 _____   _____
   Weapons                                  _____   _____
LEARNING COMPONENTS

1. School has a regularly reviewed mission statement which is developed by and widely shared with staff, students, parents and the community. □ □

2. Students know what is expected of them both academically and behaviorally (for example, all children are expected to learn, all people are to be treated with respect.) □ □

3. Students and staff feel a “sense of belonging to” and involvement with the schools. □ □

4. Students and staff generally feel physically and psychologically secure from physical and verbal attacks. □ □

5. Parents and community members are welcome in the school and work with staff and students to develop a sense of community. □ □

6. School has educators who routinely model empathy, caring, empowerment of students and respect for others. □ □

7. School conducts an on-going evaluation of all aspects of the prevention program and modifies program based on evaluation results. □ □

8. School provides safety programs that utilize students (for example, police/student link conflict resolution, peer mediation teams, youth court.) □ □

9. School has implemented a culturally and developmentally appropriate prevention curriculum that utilizes skill-based teaching methods and the it occurs at an effective prevention level. □ □

   The curriculum emphasizes the skills and concepts of:

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<tr>
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<th>Yes</th>
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<tr>
<td>Social competencies?</td>
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<td>Drug resistance skills?</td>
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<td>Positive peer influence?</td>
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<td>Anti-drug social norms?</td>
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<td>Conflict resolution skills?</td>
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<td>Risk and protective factors?</td>
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<td>Building resiliency?</td>
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10. School provides services for counseling, psychological, speech, hearing, nursing, first aid, and social work for all students. □ □
11. School identified students with social, academic, emotional substance abuse or health needs and matches them to school and community resources (for example, through a school assistance team.) □ □

12. School has a crisis team available for on-going planning and follow-up for students experiencing difficulties. □ □

13. School offers an educational program for students who have been suspended/expelled from the regular classroom. □ □

14. Staff has access to an employee assistance program (EAP) including support services such as counseling, mental health services and alcohol/drug treatment. □ □

15. School provides opportunities for parent education around safety issues. □ □

16. School has a crisis networking system for parents (for example, phone tree.) □ □

17. School provides supervised programs for children before and after school. □ □

18. School has partnerships with community sites, such as businesses, homes, and churches, that could provide safe havens for students going to and from school. □ □

19. Safety issues (violence, gangs, drugs) are addressed by an advisory group that represents parents, businesses, law enforcement and other community interests. □ □

20. School has school/business/community partnerships focused on promoting school success □ □

Adapted from Cumberland County, NC, School System and Franklin County Educational Council, Columbus, OH
Sample of Web Site References
Concerning School Safety

http://www.nsscl.org/
National School Safety Center

http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html
Early Warning, Timely Response: A Guide to Safe Schools

http://www.colorado.edu/UCB/Research/cspv
Center for the Study and Prevention of School Violence

http://www.ncjrs.org/ojdp
Office of Juvenile Justice and Delinquency Prevention

Creating Safe and Drug-Free Schools

http://www.center-school.org/css.home.htm
Center for Safe Schools

http://www.ncsu.edu/cpsv
Center for the Prevention of School Violence

http://www.nspra.org/
National School Public Relations Association

http://www.schoolsecurity.org
School Security Resources

http://www.safetyzone.org
National Resource Center for Safe Schools

http://www.uncg.edu/edu/ericcass/violence/safety
School Safety Resources

http://www.nsba.org
National School Boards Association

http://safeschools.org
National Alliance for Safe Schools

http://www.metnet.state.mt.us
Montana Office of Public Instruction's Safe School Site
SAFE SCHOOLS and CRISIS MANAGEMENT Guidelines, Strategies and Tools was distributed to all school district superintendents in September 1999 by the Montana Office of Public Instruction.

For additional information you can access the Montana Safe and Drug-Free Schools and Communities Program's "Safe Schools" website at www.metnet.state.mt.us

Safe and Drug-Free Schools and Communities
Montana Office of Public Instruction
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