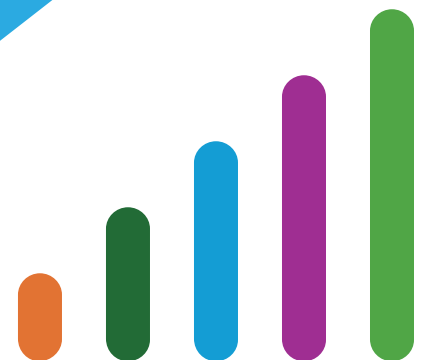
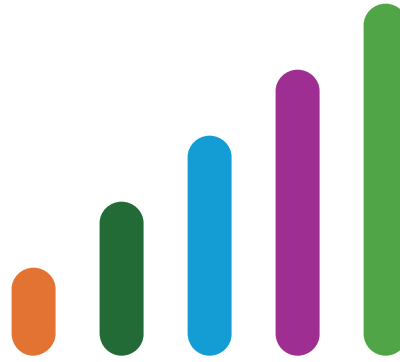


# SAFETY & SECURITY FRAMEWORK





## Council of the Great City Schools **SAFETY & SECURITY FRAMEWORK**

To create a school environment that is both safe and welcoming, a district must first seek to define what that environment looks and feels like to its stakeholders. No single solution or department within a district can provide all the necessary components, as school safety involves a complex set of factors that require a comprehensive approach. This must be a multidisciplinary approach that starts with high-level district leadership sponsorship and buy-in at the local school level.

No longer is it enough to say that safety is the number one priority; it must be prioritized in the strategic plans, budgets, and calendars of everyone across the district. Otherwise, districts will find themselves scrambling to rebuild community trust and effective learning environments that can be shattered by a single act of violence. Due to a variety of factors, there are different perspectives across the country, predicated on philosophies, lived experiences, and fundamental data and research. This guidance document seeks to bring together leading practices from across the country to support school districts in conducting their own assessments and creating a customized approach that meets the unique needs and circumstances of each district.

While there are significant similarities across the urban K-12 landscape, we recognize that no two states, cities, or even school districts are 100% alike. Therefore, these standards will focus heavily on self-assessment and alignment with local regulations and community feedback.

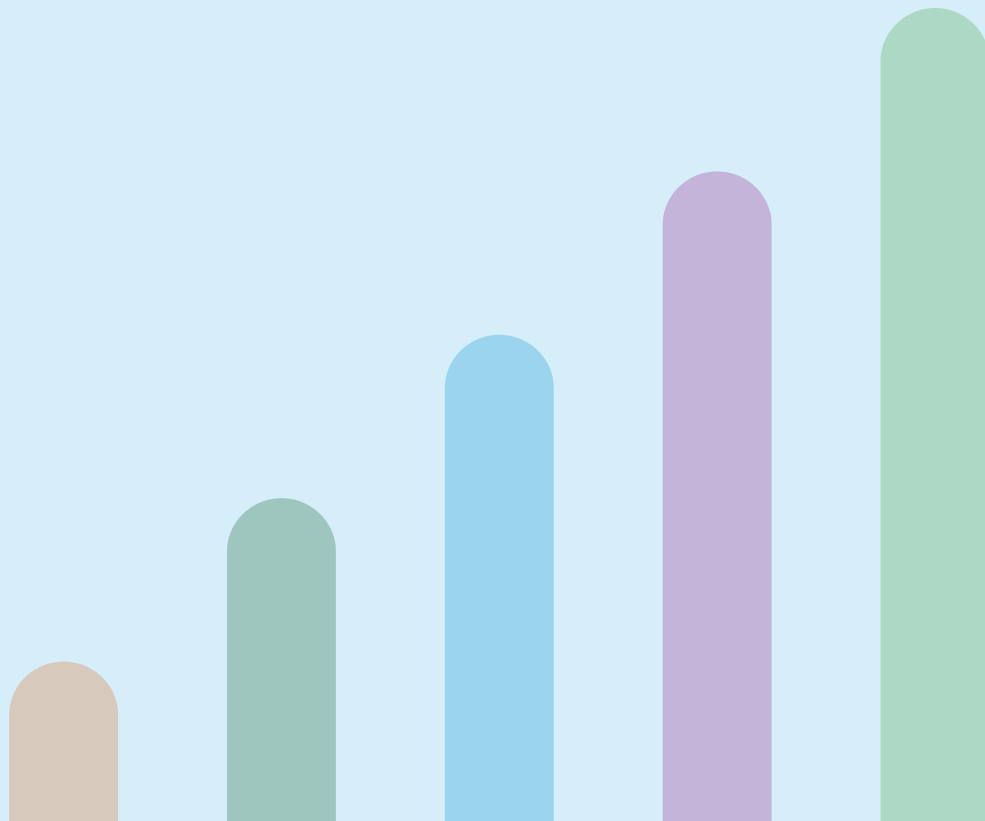
Thank you to those who attended the 2024 and 2025 Chief Operating Officer and Directors of Child Nutrition, Facilities, Safety & Security, and Transportation conferences, where the work was reviewed. And a special thank you to the core team:

- Ron Applin, Chief, Atlanta Public Schools Police
- Henry “Mike” Blackeye, Chief, Clark County Schools Police
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- Christina Garza, Senior Director of Partnerships, Sandy Hook Promise
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- Reginald Young, Executive Director, Safety & Security, Metro Nashville Public Schools
- STAFF LEAD: Willie Burroughs, Director of Management Services, Council of the Great City Schools

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# SAFETY FRAMEWORK SPECTRUM

## OVERVIEW

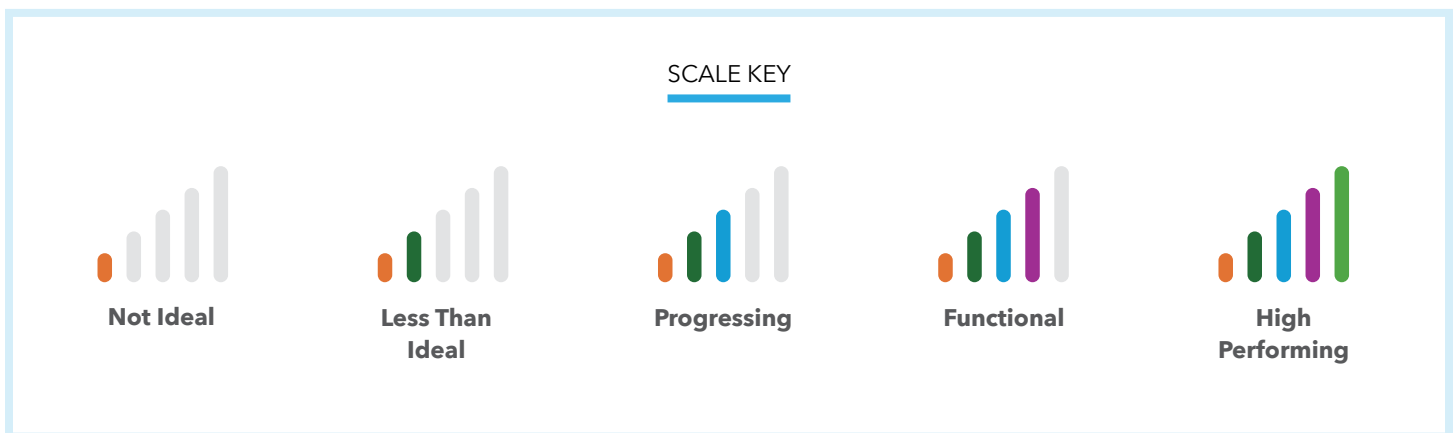
Over the past few years, school districts have continued to re-evaluate their safety strategies through ongoing discussions about “what works,” amid evolving environmental and political factors, particularly amid concerns about increased threats of violence.

This document presents the broader national guidance outlined in breaking down the work into the following categories:

- Structure;
- Prevention;
- Mitigation;
- Response; and
- Recovery.

In each of these areas, we will highlight multiple connections to create a more robust and resilient system, rather than relying on a single department or group.

In each section, there will be an opportunity to self-assess a district’s alignment with leading practices and the highest-risk reduction options available. Districts will need to weigh the pros and cons of where they fall on each scale and whether they want to keep moving in that direction. Generally, items on the left side of the scale are either not recommended or leave significant gaps in the district’s needs, whereas items on the right are either strongly recommended or seen as the most complete in minimizing gaps and providing an effective program.



# STRUCTURE

## OWNERSHIP

### District

There needs to be a clear mandate from the highest level of district leadership that the safety and security of the students, staff, and stakeholders is at the top of their priority list. This means clear policies and protocols that are communicated across the system and updated regularly. Senior leadership cannot be disconnected from those leading the work or make mandates with the assumption that safety and security can be maintained. If the leader of the safety and security efforts is not a direct report to the superintendent or a regular member of the senior leadership structure, then a regular (monthly minimum) agenda item should be dedicated to the topic.

### Department

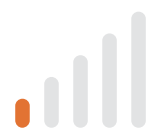
While smaller districts often bundle safety and security responsibilities with other roles, CGCS member districts are large and face complex challenges. There must be an individual whose full-time role is to lead the district's safety and security efforts. If a district has its own police force and a Chief of Police, the role should be separate from any school discipline roles. While the school district's police officers are an important part of the district's prevention and mitigation strategies, they have to maintain certain legal distinctions and should never be used to enforce school discipline.

**Considerations also need to be made for a specific line item in the budget, both from general funds and from capital maintenance and improvement, to provide transparency and maintain accountability for the core work. A district cannot advertise safety as a priority without adequately funding all of the aspects of the work.**

### Building

Principals or Lead Administrators maintain primary responsibility for their campus and those within it, in accordance with district policies and protocols, or guidance from district leadership. District staff can and should be assigned to buildings to support this work, but all on-site staff need to understand their roles and responsibilities in maintaining a safe and welcoming environment.

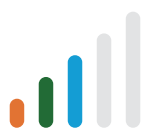
#### OWNERSHIP SCALE



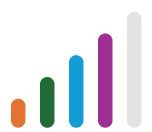
Full Building  
Autonomy



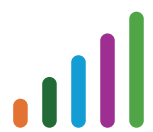
District  
Consultation



District  
Protocols  
w/Support



District  
Managed  
Response



Full District  
Control

## PARTNERSHIPS

### Internal

Even with a dedicated, well-trained director, maintaining a safe and welcoming environment does not rest solely with one department. This document will go into further detail around the how, but some general partnerships should be maintained. A specific district-level collaborative group should include, but not be limited to: Facilities, Special Education, Student Support Services, Community Education, Athletics, Risk Management, General Counsel, and Academics (representing building leadership).

### External

Regardless of whether a district has its own police force, specific efforts must be made to build relationships with local law enforcement, fire departments, and EMS agencies. These should be maintained regularly and have written guidelines on roles and responsibilities. Other partners should include state and local intelligence centers, local emergency management and health departments, public works, and community-based outreach organizations.

#### PARTNERSHIP SCALE



**Siloed,  
Duplicating  
Efforts**



**Inconsistent  
Practitioner  
Level Crossover**



**Efforts  
Coordinated at  
Higher Levels**



**Stated  
Partnerships  
w/o Evidence**



**Formalized and  
Documented Cross-  
Functional Team**

## ROLE CLARITY

### Hiring

There needs to be very specific, steadfast guidelines that clearly separate the work of security personnel from that of those tasked with managing behavior or educational needs. To help ensure separation, any staff in a security or law enforcement role must be hired and supervised by the district leads, not at the building level. But it is vital that building staff see how the individual fits the building's unique culture, so placement should be a collaborative process whenever possible. Clear service-level agreement documents should also be used to support success.

### Training

In contrast to the need for role separation, training for district- and school-based staff should run in parallel to support understanding and better collaboration. The larger internal collaborative team should be responsible for approving the regular curriculum. Districts should consider structuring contracts for security personnel to ensure they maintain an annual training regimen.

Training should follow state and federal guidelines and, at a minimum, include content on the National Incident Management System (NIMS), the Incident Command System (ICS), and some form of verbal de-escalation.

#### ROLE CLARITY SCALE



## PREVENTION

### Climate and Culture

#### Whole Child Approach

For a district to attempt to create a safety and security plan without considering all the factors that make a student feel safe would be ill-advised. The Whole Child Approach emphasizes a holistic mindset that nurtures all aspects of a child's development, including physical, social, emotional, cognitive, and academic well-being. It seeks to address their needs across multiple dimensions of development within the school and community environment. In terms of safety and security, this may require a district to look outside traditional systems and even work to disrupt those that may have harmed students in the past.

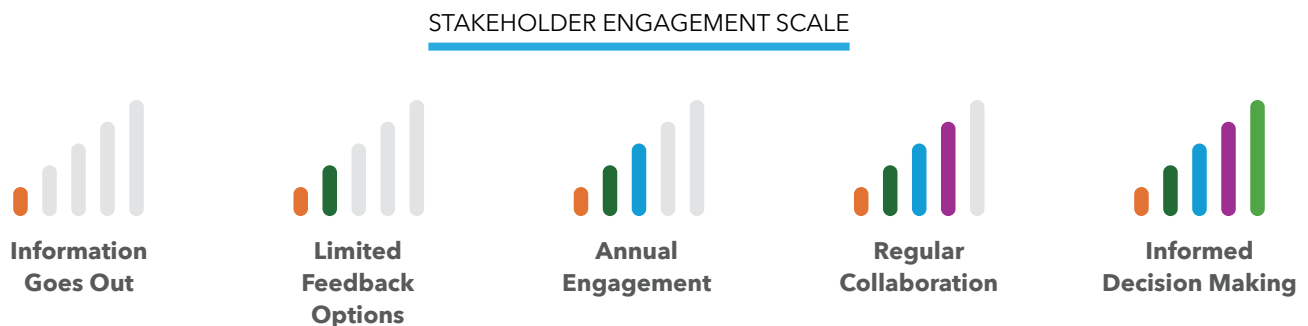
#### CLIMATE AND CULTURE SCALE



## Stakeholder Engagement

### Whole Community Approach

To identify the pathway that supports students, a district must genuinely seek their input. The reality is that the district cannot fully understand everything students, staff, or caregivers bring to the table about how these measures impact them. This also allows for smoother transitions when introducing new ideas and greater buy-in to the work. It must be genuine and transparent, with stakeholders understanding that not everyone will see everything they want, but they will understand why that may be, and have a chance to continue the conversation in the future.



## Assessment

### All Hazards Approach

Rubrics like the following from CGCS members should be used to provide a detailed understanding of the current strengths and [weaknesses](#) of the larger systems. FEMA also provides detailed approaches to hazard analysis that need to be considered in an overall security profile.

### Behavioral Threat Assessment & Management

A holistic security posture must include the ability to identify and manage threats from internal and external sources. Districts should first consult state guidelines and legislation to determine what is required. To start, there should be an automated and anonymous way for individuals to report suspicious or concerning situations. Considerations can be made to further develop online and platform-based electronic monitoring, but these should be informed by local input. Then there needs to be training and maintenance of a threat assessment program at the district level, with teams at each school using a nationally recognized framework and receiving district and local law enforcement support, where applicable.

### Detailed Baseline Survey

Safety begins with how individuals feel about the systems and structures intended to protect them. To measure success and support broader climate needs, the populations being served need a way to communicate their desires. Additionally, a district needs systems and structures in place to document and compare discipline and security incident data, whether in real time or at least monthly.



## MITIGATION

### Personnel

#### District vs. Contractor

A district will need to staff positions specifically for security duties. They can choose to create internal positions or contract with an outside agency. The same holds for law enforcement duties. The district must decide what level of control it desires and balance that against the increased cost and liability that come with an internal team.

When determining whether to employ armed or unarmed personnel, districts should consider risk exposure, response capability, and community expectations. While unarmed personnel may suffice for routine monitoring and deterrence, armed officers provide the highest level of immediate response to critical threats. Best practice, where legally permissible and financially feasible, is to employ armed police officers hired directly by the district, ensuring maximum control, accountability, and alignment with district safety protocols. This decision should follow a comprehensive hazard/risk analysis, consultation with local law enforcement, and stakeholder engagement.

DISTRICT VS. CONTRACTOR SCALE

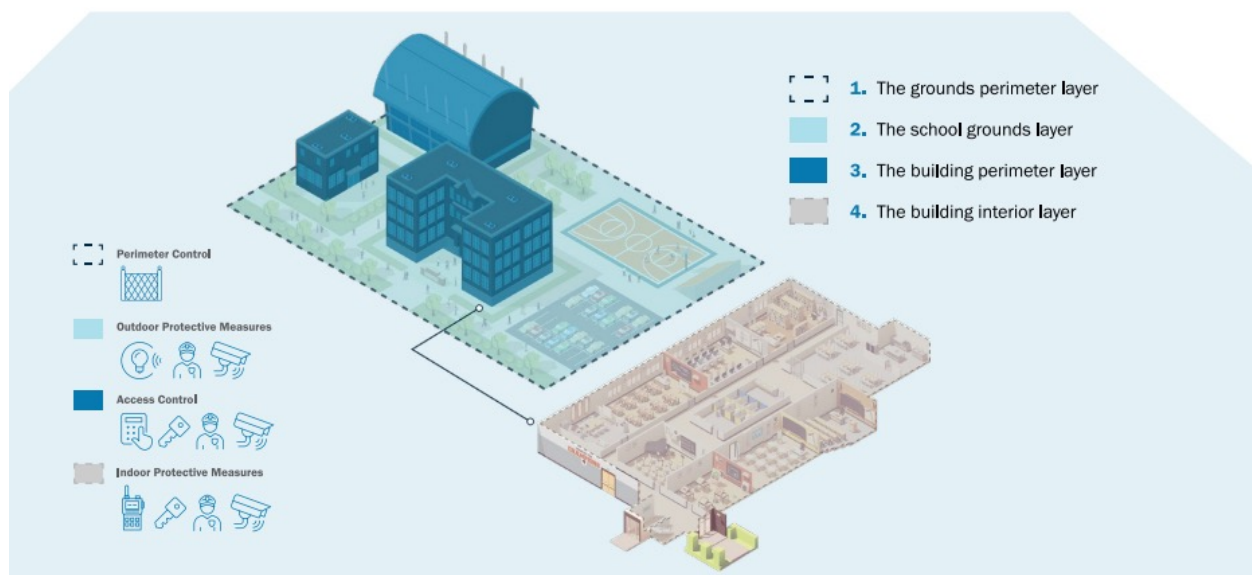


## Physical Measures

### Layered Approach

Any physical security plan needs to start at the property perimeter and increase as it approaches the classroom. Given the variety of campus types, needs will vary by environment and use, but there are basics that should be followed. Many are outlined in the CPTED guidelines. At the outer edge, physical measures should limit both vehicle and pedestrian traffic and provide lines of sight and surveillance.

Closer to the building, there should be measures to keep vehicle traffic away to mitigate the risk of intentional or accidental vehicle strikes. There should also be considerations for sight lines and both natural and electronic surveillance. For the building itself, the largest area of concern should be around access. There should be a well-designed and easily located main entrance that allows for guest screening before granting full entry. Additionally, all other exterior entrances must be secured and equipped with monitoring to detect if a door has been left open. This is where electronic surveillance should be increased and leveraged, not only for forensic purposes but also for real-time monitoring and response. In addition to restricting entry, consideration must be given to the level of screening that staff, students, and visitors must undergo. Once inside the building, the focus moves to ways to maximize mitigation in an active threat situation. Student spaces need to be outfitted to secure the space from hallways or breezeways and to support two-way communication.



*\*CISA K-12 School Security Guide Companion Product*

### Pros and Cons

While cost (initial and ongoing maintenance) is always a consideration, physical security measures can significantly impact how stakeholders perceive the location and safety. For example, tall fences and barbed wire can deter entry, but also may signal a less welcoming environment and may impact how students inside the perimeter perceive their ability to leave, not just the restriction of unauthorized entry. This is similar to the use of screening devices like metal detectors: while they do increase the confidence that a weapon has not made it into a building, they create a very different environment upon entering the site. There also needs to be considerations for non-school hours and events, and areas like parking lots and playgrounds, which can become a location where weapons are hidden to avoid detection. Similarly, the other entry points and windows become higher-priority targets for monitoring to maximize effectiveness.

## Human Element

All implemented physical measures require qualified, trained safety and security staff to operate the systems and measures. No physical measure is fully autonomous. For example, cameras left to record or deter are being underutilized and may increase liability. Gates on school perimeters need staff to screen vehicles permitted on campus, similar to metal or weapons detection systems that need staff to be fully effective. A district cannot ignore the underlying principles of physical security and the inconvenience and/or confrontation they cause. Staff will need to be ready to respond and de-escalate any situation that may arise.

### PHYSICAL MEASURES SCALE



### MINIMUM RECOMMENDATIONS

Secure Perimeter	Locked Doors and Entry Points	Automated Access Control	Video Surveillance	Emergency Communications Systems
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# RESPONSE TOOLS

## EQUIPMENT/TECHNOLOGY

### Return on Investment

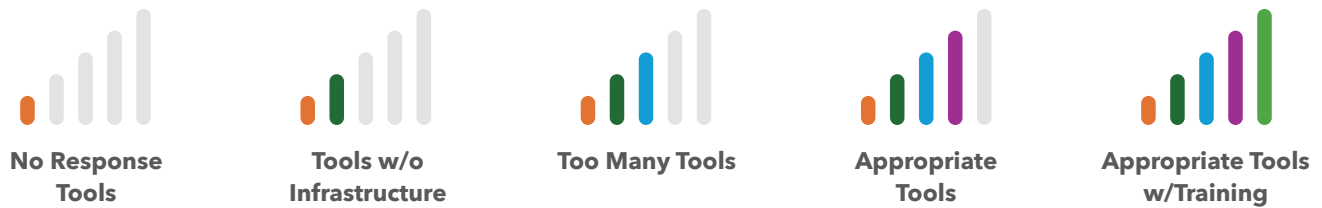
When purchasing items to aid incident response, a district should first review its risk/hazard matrix and allocate funding to the incidents with the highest ratings, rather than allowing emotion or fear to drive purchases. Looking at past after-action reviews is also an excellent source of information to drive an informed purchase. As funding is always scarce, districts need to ensure that what they purchase is used and delivers on its promise.

### Infrastructure Needs

Similarly with technology, there are plenty of options and just as many considerations. Communication is the most common area for improvement in an after-action review, so it should be high on the district's list to address.

Applications for smartphones are effective to a point, but staff must either have a district device or have an agreement to use personal devices, which can lead to data privacy issues. Two-way radios can be more reliable, but also have shortcomings in terms of privacy and limitations on what information can be shared verbally. Mass communication systems can also be an impactful tool when used in conjunction with proper training and protocols. Any technology solution will also require an investment in power and, likely, internet or cellular connectivity to ensure functionality.

### RESPONSE TOOLS SCALE



## RECOVERY

### Immediate Needs

#### Physical

Depending on the scale of an incident, once students, staff, and visitors are out of harm's way, the focus should be on completing the day or, if needed, returning to learning after a time away. A plan and process for reunification are the necessary first steps and should be aligned with the national leading practice. Then coordinate, if required, with first responders and those responsible for cleanup and repair.

#### Emotional

As part of a well-balanced unified command structure, mental health professionals should be included to lead the efforts to support students and staff after an incident. Support and resources from those who specialize in PTSD (Post Traumatic Stress Disorder) and its impacts.

#### IMMEDIATE NEEDS SCALE



### Incident Analysis

#### Debrief

Within a short window after an incident, the team that managed it should convene to discuss it. This can be a less formal process in which team members, in a non-judgmental way, share their perspectives to build a common understanding and address any urgent issues.

#### After Action Review (AAR)

Once the situation has stabilized and immediate recovery needs have been met, the team should schedule a meeting with the larger district leadership team to formally discuss the incident. In this setting, there should be an effort to avoid assigning individual fault or blame, with the focus on identifying systemic gaps in processes and procedures. Then, with support from the broader team, a specific, time-bound plan to address the gaps will be developed and reviewed by senior leadership once complete.

#### INCIDENT ANALYSIS SCALE



# ABOUT THE FRAMEWORK

The Safety and Security Framework presented in this document is intentionally designed to move beyond aspirational statements and toward actionable, system-level improvement. Throughout the framework, districts are encouraged to reflect on their current practices across governance, prevention, mitigation, response, and recovery, while recognizing that no single model or checklist can fully capture the unique context of every school system. The effectiveness of this framework therefore depends not only on its guidance, but on the extent to which districts engage in honest self-reflection and continuous improvement.

To support that process, Appendix A provides a comprehensive self-assessment survey that operationalizes the framework's core principles into measurable indicators. The survey is intended to help districts systematically evaluate their current state, identify strengths and gaps, and establish a shared understanding among district leaders, school leaders, and cross-functional partners. By translating the framework into structured questions, the survey creates a practical bridge between strategic intent and day-to-day implementation.

The survey also reinforces the framework's emphasis on stakeholder engagement and evidence-based decision-making. Many of the indicators are designed to prompt dialogue across departments and with external partners, ensuring that safety and security are addressed as a shared responsibility rather than a siloed function. When completed collaboratively, the survey can surface alignment issues, clarify roles and expectations, and inform prioritization of resources and professional learning.

Importantly, Appendix A is not intended to function as a compliance exercise or a one-time audit. Instead, districts are encouraged to use the survey as a living tool—administered periodically, revisited after incidents or major system changes, and integrated into broader planning and accountability cycles. The value of the survey lies in how its results are analyzed, discussed, and used to drive meaningful action over time.

The sections that follow in Appendix A are organized to mirror the structure of the Safety & Security Framework itself. Together, they provide districts with a coherent, end-to-end mechanism for assessing readiness, performance, and continuous improvement across all major dimensions of school safety and security.

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## APPENDIX A: MAJOR SURVEY SECTIONS

### Efficiency & Effectiveness

Examines leadership structures, accountability mechanisms, data quality, staffing models, and the use of performance measures to support a high-functioning safety and security program.

### Health & Safety Planning

Assesses the presence, quality, and maintenance of comprehensive safety plans, emergency procedures, drills, training, and coordination with emergency response agencies.

### Discipline Policies & Code of Student Conduct

Reviews alignment with legal requirements, clarity of disciplinary procedures, use of alternatives to exclusionary discipline, and consistency in implementation.

### School Climate & Community Outreach

Evaluates systems for threat identification, behavioral supports, family and community engagement, and partnerships that contribute to a safe and supportive learning environment.

### Safety Programs & Curricula

Focuses on prevention-oriented curricula, mental health and suicide risk supports, violence and substance-use prevention programs, and ongoing evaluation of program effectiveness.

Council of the Great City Schools

# SCHOOL SAFETY & SECURITY BEST PRACTICES

## SELF-ASSESSMENT

2024-2025

There is no “one” answer to providing a safe school environment for students and staff. This **self-assessment** serves as a foundation for establishing and continuing to grow school security procedures. For each indicator listed in the document, the Council of Great City Schools (CGCS) has provided examples of suggested documentation to guide responses to the indicators.

In 2018, CGCS convened a task force of subject-matter experts in law enforcement and security, drawn from member districts across the country, to develop a baseline of applicable safety standards. CGCS recognizes that each member district is subject to federal, state, and local laws governing law enforcement and security operations. The goal is to provide districts with a way to evaluate the current quality of the district’s security and determine future needs.

The best practices are diverse with several indicators to assess a member district’s quality of safety using practices from Crime Prevention Through Environmental Design (CPTED), Federal Emergency Management Agency (FEMA), International Association of Emergency Managers (IAEM), National Fire Protection Act (NFPA), Occupational Safety and Health Administration (OSHA), Family Educational Rights and Privacy Act (FERPA), Free Appropriate Public Education (FAPE), Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), and Title IV.

### THIS SELF-ASSESSMENT WAS COMPLETED BY:

	NAME
<input type="radio"/> DISTRICT LEADERSHIP	
<input type="radio"/> SCHOOL LEADERSHIP	

## EFFICIENCY & EFFECTIVENESS

**STANDARD 1:** The district has established a cross-disciplinary leadership team that meets regularly to engage in systems-level, data-based planning and problem-solving for the purpose of continual improvement in the implementation of safe and healthy schools.

<b>A.</b>	<b>BEST PRACTICE</b>	The district/school leadership team is comprised of experts representing student services, special education, school improvement, administration, school health, school safety, emergency management, facilities management, local law enforcement, and standards and instructional supports.
<input type="radio"/> COMPLETE		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**EFFICIENCY & EFFECTIVENESS, CONTINUED. STANDARD 1**

<b>B.</b>	<b>BEST PRACTICE</b>	The district/school leadership team regularly meets to set goals, identify barriers and assets, analyze relevant data, design implementation plans aligned with evidence of need, support implementation fidelity, evaluate evidence of effectiveness, and refine implementation plans.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	<p>The district/school leadership team builds school-based consensus to implement a multi-tiered system that supports all students in safe, healthy learning environments.</p> <p>Specifically, are programs designed for the appropriate applicable level? Not all safety and security applications are appropriate for all K12 levels.</p>
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The district/school leadership team develops and supports infrastructure that enables school personnel to implement safe and healthy schools effectively.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district uses data effectively for establishing and sustaining safe and healthy schools as evidenced by the following behaviors (as described by the district):
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**EFFICIENCY & EFFECTIVENESS, CONTINUED. STANDARD 1**

<b>F.</b>	<b>BEST PRACTICE</b>	The district focuses its goals on safe and healthy schools as evidenced by the following:
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>G.</b>	<b>BEST PRACTICE</b>	The district selects and implements effective practices that have an evidence base for supporting safe and healthy schools as evidenced by the following:
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>H.</b>	<b>BEST PRACTICE</b>	The district fully and deeply implements safe and healthy practices and strategies as evidenced by the following:
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>I.</b>	<b>BEST PRACTICE</b>	The district monitors and provides feedback and support for implementation as evidenced by the following:
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**EFFICIENCY & EFFECTIVENESS, CONTINUED**

**STANDARD 2:** The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.

<b>A.</b>	<b>BEST PRACTICE</b>	The district/school leadership team is comprised of experts representing student services, special education, school improvement, administration, school health, school safety, emergency management, facilities management, local law enforcement, and standards and instructional supports.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and to inform management decision-making.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district regularly assesses the performance and cost of the safety program and analyzes potential cost savings from alternatives, such as outside contracting and independent evaluation of the program.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**EFFICIENCY & EFFECTIVENESS, CONTINUED. STANDARD 2**

<b>D.</b>	<b>BEST PRACTICE</b>	The district holds staff at all levels accountable for complying with the safety and security program, including consequences for noncompliance, while providing them with multiple opportunities to practice and receive support.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 3: The district ensures the accuracy of its discipline and safety and security related data and reports accurate data to the Department of Education.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district and its schools have a process for collecting, revising, and updating the appropriate data for the student behavior management system.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district and its schools have a process for collecting and disaggregating discipline data.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district has established and implemented strategies to ensure the reliability of discipline, and other safety and security program data.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**EFFICIENCY & EFFECTIVENESS, CONTINUED. STANDARD 3**

<b>D.</b>	<b>BEST PRACTICE</b>	The district and its schools have a process in place to collect reliable data on restraint and seclusion.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	The district uses discipline data to modify policies and practices.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 4: The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes unnecessary administrative layers and processes.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district has a process in place to determine the staffing levels to ensure that staff can respond to safety crises.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>B.</b>	<b>BEST PRACTICE</b>	At a minimum, the district uses applicable comparisons and/or benchmarks and reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**EFFICIENCY & EFFECTIVENESS, CONTINUED. STANDARD 4**

<b>C.</b>	<b>BEST PRACTICE</b>	The program structure includes reasonable lines of authority and spans of control, given the responsibilities of each organizational unit.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	In conducting its staffing review, the district obtains broad stakeholder input.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	The district reports the findings of its organizational structure and administrative staffing review in writing and distributes them to school board members.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

# HEALTH & SAFETY PLANNING

**STANDARD 1:** The district has implemented a school safety plan that includes district-wide emergency and safety procedures and identifies those responsible for them.

<b>A.</b>	<b>BEST PRACTICE</b>	The district has a school safety plan that includes goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 2:** The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.

<b>A.</b>	<b>BEST PRACTICE</b>	A broad cross-section of stakeholders, including parents, community representatives, local emergency management, teachers, student services professionals, staff, and students, was involved in developing the comprehensive school safety plan and emergency procedures.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 2**

<b>B.</b>	<b>BEST PRACTICE</b>	The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The comprehensive school safety plan and emergency procedures are reviewed and revised annually, or more often if events warrant.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district seeks input from local law enforcement on the level of youth gang activity in the district and incorporates relevant recommendations into the district's safety plan.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**HEALTH & SAFETY PLANNING, CONTINUED.**

**STANDARD 3:** The district conducts an annual review of all relevant safety issues for each educational facility.

<b>A.</b>	<b>BEST PRACTICE</b>	The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility by a qualified person.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	A certified fire safety inspector conducts an annual fire safety inspection of all educational and ancillary plants to ensure compliance with the law.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district ensures that they report to the Local and/or State Fire Marshall that the fire safety inspection has been completed.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	An annual inspection is conducted to determine whether educational facilities comply with the local or state building codes.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 3**

<b>E.</b>	<b>BEST PRACTICE</b>	The board submits annual fire safety reports to the State Fire Marshal's Office by June 30 of each year.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 4: The district has developed emergency response procedures.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district has developed a district-wide plan for potential attacks against school sites or students and has incorporated the appropriate school responses into the emergency procedures checklist.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district has procedures for contacting all schools simultaneously in the event of a district-wide emergency.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district has an emergency crisis team available at each school that provides counseling and other support to help people cope with reactions, make adjustments after the emergency, and re-enter the school environment.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 4**

<b>D.</b>	<b>BEST PRACTICE</b>	The district has developed a media response plan and distributed it to each educational facility and each support service administrator.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	The district ensures that all appropriate district personnel are familiar with protective measures and are in compliance with the National Incident Management System (NIMS). The policy requirements include the following elements:
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>F.</b>	<b>BEST PRACTICE</b>	The district has implemented a bleeding control awareness or training program.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 5: The district has provided each school with an emergency checklist.**

<b>A.</b>	<b>BEST PRACTICE</b>	A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum,
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 5**

<b>B.</b>	<b>BEST PRACTICE</b>	The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>C.</b>	<b>BEST PRACTICE</b>	The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures, as well as reunification procedures developed with school transportation personnel, the local fire authority, law enforcement agencies, and other local agencies as appropriate, and procedures for evacuating students with disabilities.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 6: The district and each school regularly practice emergency responses based on potential safety concerns at each site and develops an improvement plan based on the event/drill.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district school board has developed and implemented procedures for emergency drills in accordance with state law.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 6**

<b>B.</b>	<b>BEST PRACTICE</b>	The district uses its annual self-assessment to identify potential hazards at each educational facility and has developed and implemented procedures for practicing responses to identified hazards.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	The district has implemented procedures for verifying that required and planned emergency drills have been conducted.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	Each school varies the conditions under which required emergency drills are conducted, such as the time of day and the location of the hazard, to ensure that students and staff are prepared for a range of scenarios.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 7: The district provides emergency response agencies with floor plans and blueprints as appropriate.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district provides floor plans of each educational facility to local law enforcement agencies and fire departments.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 7**

<b>B.</b>	<b>BEST PRACTICE</b>	The district has construction documents (plans and specifications) of each educational facility readily available for review during an emergency.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	A back-up set of construction documents is stored in at least one other remote, secure location off-site.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 8:** The district’s Master Plan for In-Service Training identifies district- and school-level personnel training needs and provides appropriate levels of safety training, including classroom management, violence, alcohol, tobacco, and other drugs, active shooter, lockdown, shelter-in-place, and evacuation training for all appropriate personnel.

<b>A.</b>	<b>BEST PRACTICE</b>	The district has a process in place, has identified the training required for all types of school staff, and has identified the staff who require specialized safety training, and incorporates those needs into its Master Plan for In-Service Training. This training should include classroom management and violence, as well as alcohol, tobacco, and other drugs training for appropriate personnel.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 8		
<b>B.</b>	<b>BEST PRACTICE</b>	The district's required training in school-wide positive behavioral supports, classroom management, conflict resolution, school-based mental health, and other safety training components is included in the district's Master Plan for in-service training.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	The district reviews and uses the relevant training opportunities provided by the Department of Education and other appropriate organizations.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	School principals can demonstrate that staff have received training aligned with the needs identified in the Master Plan for in-service training, the school's safety assessment, and staff members' roles and responsibilities.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	The district supplies trained personnel with the appropriate safety equipment.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

HEALTH & SAFETY PLANNING, CONTINUED. STANDARD 8		
<b>F.</b>	<b>BEST PRACTICE</b>	Teachers at each grade level receive in-service training to teach students positive social skills, violence prevention, conflict resolution, and communication and decision-making skills.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>G.</b>	<b>BEST PRACTICE</b>	The district has a procedure for providing instruction to parents, teachers, school administrators, counseling staff, bus operators, and school volunteers on identifying, preventing, and responding to bullying or harassment.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>H.</b>	<b>BEST PRACTICE</b>	In counties where local law enforcement has identified youth gang activity, the district provides teachers and school personnel with appropriate training, including gang awareness, conflict resolution, de-escalation methods for verbal conflicts, diversity training, self-defense training, and safe techniques for intervening in a fight.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

# DISCIPLINE POLICIES & CODE OF STUDENT CONDUCT

**STANDARD 1:** The district and each school have a code of student conduct based on stakeholder input and revised annually.

<b>A.</b>	<b>BEST PRACTICE</b>	The school district is in compliance with relevant laws and regulations regarding discipline policies, including the code of student conduct.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The code of student conduct is clearly written and avoids the use of technical terminology.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	Parents are an integral part of the student discipline procedures and actions.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**DISCIPLINE POLICIES & CODE OF STUDENT CONDUCT, CONTINUED. STANDARD 1**

<b>E.</b>	<b>BEST PRACTICE</b>	Parents are made aware of students' expectations and informed of changes in a timely manner.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>F.</b>	<b>BEST PRACTICE</b>	Each year, the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 2: The district's code of student conduct and other policies provide clear procedures for handling disciplinary actions.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the district to report all violations subject to state law to a local law enforcement agency.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>B.</b>	<b>BEST PRACTICE</b>	Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**DISCIPLINE POLICIES & CODE OF STUDENT CONDUCT, CONTINUED. STANDARD 2**

<b>C.</b>	<b>BEST PRACTICE</b>	The district has a process in place to relocate students who are regularly dismissed from their classroom.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	Disciplinary policies include statements on anti-harassment, anti-bullying, and anti-violence, as well as on due process rights, in accordance with state and federal laws.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Families.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>F.</b>	<b>BEST PRACTICE</b>	Disciplinary policies include procedures governing locker searches.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**DISCIPLINE POLICIES & CODE OF STUDENT CONDUCT, CONTINUED. STANDARD 2**

<b>G.</b>	<b>BEST PRACTICE</b>	The district’s discipline policies are consistent with the state and federal requirements for students with disabilities.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SCHOOL CLIMATE & COMMUNITY OUTREACH**

**STANDARD 1:** The district has a process in place to minimize the danger to students from community members, staff, or other students, and to minimize the danger to teachers from students.

<b>A.</b>	<b>BEST PRACTICE</b>	The district requires each student to disclose, at registration, legally required information regarding the student’s prior disciplinary history, including expulsions, arrests resulting in charges, and juvenile justice actions.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>B.</b>	<b>BEST PRACTICE</b>	The district requires all school personnel to report to the principal or the principal’s designee any suspected unlawful use, possession, or sale of a controlled substance by a student.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

SCHOOL CLIMATE & COMMUNITY OUTREACH, CONTINUED. STANDARD 1		
<b>C.</b>	<b>BEST PRACTICE</b>	The district uses available information to track charges and convictions of students and employees within the district and in other school districts.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	The district has a policy to encourage and facilitate principals, or their designees, to regularly monitor websites that identify registered sex offenders who reside in the vicinity of their school community. The district has a policy to share information on sexual predators and offenders residing in close proximity to the school with school crossing guards, custodians, and other persons who work or volunteer in student drop-off and pick-up areas, or who have a responsibility for access control. Additionally, the information is also made available to after-school programs and other youth events that occur on the school's campus.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	The district school board outlines the standards for the use of reasonable force by school personnel, in compliance with relevant state laws, to maintain an orderly environment.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**SCHOOL CLIMATE & COMMUNITY OUTREACH, CONTINUED. STANDARD 1**

<b>F.</b>	<b>BEST PRACTICE</b>	The district school board, superintendent, and principal fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus, and the school board, superintendent, and principal have the authority to place such students in an alternative educational setting, when appropriate and available.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>G.</b>	<b>BEST PRACTICE</b>	Each school has established a process to determine a student’s placement when a teacher withholds consent to the student’s return to the teacher’s class. Each school principal has notified all teachers at that school about availability and procedures.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>H.</b>	<b>BEST PRACTICE</b>	The school district has a procedure to ensure that, prior to any decision to appoint or employ any person to volunteer at any place where children regularly congregate, a search of that person’s name or information is made against the state’s sexual offender/predator database.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>I.</b>	<b>BEST PRACTICE</b>	The district promotes the use of state and national criminal history record checks for volunteers who have unsupervised one-on-one access to students, such as mentors.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SCHOOL CLIMATE & COMMUNITY OUTREACH, CONTINUED. STANDARD 1**

<b>J.</b>	<b>BEST PRACTICE</b>	The school district shall explore ways to infuse Internet safety into the curriculum, and to provide child abuse training for teachers in grades 1-12. Specifically, the curriculum should address maltreatment and crimes against children facilitated through the Internet, computers, or other technologies.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>K.</b>	<b>BEST PRACTICE</b>	The district has a policy prohibiting bullying and harassment of students and staff on school grounds, on school transportation, at school-sponsored events, and through any technology that affects the school learning environment.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 2: Each school has a system in place to identify students that exhibit early warning signs of, or pose a threat of, future violent behavior.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district teaches instructional and non-instructional staff and students the early warning signs of students who pose a threat of future violent behavior, how to recognize them, and what to do when they are suspected.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district facilitates and encourages requests for assistance with students who exhibit early warning signs or pose a threat of future violent behavior.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SCHOOL CLIMATE & COMMUNITY OUTREACH, CONTINUED. STANDARD 2**

<b>C.</b>	<b>BEST PRACTICE</b>	The district provides timely access to a team of specialists trained to evaluate behavioral and academic concerns, and provides school staff training on such support.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	Schools in the district have a team that provides support to students experiencing learning and/or behavioral difficulties.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	The district makes available psychological counseling for students exhibiting early warning signs or posing a threat of future violent behavior.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>F.</b>	<b>BEST PRACTICE</b>	The district has procedures in place to maintain the legal confidentiality of information regarding students who exhibit early warning signs or pose a threat of future violent behavior.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**SCHOOL CLIMATE & COMMUNITY OUTREACH, CONTINUED. STANDARD 2**

<b>G.</b>	<b>BEST PRACTICE</b>	The district reviews and revises, as needed, the process for identifying warning signs of student violence.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 3: The district identifies and implements parent and community outreach strategies to promote safety in the home and community.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district has, in accordance with state law, developed a cooperative agreement with the Department of Juvenile Justice.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>B.</b>	<b>BEST PRACTICE</b>	The district works proactively with students, parents, law enforcement, the community, and the media to address safety and security issues, including Internet safety and crimes against children facilitated through the Internet, computers, or other technologies.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>C.</b>	<b>BEST PRACTICE</b>	The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SCHOOL CLIMATE & COMMUNITY OUTREACH, CONTINUED. STANDARD 3**

<b>D.</b>	<b>BEST PRACTICE</b>	The district provides parents with information on the required school-entry health examinations and immunizations for all students.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district has crime watch programs and school safety hotline(s) in place and available in all schools.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>F.</b>	<b>BEST PRACTICE</b>	The district has procedures in place to inform students, parents, and other community partners about its crime watch programs and school safety hotline(s).
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>G.</b>	<b>BEST PRACTICE</b>	The district provides safety-related information, including safety and security self-assessment results, in an annual report to the public and other stakeholders.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

## SAFETY PROGRAMS & CURRICULA

**STANDARD 1:** The district fosters a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based curricula and programs at each school.

<b>A.</b>	<b>BEST PRACTICE</b>	School climate surveys include questions about discipline, bullying, perceived threats, and other safety or security issues.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	<p>Curricula and programs to improve school culture and climate are incorporated into the classroom. The curricula and programs should address such issues as:</p> <ul style="list-style-type: none"> <li>pro-social skills;</li> <li>character education;</li> <li>conflict resolution;</li> <li>peer mediation; and</li> <li>prevention of bullying and harassment.</li> </ul>
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	Curricula and special programs on violence and drug prevention, health, safety, and security are available to students, school staff, and parents.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SAFETY PROGRAMS & CURRICULA, CONTINUED. STANDARD 1**

<b>D.</b>	<b>BEST PRACTICE</b>	The district regularly reviews the school climate at each school and revises, eliminates, or adds programs accordingly.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	Middle and secondary students participate in scheduled administrations of standardized surveys of risk behaviors, and the results are used in assessing prevention needs.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 2: The district has a Safe and Drug-Free School Plan developed with appropriate stakeholder input.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district has a Safe and Drug-Free Schools (SDFS) advisory council or committee that participates in developing the SDFS plan.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district has a Safe and Drug-Free Schools (SDFS) plan and regularly reviews and updates it.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SAFETY PROGRAMS & CURRICULA, CONTINUED. STANDARD 2**

<b>C.</b>	<b>BEST PRACTICE</b>	Coaches and athletes adhere to established policies prohibiting tobacco and drug use, including alcohol.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 3: Based on the district’s prevention needs assessment, the district implements scientifically based violence and drug prevention programs and curricula in each school.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district reviews and makes available to its schools sources of information on violence and drug prevention, as well as other safety-related programs and curricula.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>B.</b>	<b>BEST PRACTICE</b>	The school board and each school adopt violence and drug prevention, safety and health curricula and programs designed to reduce violence, increase safety, and reduce the number of violence risk factors.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>C.</b>	<b>BEST PRACTICE</b>	The district and schools involve students in the planning and implementation of violence and drug prevention programs, as well as in other student efforts that contribute to school safety.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SAFETY PROGRAMS & CURRICULA, CONTINUED. STANDARD 3**

<b>D.</b>	<b>BEST PRACTICE</b>	The district has adopted a dress code or school uniform policy.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	Students at each grade level are taught problem-solving skills, violence prevention, conflict resolution, bullying/harassment prevention, and communication/decision making skills.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>F.</b>	<b>BEST PRACTICE</b>	In developing, implementing, and maintaining its safe and drug-free schools programs, the district collaborates with other governmental and private agencies as needed.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>G.</b>	<b>BEST PRACTICE</b>	The district regularly reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**SAFETY PROGRAMS & CURRICULA, CONTINUED. STANDARD 3**

<b>H.</b>	<b>BEST PRACTICE</b>	The school district ensures that Internet safety is infused into the curriculum. Specifically, the curriculum should address crimes against children facilitated through the Internet, computers, or other technologies.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 4: Each school has a system in place to identify, assess, and minimize the risk for students who indicate a threat of or exhibit suicidal behavior.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district teaches instructional and non-instructional staff about warning signs associated with students who pose a risk for suicidal behavior.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district provides timely access to professional staff trained to evaluate students' risk of suicidal behavior and provides training and consultation to appropriate staff.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SAFETY PROGRAMS & CURRICULA, CONTINUED. STANDARD 4**

<b>D.</b>	<b>BEST PRACTICE</b>	The district has developed procedures for the appropriate management of students determined to be at risk for suicidal behavior, including supervision, duty to warn, and community-based referrals.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization, suicide attempt, or those surviving the suicide attempt of a peer.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 5: Each school has a system in place to identify, assess, and minimize the risk for students who indicate a threat of or exhibit mental health issues.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district teaches instructional and non-instructional staff about warning signs associated with students who pose a risk for mental health behavior.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district facilitates and encourages requests for assistance with students who pose a risk for mental health behavior.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**SAFETY PROGRAMS & CURRICULA, CONTINUED. STANDARD 5**

<b>C.</b>	<b>BEST PRACTICE</b>	The district provides timely access to professional staff trained to evaluate students' risk for mental health behaviors and provides training and consultation to appropriate staff.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The district has developed procedures for the appropriate management of students determined to be at risk for mental health behavior, including supervision, duty to warn, and community-based referrals.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization for a mental health issue, or those surviving the mental health issue of a peer.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

# FACILITIES & EQUIPMENT

**STANDARD 1:** The district fosters a positive learning climate and culture by assessing the school climate and implementing relevant scientifically based curricula and programs at each school.

<b>A.</b>	<b>BEST PRACTICE</b>	The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include:
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district can demonstrate that whenever facilities are renovated or remodeled, safety needs are assessed, and safety designs are revised or added to the facility.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design such as territoriality and ownership.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**FACILITIES & EQUIPMENT, CONTINUED.**

**STANDARD 2:** The district has procedures that govern access to each educational facility and its students, and access is limited to authorized students and visitors.

<b>A.</b>	<b>BEST PRACTICE</b>	Access to campuses and educational facilities is limited to authorized individuals.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>B.</b>	<b>BEST PRACTICE</b>	Each educational facility has a clearly marked central point for receiving and screening all visitors.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

FACILITIES & EQUIPMENT, CONTINUED. STANDARD 2		
<b>E.</b>	<b>BEST PRACTICE</b>	There is a key control program to account for all keys for all buildings, rooms, and gates.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 3:** The district ensures that playgrounds are properly constructed, maintained, and supervised to reduce the risk of injury.

<b>A.</b>	<b>BEST PRACTICE</b>	At schools with students in prekindergarten through first grade, fenced play areas are accessible directly from the classrooms.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>B.</b>	<b>BEST PRACTICE</b>	The district follows US Consumer Product Safety Commission guidelines and consults with other authorities regarding playground construction materials and regulations.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	District personnel conduct regular maintenance checks of playground equipment and ground cover surfaces, and document conditions requiring repair, replacement, or maintenance.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**FACILITIES & EQUIPMENT, CONTINUED. STANDARD 3**

<b>D.</b>	<b>BEST PRACTICE</b>	The district promptly identifies and corrects playground deficiencies.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E.</b>	<b>BEST PRACTICE</b>	Playground areas are supervised when children are present and using the areas during school hours.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>F.</b>	<b>BEST PRACTICE</b>	Playgrounds are located away from any public ways, service driveways, parking lots, or public sidewalks.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 4: Each educational facility has appropriate equipment to protect the safety and security of property and records.**

<b>A.</b>	<b>BEST PRACTICE</b>	Each educational facility has a security system that was selected or designed with input from security professionals.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**FACILITIES & EQUIPMENT, CONTINUED. STANDARD 4**

<b>B.</b>	<b>BEST PRACTICE</b>	The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	Each educational facility maintains evacuation, crisis, and disaster recovery kits that include copies of all necessary records as well as basic equipment, as required by district emergency response procedures.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The district ensures that school buses and other fleet equipment are adequately secured when not in use.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 5: The district provides appropriate safety equipment and information to prevent injuries to students and others.**

<b>A.</b>	<b>BEST PRACTICE</b>	Each educational facility is equipped with fully stocked first-aid kits and fire extinguishers, each with current inspection tags.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**FACILITIES & EQUIPMENT, CONTINUED. STANDARD 5**

<b>B.</b>	<b>BEST PRACTICE</b>	The district has provided safety equipment in instructional areas where dangerous equipment or chemicals are used.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	The district can demonstrate that students and school personnel are trained in safety procedures for dealing with dangerous tools, equipment, or chemicals.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	The district provides all necessary protective equipment to minimize injuries related to athletic activities. All athletic equipment is maintained in a safe condition.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 6: The district follows environmental and food safety health practices and regulations.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district follows all appropriate food safety health practices and regulations.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**FACILITIES & EQUIPMENT, CONTINUED. STANDARD 6**

<b>B.</b>	<b>BEST PRACTICE</b>	The district documents that appropriate personnel have received information and materials regarding their safety-related duties, rights, and responsibilities under State and federal law, and OSHA.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district complies with all appropriate federal and state requirements for facility safety.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district distributes written emergency procedures and plans to each cafeteria site for reporting, investigating, and correcting the cause of any food safety incidents. These documents are distributed to the principal and made available to all employees.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

FACILITIES & EQUIPMENT, CONTINUED. STANDARD 6		
<b>F.</b>	<b>BEST PRACTICE</b>	The district distributes written emergency procedures and plans to each school site for reporting, investigating, and correcting the cause of any environmental incidents. These documents are distributed to the principal and made available to all employees.
<input type="radio"/> COMPLETE		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 7:** The district has worked with staff, law enforcement, or Homeland Security personnel to develop a Pre-Incident Security Enhancement plan.

<b>A.</b>	<b>BEST PRACTICE</b>	The district ensures that all appropriate district personnel are familiar with the National Infrastructure Protection Plan (NIPP).
<input type="radio"/> COMPLETE		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>B.</b>	<b>BEST PRACTICE</b>	A safety and security risk assessment has been conducted on all educational and ancillary facilities.
<input type="radio"/> COMPLETE		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	The Security Plan is compliant with the National Incident Management System (NIMS).
<input type="radio"/> COMPLETE		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**FACILITIES & EQUIPMENT, CONTINUED. STANDARD 7**

<b>D.</b>	<b>BEST PRACTICE</b>	The district participates in local exercises with law enforcement, the local Office of Emergency Management, or the state’s homeland security office.
<input type="radio"/> <b>COMPLETE</b>	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**TRANSPORTATION**

**STANDARD 1:** The district has procedures to create a safe and orderly process for students arriving at or leaving each school campus.

<b>A.</b>	<b>BEST PRACTICE</b>	School bus service driveways at each school meet the State Requirements for Educational Facilities (SREF) Chapter 5.
<input type="radio"/> <b>COMPLETE</b>	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>B.</b>	<b>BEST PRACTICE</b>	The district and charter schools have procedures to ensure the safety of children arriving at and leaving each school campus, including those who walk, ride bicycles, ride buses, or are passengers or drivers in private vehicles.
<input type="radio"/> <b>COMPLETE</b>	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**TRANSPORTATION, CONTINUED. STANDARD 1**

<b>C.</b>	<b>BEST PRACTICE</b>	Whenever feasible, existing schools are renovated to provide for separate drop-off and pick-up areas for school buses and parents' and other private passenger vehicles.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	Whenever feasible, existing schools are renovated to provide for separation of vehicular and pedestrian traffic.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>E</b>	<b>BEST PRACTICE</b>	Whenever feasible, existing schools are renovated to separate bicycle access and bicycle parking from vehicular and pedestrian traffic.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**STANDARD 2: The district has implemented policies, procedures, and practices that ensure the safety of transported students.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district and charter schools have procedures to ensure the safety of designated school bus routes and that bus stops are located in the most reasonably safe locations.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

**TRANSPORTATION, CONTINUED. STANDARD 2**

<b>B.</b>	<b>BEST PRACTICE</b>	All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>C.</b>	<b>BEST PRACTICE</b>	The district and each charter school monitor school bus operators' driving records and have adopted a safe driver plan that defines the threshold for unacceptable levels and types of violations by all persons transporting students, and specifies consequences for those who exceed the threshold.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct and that these safety practices and rules are communicated to parents or guardians. This includes the parents' or guardians' shared responsibility for their children's safety when they are not under district supervision, traveling to and from school or the bus stop.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>E.</b>	<b>BEST PRACTICE</b>	The district clearly communicates, through a checklist, the steps district staff will take in response to transportation accidents or other transportation emergencies.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**TRANSPORTATION, CONTINUED. STANDARD 2**

<b>F.</b>	<b>BEST PRACTICE</b>	The school district has implemented procedures to ensure compliance with laws and rules related to limiting the proximity of bus stops to statutorily specified sexual offenders.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>G.</b>	<b>BEST PRACTICE</b>	The school district has a procedure to communicate to bus drivers' information regarding registered sexual offenders and predators who reside near designated bus stops.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>H.</b>	<b>BEST PRACTICE</b>	The school district has a procedure to ensure that students are safely transported to and from schools and released only at approved locations and under approved circumstances.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>I.</b>	<b>BEST PRACTICE</b>	The school district has implemented procedures for the timely review and correction of safety hazards reported at bus stop locations; such procedures shall include consideration of the risks to unaccompanied students at those locations.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**TRANSPORTATION, CONTINUED. STANDARD 2**

<b>J.</b>	<b>BEST PRACTICE</b>	The school district and charter schools inform parents, guardians and students at least annually in writing of their responsibilities and related district policies to ensure safe travel and conduct of students not under the custody and control of the school district or charter school.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 3: School buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with state laws and state Department of Education rules.**

<b>A.</b>	<b>BEST PRACTICE</b>	School bus operators perform pre-trip inspections of school bus safety items and correct deficiencies before buses are used to transport students, and they perform post-trip inspections to ensure no students are left on buses.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

<b>B.</b>	<b>BEST PRACTICE</b>	School bus inspections are performed at least every 30 school days, and inspectors are trained and certified in accordance with the required procedures and criteria in the State School Bus Safety Inspection Manual.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**TRANSPORTATION, CONTINUED. STANDARD 3**

<b>C.</b>	<b>BEST PRACTICE</b>	District procedures for school bus repair, maintenance, and quality control ensure that buses are only returned to service to transport students when all safety and mechanical systems meet the requirements.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		
<b>D.</b>	<b>BEST PRACTICE</b>	The district uses a quality control process to review, on a selective basis, the routine servicing and repair work done on vehicles in connection with the 30-day inspections and confirm the completeness of the service record.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**STANDARD 4: School buses, including those operated by schools, charter schools, and contractors, use tracking and communication devices to optimize routes and enhance incident notification and documentation.**

<b>A.</b>	<b>BEST PRACTICE</b>	The district uses GPS tracking and/or GIS software to locate buses and optimize routes.
<input type="radio"/> <b>COMPLETE</b>		<b>ACTIONS TO BE TAKEN/TIMELINE</b>
<input type="radio"/> <b>MOSTLY COMPLETE</b>		
<input type="radio"/> <b>IN PROGRESS</b>		
<input type="radio"/> <b>NOT YET STARTED</b>		

**TRANSPORTATION, CONTINUED. STANDARD 4**

<b>B.</b>	<b>BEST PRACTICE</b>	Buses are equipped with cameras for safety and incident documentation.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>C.</b>	<b>BEST PRACTICE</b>	Buses are equipped with two-way radios or other communication devices that allow bus operators to communicate with a central dispatch system.
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		
<b>D.</b>	<b>BEST PRACTICE</b>	Bus radios are interoperable with the school, district, and/or emergency response radio system(s).
<input type="radio"/> COMPLETE	<b>ACTIONS TO BE TAKEN/TIMELINE</b>	
<input type="radio"/> MOSTLY COMPLETE		
<input type="radio"/> IN PROGRESS		
<input type="radio"/> NOT YET STARTED		

Please print name and then sign: \_\_\_\_\_

Security Services Committee Members:

Please print name and then sign: \_\_\_\_\_

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