



# MODEL SCHOOL SAFETY PLAN

## **ABSTRACT**

The Arizona Model School Safety Plan is designed to provide a comprehensive guide to establishing a safe, supportive learning environment by encouraging school leaders to examine all three domains of safe schools: Engagement, Safety, and Environment.

Arizona Department of Education  
School Safety Task Force  
Model School Safety Plan Subcommittee

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# Introduction

## Arizona Safe Schools Plan

The Arizona Safe Schools Plan is designed to be a useful tool for all who have a stake in creating safe schools in Arizona. School leaders are busy people, with a lot to do and little time to do it. To that end, this introduction is formatted as a series of questions and brief responses to orient you quickly to the document and to provide an overview of its content. You are encouraged to read the Safe Schools Plan in full, but if you are unable to do so, the various topic headings in the table of contents should direct you to the topics that most interest you.

Resource: ADE State School Safety Program Materials

## What is School Safety?

The School Safety Task Force has chosen to adopt the definition of school safety provided by the National Center on Safe and Supportive Learning Environments because it beckons all of us to use a broad, encompassing lens as we consider school safety:

*"School safety is defined as schools and school-related activities where students are safe from violence, bullying, harassment, and substance use. Safe schools promote the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. Emotional and physical safety in school are especially related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout."*

(National Center on Safe Supportive Learning Environments, 2020)

*"Any space where students can be authentically themselves and not face violence or bullying by staff or other students is a safe school."*

- Sara Ben Abdallah, Arizona College Prep Academy (An example student definition of school safety)



Using the National Center on Safe Supportive Learning Environments definition, as a foundational understanding of school safety, the Arizona Safe Schools Plan is organized according to the NCSSLE Safe and Supportive Schools Model, by the following three categories and supporting determinants listed under each category:

### **ENGAGEMENT**

- Relationships
- Respect for Diversity
- School Participation

### **SAFETY**

- Emotional Safety
- Physical Safety
- Substance Use

### **ENVIRONMENT**

- Physical Environment
- Wellness
- Disciplinary Environment

Guidance provided in this document is for the development of a Safe School Plan that is aligned to these nine determinants. It is important to keep in mind that “there is not a one-size-fits-all approach to creating safe schools. To be most successful, schools should assess the structures and resources already in place and determine what additional resources are needed.” (Cowan, Vaillancourt, Rossen, & Pollitt, 2013)

## **Given all the other demands on our schedules, why invest time in school safety?**

School safety planning pays dividends across your campus because when basic safety needs are met, the many other aspects of the life of the school are easier to manage. **Simply put, a safe school is a good school.** A well-executed comprehensive school safety plan:

- Assures students, staff, and parents that they are safe at school
- Ensures academic programs run smoothly
- Provides a positive school climate for students and staff
- Helps schools be prepared in case of an emergency
- Allows partnerships with other community stakeholders



## Why do we need a comprehensive school safety plan?

When the following elements are in place, students are more likely to feel positively connected to adults and their peers:

- Data-informed decision making
- Evidence-based prevention efforts
- Appropriate interventions
- Response protocols
- Commitment to continuous quality improvement

Positive connections foster a nurturing environment where students are more likely to succeed, feel safe, and report threats.

## Who should be involved in school safety planning?

A comprehensive school safety plan should include a broad range of stakeholders.

- School administrators
- Teachers
- Mental health professionals (e.g. counselors and social workers)
- Nurses
- School resource officers
- Students
- Parents
- Community members

## How will we know if we are successful?

It is important to create a mechanism for feedback to make sure your plan is working as intended. Some ways to do that are:

- Have students, staff, and parents complete perception surveys—what do they say?
- Complete focus groups with students, staff, and parents regarding school culture and climate.
- Monitor your data over time—Are your data points trending positively? Is community sentiment going up or down? How are your discipline trends?

We hope that school communities across Arizona will take the time and dedicate resources to developing a safe school plan. Information in this document provides a road map on what to address to create a safe school. Enjoy your journey and be safe!



## SCHOOL SAFETY ASSESSMENT AND PREVENTION TEAM

The formation of a School Safety Assessment and Prevention Team (SSAPT) is the first step to establishing and maintaining a safe school. The purpose of this team is to facilitate communication and ensure consistency in school safety planning and implementation. The team will establish metrics for measuring success in each of the three categories (Engagement, Safety, and Environment). Agree on activities that will advance the school's goals (known as the **operational plan**) and hold each other accountable for progress. A new team may be formed, or an existing appropriate team may be utilized and built upon (i.e. PBIS team). **This function is separate and distinct from an emergency response or threat assessment team.**

### Data/School Safety Needs Assessment/Continuous Evaluation

The various aspects of your school safety plan must be monitored to understand whether your operational plan is achieving its goals. To do that, your team must have meaningful information about what is occurring in the school in the form of data. Data may take a wide variety of forms but **at a minimum should include the following:**

- Administration of the Arizona Youth Risk Behavior Survey each time it is offered (biannually)
- An evidence-based climate survey of your student body
- Disciplinary incidents on campus
  - By type, severity, time, grade level, academic subject, special education status, referring staff member, administrator, gender, and race and ethnicity. (**Note:** it is best practice to track disciplinary incidents by these disaggregated categories)
  - Review data regarding student conduct violations, detention, suspensions, expulsions, classroom removals, and other disciplinary actions for patterns of disparities against minority students and students with disabilities.

#### Other data sources to consider:

- Reported instances of bullying/complaints of bullying
- Reported threats against the school
- Referrals to behavioral health providers
- Evidence-based parent and community surveys
- Alternative discipline in lieu of Juvenile Referrals
- On campus law enforcement contacts
- Community crime data (provided by local law enforcement)
- How reports or incidents are resolved
- Attendance Data



## Team Membership

- School Principal or assistant principal
- School Resource Officer(s) or law enforcement representative
- Campus or district security representative
- School prevention coordinator or school mental/behavioral health expert, or similar role
- Other members recommended for inclusion:
  - District prevention coordinator
  - District transportation representative
  - Teacher representative
  - Parent representative

## Team Meetings

The team should meet on a quarterly basis at a minimum. Monthly meetings are recommended. At each meeting the team should review relevant data and, make appropriate revisions to the operational plan based on changes in the data, discuss completed and upcoming activities and milestones, and identify the person(s) responsible for ensuring the activities are achieved.

## ENGAGEMENT

Engagement addresses teacher, student, and whole-school connectedness, as well as parental participation, academic involvement, and respect for diversity. These three determinants, when properly addressed, provide the foundation for trust within the school community. Engagement is a building block of emotional safety, which allows students to thrive both socially and academically. The following provides concrete objectives to strive for when increasing engagement in your school site.

### Relationships

*"...the best predictor of whether students and teachers feel safe is the quality of relationships inside the school building..." (Steinberg, Allensworth, & Johnson, 2011)*

The quality of the relationships between students, staff, and the community, not just students and teachers, are a school safety issue, not simply a social/emotional issue to be addressed separately. To that end, your comprehensive safe school plan should account for the quality of relationships on your campus, with the following objectives in mind:

#### **School staff have tools and are empowered to build positive mentor-like relationships with students.**

Connection with a trusted adult within the school setting has proven to increase educational attainment and decrease the adoption of high-risk health behaviors, especially students who have had adverse childhood experiences (ACEs) *"Children and adolescents who feel supported by important adults in their lives are likely to be more engaged in school and learning. In the school setting, students feel supported and cared for when they see school staff dedicating their time, interest, attention, and emotional support to them. Students need to feel that adults care about them as individuals as well as about their academic achievement."* (Centers for Disease Control and Prevention, 2009)



RESOURCE: [School Connectedness: Strategies for Increasing Protective Factors Among Youth](#), U.S. Centers for Disease Control and Prevention (Centers for Disease Control and Prevention, 2009)





**Ensure ALL school staff have access to training about boundaries and tools to build and help them understand the importance of building positive relationships with students to creating a safe school climate.**

Just as positive relationships can have a significant effect on school safety, so, too, can negative or unhealthy relationships. Inappropriate relationships and/or poor treatment of students will manifest in the culture and make your school less safe. If teachers and staff can maintain positive and appropriate interpersonal professional boundaries, relationships will remain positive and be less likely to become harmful to the student or staff. These behaviors should be modeled by all adults on campus.

At a minimum, schools are responsible for establishing clear expectations and making certain that each student and staff member is aware of its policies regarding appropriate communication with students and parents, what behavior constitutes inappropriate or unprofessional conduct, and encourage an environment where inappropriate communication and/or behavior by staff or students is addressed promptly and completely. Each member of the school community is responsible for his or her own behavior in relationship to others.

## **Key Relationships Within the School**

Below is a list of the key relationships within your school, along with a description of each. Each of these relationships promote healthy ongoing communication and feelings of mutual respect. These relationships should be considered crucial as they increase healthy social and emotional development, while building resilience to challenges or barriers that students may encounter. The teacher/student relationship is often the most revered within education, for good reason. The teacher is generally the one person in the school a student has contact with every day and is optimally positioned to notice student concerns. The teacher may also be the adult in the school to whom the student is generally most likely to confide. Continued professional development of teachers in student connectedness is generally always a good idea. However, all staff should be empowered to build positive student relationships and notify administrators when they hear or see concerning behavior. **Note:** Mutual voice and cooperation in defining expectations is key to building trauma-informed (sensitive) relationships.

**Parent and Teacher:** The Parent and Teacher partnership is the key to promoting the academic, behavioral, and social well-being of the student. The parent and teacher relationship should be one of mutual respect and cooperation. There should be an opportunity early on within the relationship to define expectations of one another.

**Teacher and Student:** The Teacher and Student relationship should be one of mutual respect and cooperation and be based in part on the defined expectations expressed within the parent and teacher partnership. The teacher reaffirms expectations set by the parent for the student, as well as their own expectations of the student. The student has an opportunity to share expectations of themselves (as the primary driving force of relationship building), of the teacher and the educational process. These agreed upon expectations aim to create a safe and supportive student-centered learning environment for the student, the teacher, and their peers.

**Parent and School Administrator:** The Parent and School Administrator relationship should be one of mutual respect and cooperation. The parent should have an opportunity to share their expectations of themselves, the administrator, and the educational process. The School Administrator should also have an opportunity to share with parents, teachers, and students their expectations of themselves, parents, teachers, students, and the educational process in order to create a safe and supportive student-centered learning environment for all individuals on their school campus.

**Parent and School Resource Officer:** The Parent and School Resource Officer relationship should be one of mutual respect and cooperation. Parents should be provided a copy of the Arizona Department of Education School Safety Program manual and the use of a School Resource Officer. The parent and School Resource Officer should have an opportunity to share expectations of themselves, one another, students, and the school environment in order to create a safe and supportive student-centered learning environment for all individuals on the school campus.

**School Resource Officer and Student:** The School Resource Officer and Student relationship should be one of mutual respect and cooperation. The relationship should be built from the shared expectations, consistent with the Arizona Department of Education School Safety Program, set by parents, teachers, school administrators, themselves, and students. School Resource Officers and students should have an opportunity to define expectations of themselves and one another to create a safe and supportive student-centered learning environment.



**RESOURCE:** For more information on Law Enforcement Functions, see Appendix D

**Student to Student:** The student to student relationship should be one of mutual respect and cooperation. There should be expectations set for how they will respect, honor, and resolve conflict with one another. They should have an opportunity to set expectations of themselves and one another to create a safe and supportive student-centered learning environment for all individuals on their school campus.

**School Health/Mental Health Professional (e.g. social worker, counselor, nurse, health tech, psychologist) and Student:** The student to mental health professional relationship is one that promotes healthy ongoing communication. These relationships should be considered crucial as they can increase healthy social and emotional development, while building resilience to challenges or barriers that students may encounter. The Arizona Department of Education School Safety Program provides recommendations in the use of counselors and social workers.



**RESOURCE:** See Appendix A for additional information on school staff roles and responsibilities in school safety.



## Respect for Diversity

Discussions around diversity are often fraught with emotion and school leaders are often either fearful of initiating such conversations due to the possibility of discord or adamant that such conversations are more political than substantive. However, respect for diversity is fundamental to building a positive school climate. These issues are important to engage in because students who do not feel safe or valued are at risk for potentially unsafe behaviors.

The following objectives will help to keep diversity in mind:

- 1. Be aware that when you make a decision regarding school safety, you do it from a certain perspective. You should check with other groups affected to ensure you understand the implications from another perspective.**
- 2. Ensure all school staff have access to equity, diversity, and inclusion training to help them understand their own perspective, the perspective of others, and how to make decisions around school safety that are responsive to community diversity.**
- 3. Prevent and Respond to Bullying, Discrimination, Harassment, and Violence.**
  - Implement anti-bullying policies that enumerate specific characteristics to protect against bullying, discrimination, harassment, and violence.
  - These protections should be inclusive of supporting diverse student and school staff populations and protect students against these actions from students or school staff.
  - The language should go beyond stating compliance with federal or state law, as these laws are not always comprehensive in their protection for our diverse student populations.
  - To ensure protection based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics. This also includes association with a person or group with one or more of the abovementioned characteristics, whether actual or perceived.

### **Provide Access to Equity, Diversity, and Inclusion trainings.**

Decisions impacting school safety may include, but not be limited to, determining the role law enforcement will play on your campus, how and when you or school staff apply disciplinary measures, and how you respond to incidents involving discriminatory or intolerant actions by students or staff.

There must be collective expectations outlined each school year by school administrators, teachers, parents and students regarding how they will best honor, respect and value diverse communities in an effort to create a safe and supportive student-centered learning environment for all individuals on the school campus.

Respect for diversity also includes supporting students, staff, and school-community members from a range of backgrounds, and integrating their needs, strengths, and cultural values into the school setting. To be most meaningful in creating a safe and equitable school environment, tenants of equity and diversity should be woven throughout the entirety of a school safety plan rather than confined to a specific section. As the National School Climate Center states, “An equitable school climate responds to the wide range of cultural norms, goals, values, interpersonal relationships, leadership practices, and organizational structures within the broader community” (Ross, 2013)

For those interested in delving into the topic further, the National School Climate Center also provides the following five guidelines to creating safe and equitable schools that are welcoming to a diverse school community, including but not limited to, migrant, immigrant, and refugee families and staff; English language learners; those with disabilities; students and staff from a range of cultural, racial, faith, and socioeconomic backgrounds; LGBTQ individuals; military families; multigenerational families, and those experiencing homelessness.

1. Encourage reflective practice and build cultural awareness in students and adults.
2. Increase understanding of diverse cultures.
3. Keep diverse schools physically and emotionally safe.
4. Make high expectations culturally responsive.
5. Design multiple pathways to meaningful participation.
6. Demonstrate caring by knowing students’ unique emotional needs” (Ross, 2013)



RESOURCE: [School Climate and Equity, A School Climate Practice Brief](#), National School Climate Center (NSCC) (Ross, 2013)



RESOURCE: [U.S. Department of Education Diversity & Inclusion Initiatives](#) (United States Department of Education, 2020)

## School Participation

Traditionally, school participation has centered around student activities within the school communities, such as extracurricular activities, clubs, etc. Research still supports this as a strategy for building school community, however here we take an even more expansive view of school participation and its benefits for school safety. Students and parents should be meaningfully involved in the decision making around school safety. Giving students and the larger school community will create a better climate and more buy in and participation as everyone plays a role in helping schools feel safe. The following actions will help you establish and maintain a strong and resilient school community.

**1. Build into your overall school safety planning meaningful ways to engage students and parents in the planning and make their voices heard**

Parent and student voices are important in building a culture of trust. Consultation with students and parents will yield important information that will help in addressing culture and climate issues at the school. Students and parents will also be more inclined to stand behind leaders' decisions if they see their concerns reflected.

**2. Encourage participation in school activities and consider allowing students to create their own activities if they find them meaningful.**

Students who participate in school activities and programs have a greater sense of self-worth and belonging to the school. Such participation can include, but not limited to, student government, school clubs, interscholastic and intramural teams, before and after school performing arts programs, and community service-learning programs to name a few.

Students are more likely to get involved in extra and co-curricular activities when supported by their parents and school staff. Schools typically experience better attendance, lower discipline problems, higher academic achievement, and a desire by their students to continue their education beyond high school.

Superintendents and school boards may also consider creating a student advisory panel to provide feedback to district leaders.

When families and school staff are in communication, the emotional needs of students are more easily met, making unsafe activity less likely.



RESOURCE: [Student Voice Website](#) (Student Voice, Inc., 2020)



## SAFETY

Safe schools promote the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. Emotional and physical safety in school are related to increased academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout. (National Center on Safe Supportive Learning Environments, 2020)

### Emotional Safety

Emotional safety is defined as an experience in which one feels safe to express emotions, security, and confidence to take risks and feel challenged and excited to try something new. (National Center on Safe Supportive Learning Environments, 2020). As mentioned above, engagement and emotional safety go hand-in-hand, hence the focus on climate and culture throughout this document.

Robust emotional health and safety initiatives lead to happier students overall, with the added benefit of providing the ability to intervene with students before they engage in harmful behavior. Therefore, **supporting the emotional safety of students and staff is integral to maintaining a safe school.** The following are the key takeaways every leader should have about emotional safety:

1. **Implement policies, procedures, and programming to support the emotional safety of students and staff.**

The relative lack of availability of emotional and mental health support resources in schools is well-known. It is acknowledged most schools in Arizona do not have the resources necessary to provide comprehensive support. Nevertheless, school leaders can begin to address this issue by:

- **Conducting a needs assessment to gain a full picture of your campus so resources can be assigned or sought strategically.**
- **Leveraging partnerships and resources from community mental health partners, community coalitions, and state health and education agencies for resources for training, education, and referrals.**
- **Implementing evidence-based Social Emotional Learning (SEL) programs, some of which are free to low cost, (see [CASEL Program Guides](#))<sup>1</sup> within a Multi-Tiered Systems of Support (MTSS) framework.)**
- **Utilize the Social Emotional Learning Standards created by the Arizona Department of Education. A funding guide, resources and more can be found on the [ADE SEL Webpage](#).**

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1 <https://casel.org/guide>

## 2. Prevent and Respond to Incidents of Bullying, Discrimination, Harassment, and Violence

As described under “Respect for Diversity” (Appendix B), the prevention of bullying, discrimination, harassment, and violence against students and staff is an imperative to developing an emotionally safe environment.

## 3. Incorporate positive mental health supports and resiliency strategies within the MTSS framework across your school culture.

Whether the school has the resources to fully implement a top-to-bottom comprehensive system or not, the idea of paying attention to this critical area across the school will pay dividends. Many curriculums are free to low cost and can be completed in small incremental change cycles.



RESOURCE: [School Health Assessment and Performance Evaluation \(SHAPE\) System](#) (National Center for School Mental Health, 2020)

## 4. Have a plan to respond to students in crisis

As of 2018, suicide is reported as the second leading cause of death among 10-24-year olds nationwide. Given this, it is imperative that a comprehensive school safety plan include a component that prepares schools to respond to and support students through a crisis. The following practices will assist schools in identifying and intervening with students experiencing a mental health crisis.

- Mental Health First Aid Training or other qualified training under ARS §15-119
- Review the available AHCCCS suicide prevention policy
- Publicize and normalize using teen lifeline or other support services.
- Take advantage of free training available from AHCCCS, ADE, and others.
- Put a plan or protocol in place for what staff should do if they suspect a student may harm themselves, including protocol for crises that staff become aware of after hours or during school closures.
- Empower and educate/train students to connect their peers with resources if they feel they are having concerns. (peer support)
- Ensure all students have crisis support lines listed on back of ID badges (SB1446).
- Create a postvention plan to appropriately, compassionately, and quickly respond to and support the school community if a student or staff member dies by suicide.



RESOURCE: [K-12 Toolkit for Mental Health and Suicide Prevention](#). The Heard Alliance (Joshi, Ojakian, Lenoir, & Lopez, 2020)



## Physical Safety

Physical safety refers to the protection of all stakeholders, including families, caregivers, students, school staff, and the community, from violence, theft, and exposure to weapons and threats to establish a secure learning environment. For students to learn, they need to feel safe. It is essential that all students be able to attend schools that provide a safe environment where they can thrive and fully engage in their studies without the distraction and worry about physical safety concerns. Students who are not fearful or worried about their safety feel more connected to their school and care more about their educational experience. (National Center on Safe Supportive Learning Environments, 2020)

## Threat Assessment

A School Threat Assessment (TA) protocol promotes the feeling of safety for both students and staff. TA is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence or harm to others. A threat assessment team initiates assistance to address the underlying problem, conflict, or need. In the most serious cases, protective action is taken.

ADE partnered in 2019 with Dr. Dewey Cornell, University of Virginia, to bring the Comprehensive School Threat Assessment Guidelines (CSTAG) to Arizona. CSTAG is recognized as an evidence based practice and, at the time of selection, was the only model subject to controlled studies with proven effectiveness. A cadre of 27 CSTAG trainers are available to provide training to Arizona schools. Districts are encouraged to visit the ADE Threat Assessment website to:

- Assess readiness to host a CSTAG training, and find a regional trainer
- Request a free set of unique district access codes to the online *TA Education Program*, developed by the University of Virginia, to inform students, parents, and staff on the purpose and process of threat assessment.

**It is not recommended that schools attempt to implement a TA protocol without appropriate training.**



RESOURCE: [ADE Comprehensive School Threat Assessment Guidelines Training](#)  
(Arizona Department of Education, 2020)



## Customer Service Focus

Adopting a customer service focus when interacting with members of the public will help protect students on campus by encouraging school staff to interact with visitors to campus, whether they are delivery drivers, contract maintenance people, parents, or others. Encouraging staff to interact with regular visitors to campus as well as those they do not recognize has two main benefits: First, it creates a more welcome environment for anyone who visits the campus. Second, school staff will become familiar with people who have a reason to be on campus and enable them to notice someone who is out of place more easily. The practice of greeting visitors and directing them where they need to go also makes sure that campus visitors follow proper protocol for checking in, etc.

## Substance Abuse

Substance abuse encompasses a harmful pattern of use of alcohol, tobacco products, and illicit drugs; this includes the presence of substance use and trade within school and campus environments and during school-related activities. The use of alcohol, tobacco, and other illicit drugs undermines students' ability to achieve academically, is associated with other harmful behaviors, and is incompatible with a school climate of respect, safety, and support for learning. (National Center on Safe Supportive Learning Environments, 2020)

Substance abuse both has the potential to bring negative behaviors on to school property and damaging the mental and physical well-being of students.

## Substance Abuse Supports

Schools can play a role in improving school safety, preventing substance abuse, and supporting students who are struggling with substance abuse or addiction by implementing a continuum of student support services. These services should not only address the substances themselves but address the underlying issues that contribute to or exacerbate substance use challenges (i.e. risk factors) and build upon the strengths of the student body and the community to resolve them (i.e. protective factors). The Substance Abuse and Mental Health Services Administration (SAMSHA) publishes the below resource which outlines this range of supports from campus-wide promotion activities that encourage skill-development and positive relationships, to targeted, strategic prevention efforts, to treatment and maintenance to help students remain successful in their journey of recovery and education. (SAMSHA, 2019)



RESOURCE: [Student Assistance: A Guide for School Administrators, SAMSHA](#)  
(SAMSHA, 2019)



## ENVIRONMENT

A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports (wellness), and a clear, fair disciplinary policy (National Center for Safe Supportive Learning Environments, 2020). This planning document will focus on facilities, wellness, and disciplinary issues, but leaders are encouraged to examine how their classroom management techniques impact the overall learning environment as well.

### Physical Environment

Physical environment refers to the level of upkeep, ambient noise, lighting, indoor air quality and/or thermal comfort of the school's physical building and its location within the community, and the physical environment of the school speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate in which students can learn (National Center on Safe Supportive Learning Environments, 2020). A healthy and safe physical environment is very much a school safety issue. The level of investment in school facilities is somewhat outside the control of site or district leadership, but even so, there are steps school leaders can take to create the best possible physical environment.

**Evaluating and regularly updating physical safety measures on school property is important for both practical, everyday safety and for helping students and staff feel safer overall.**

School leaders should know the condition and vulnerabilities of their campuses, both as a method for prioritizing funding decisions and a way to mitigate threats. It seems counterintuitive, but a comprehensive capital inventory/improvement plan and maintenance schedule will help make your schools safer.

Schools should also assess the vulnerability of their campuses relative to the safety of students, staff and visitors while on campus. One way that this can be accomplished is by completing a site Threat Vulnerability Assessment (TVA) and incorporating key concepts from Crime Prevention Through Environmental Design (CPTED) throughout the school facility when possible.

### Site Threat Vulnerability Assessment (TVA)

A site Threat Vulnerability Assessment (TVA) is the combined effort of school personnel and local law enforcement and/or fire personnel in conducting a physical security evaluation of the school to improve the safety and security of the campus. Educators know their facility better than anyone and will assess their school grounds for safety from their professional perspective. First responders on the other hand, will view the facility from an emergency personnel perspective. The collective

effort of school personnel and first responders helps to ensure that the evaluation is completed, by providing the best overall collection of information that will assist the school with improving its safety and security while supporting the first responder in their response if it is ever needed.

It is permissible for Title IV-A funds to be used by LEAs for security measures. To ensure that security requests from an LEA align with the Safe & Healthy Students category, as well as meeting all state and federal requirements (Supplement not Supplant, Necessary and Reasonable), the US Department of Education, and the Arizona Department of Education requests additional required steps for LEAs requesting to purchase school security measures.



RESOURCE: [School Security Considerations \(contact for threat vulnerability assessments\)](#), Arizona Counterterrorism Information Center (Community Liaison Program)



RESOURCE: [ADE School Security Requests: Title IV-A](#), Arizona Department of Education

## Crime Prevention Through Environmental Design (CPTED)

CPTED is a philosophy that provides school and district personnel the opportunity to transform their campus to an environment that is safe. Whether being newly designed or older, incorporating key concepts of CPTED throughout a school campus will help to ensure a higher level of school safety for occupants of the school and ensure that the campus is perceived as welcoming and inviting to students, staff, and visitors by incorporating three concepts:

- **Natural Surveillance** – physical ability to see what is going on around your school
- **Access Control** – ability to decide who gets in and out of your school
- **Territoriality and Maintenance** – refers to the reinforcement of ownership of the school by the school community. This is accomplished by signage, restricting access, directing visitors to the office, etc. (Schneider, 2010)



RESOURCE: [CPTED 101—The Fundamentals for Schools](#), National Clearinghouse for Educational Facilities (Schneider, 2010)

**Include checking and updating physical safety measures into your school safety plan considering practical and interpersonal concerns.**

Once these initiatives have been implemented, be sure to check and maintain them at regular intervals so they continue to provide advantages to your school.



## Wellness

At its core, school safety is about reducing the probability that students will themselves engage in harmful behaviors or make choices that lead to harmful consequences. One effective way to encourage healthy decision-making and increase both safety and academic outcomes is wellness.

The Substance Abuse and Mental Health Services Administration (SAMHSA) defines wellness as a "holistic model that includes eight dimensions. This broad perspective of wellness helps schools respond to student, staff, and community needs, build upon their strengths, and take into account not only an individual's physical health, but all the factors that contribute to a person's overall wellness".

SAMHSA describes the dimensions briefly as follows:

1. **Emotional:** coping effectively with life and creating satisfying relationships
2. **Spiritual:** expanding our sense of purpose and meaning in life
3. **Intellectual:** recognizing creative abilities and finding ways to expand knowledge and skills
4. **Physical:** recognizing the need for physical activity, diet, sleep, and nutrition
5. **Environmental:** good health by occupying pleasant, stimulating environments that support well-being
6. **Financial:** satisfaction with current and future financial situations
7. **Occupational:** personal satisfaction and enrichment derived from one's work
8. **Social:** developing a sense of connection, belonging, and a well-developed support system (SAMSHA, 2016)

While schools may have varying degrees of responsibility for supporting each of these dimensions, school leaders should consider how they can thoughtfully incorporate these components into their school wellness efforts.

Additionally, school leaders should think about incorporating these same domains when considering the wellness of their staff. Schools function at their best when all members of the community, including school staff and employees are supported in their wellness.

**Rather than focusing on having every aspect of a wellness program perfectly implemented, school leaders should strive to create a culture of wellness and provide access to wellness opportunities to the extent resources allow.** Some recommendations from the CDC that can be implemented fairly easily include:

- Don't reward students with junk food
- Let students have water bottles. Hydration is key to staying well. (and encourage the use of re-usable water bottles to cut down on waste)
- Use movement as a learning tool. Exercise and fun are both great for immune system function (Centers for Disease Control and Prevention, 2020)
- Encourage employee wellness programs
- Provide training and wellness topics in breakrooms and monthly new letters

If your school is able to do so, you may even consider efforts such as breakfast in the classroom as a way to prepare students for the day.



RESOURCE: [Healthy Schools Guidelines](#), Centers for Disease Control and Prevention (Centers for Disease Control and Prevention, 2020)

## Disciplinary Environment

The discipline environment of a school plays a significant role in promoting a positive school environment. Schools identified as having a positive school culture and climate are often identified as safe schools. Students feel safer at school when appropriate, consistent and positive discipline measures are taken to address challenging behaviors.

“School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Approaches to school discipline range from positive (e.g., schoolwide school climate improvements, use of restorative practices) to punitive (e.g., suspension, expulsion, corporal punishment). How school discipline is handled has a great impact on the learning environments of schools.” (National Center for Safe Supportive Learning Environments, 2020). Using positive approaches to student discipline puts the focus on restoring relationships and restoring the understanding of and commitment to these norms, as opposed to punishment that may alienate students. Strategies that view behavior as a method of communication help to shape a positive disciplinary environment. The learning environment, and therefore school safety, will benefit from the following considerations:

**School leaders should consider whether their discipline policies encourage students to correct their own behavior.** Excessively punitive or zero tolerance policies, unless expressly required by law, should be avoided. Consequences should be aimed at altering future actions, rather than simply “serving a punishment” for an infraction.

**Students should understand the reason the rules exist and understand their own role in maintaining the type of environment they would like to be present in.**

**Discipline planning, including data review, should be a part of school safety planning and involve all parties involved and pattern of disparities for various groups of students.** Review data regarding student conduct violations, detention, suspensions, expulsions, classroom removals, and other disciplinary actions for patterns of disparities against minority students. Consider data use training to help use this data effectively.

**Discipline policies, including the range of potential consequences, should be outlined in writing.** By employing a discipline matrix to assign consequences for infractions, school leaders can guard against punishing the same infractions in inequitable ways.



RESOURCE: [For Additional Information on Reducing Disciplinary Infractions, See Appendix C](#)



## APPENDIX A: ROLES AND RESPONSIBILITIES

### Overview of the roles and responsibilities of key school personnel regarding school safety and climate

The following roles also serve as members of a School Safety Assessment and Prevention Team.

#### **School Principals/Assistant Principals/Other Site Administrator**

Responsible for building consensus on a vision that reflects the core values of the school community to support student safety and well-being. Maintain a constant presence, listening and observing what is taking place, assessing needs, and getting to know students and school personnel. Encourage the development of the whole child by supporting the physical and mental health of children, as well as social and emotional well-being.

#### **School Counselors**

Responsible for universal learning supports for the whole school population. Help screen students for basic skills needed for successful transition from cradle to college and career. Promote safe learning environments for all members of the school community and regularly monitor and respond to behavior issues. Collaborates with teachers, families, and other educators to promote student achievement, active engagement, and equitable access to educational opportunities for all students.

#### **School Social Workers**

Responsible for collecting and sharing information about each student including, but not limited to social work referral, student needs (academic, social emotional, behavioral/mental health related) and eligibility for services, parent involvement/interaction, referrals and discipline data, agency involvement. Comparative to a biopsychosocial model or assessment. Collaborate with parents, administrators and educators to provide coordinated prevention, interventions and efforts promoting student

#### **School Psychologists**

Specialize in analyzing complex student and school problems and selecting and implementing appropriate evidence-based interventions to improve outcomes at home and school. Consult with teachers and parents to provide coordinated services and supports for struggling students. Those with the appropriate training and staffing conduct risk and threat assessments designed to identify students at-risk of harming themselves or others. Collaborate effectively to prevent and respond to crises.

#### **School Nurse/Health Professional**

The school nurse/health professional provides health education that promotes physical and mental health and informs healthcare decisions, prevents diseases, and enhances school performance. Nurses utilize screenings, referrals, and follow-up to detect and treat health related issues. Promotes health equity by assisting students and families in connecting with healthcare services, financial resources, shelter, food, and health promotion. Provide for the direct care needs of the student, including medication administration.

#### **School-Based Mental Health Professionals/Community Providers**

Provide increased access to mental health services and supports in schools. Encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults creating a school culture in which students feel safe. Offer supplementary or intensive services beyond school capacities. Strong collaboration between community health providers, schools, students and families. Provide coordinated intervention and response efforts including the utilization of crisis response teams.

#### **School Resource Officer (SRO)**

Law enforcer, mentor/counselor, and educator that works to promote a safe learning environment. Work to prevent juvenile delinquency through positive relationships with students. Assist in emergency crisis planning. Serves as community liaison working with school staff and mental health professionals to assist students and provide services or referrals to agencies when necessary. Assist in conflict resolution efforts. Conducts school safety assessments. Is not responsible for discipline.

#### **School Safety (Security) Officer (SSO)**

Responsible for preventing crime, enforcing school policy and investigating violations of school policies. Mentor and educator to provide safe learning environment. Primary duty is to protect students, staff and guests in schools. Support school administrators and SROs.

#### **Juvenile Probation Officer (JPO)**

Works closely with law enforcement/SRO, social services, schools and parents to help juveniles become more successful.



For additional information on school personnel roles and responsibilities, please refer to the following resources:

- ASCA, NASP, SSWAA, NASRO, NAESP, NAASP: [A Framework for Safe and Successful Schools](#)
- [National Association of School Psychologists: Who Are School Psychologists?](#)
- School Social Work Association of America: [Role of a School Social Worker](#)
- National Association of School Resource Officers: [Frequently Asked Questions](#)
- American School Counselor Association: [Role of the School Counselor](#)
- School Nurse Organization of Arizona: [Resources](#)
- Arizona Department of Education: [School Safety Program](#)
- National Association of School Nurses: [The Role of the 21<sup>st</sup> Century School Nurse](#)
- International Association of Chiefs of Police: [Practices in Modern Policing: Police-Youth Engagement](#)





## APPENDIX B: RESPECT FOR DIVERSITY

The Arizona Department of Education’s Associate Superintendent of Equity, Diversity, and Inclusion, Erica Maxwell, defined educational equity as all students being provided with the resources they need at the right moment to produce comparably positive academic and social outcomes regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code. Respect for diversity also includes supporting students, staff, and school-community members from a range of backgrounds, and integrating their needs, strengths, and cultural values into the school setting. To be most meaningful in creating a safe and equitable school environment, tenants of equity and diversity should be woven throughout the entirety of a school safety plan rather than confined to a specific section. As the National School Climate Center states, “An equitable school climate responds to the wide range of cultural norms, goals, values, interpersonal relationships, leadership practices, and organizational structures within the broader community” (Ross, 2013).





## APPENDIX C: REDUCING DISCIPLINARY INFRACTIONS

The Arizona Model School Safety Plan encourages school leaders to approach discipline as one part of creating and maintaining a safe, supportive learning environment. In this approach, prevention is just as important as intervention and correction of behavior. There are several strategies for implementing this type of discipline system. Most of them rely on a framework known as Multi-Tiered Systems of Support (MTSS). This appendix is intended to provide a reference for those unfamiliar with the MTSS framework, as well as introduce several common strategies, such as Positive Behavioral Intervention Supports (PBIS), Restorative Justice (RJ), and Response To Intervention (RTI) which have been used to implement MTSS in schools.

### Multi-Tiered Systems of Support

MTSS is an integrated comprehensive framework that focuses on prevention and intervention to address students' needs in an effective way. This framework has been instrumental in shaping positive school environments. MTSS is used to align and organize the internal and external initiatives, supports and resources. MTSS has a tiered infrastructure that uses data to help match available academic, behavioral and social-emotional assessments, supports and resources to each and every student's needs.

MTSS is not a specific curriculum or set of practices it is a proactive approach. It streamlines and brings alignment to the good work and best practices that are already taking place in a school or district. It helps districts identify and fill in gaps in their standard practices that might exist due to common challenges.

### Three Tiers of Support

MTSS provides a method of early identification and intervention that can support students in achieving academic success, resilience and emotional well-being. As such, MTSS uses three tiers of support to assist all students at various levels. These three tiers include:

#### A. Tier 1 – Universal –All students

As the foundation for the entire framework, Tier 1 encompasses the entire school with core curriculum/practices and basic prevention strategies for academics, behavior and social-emotional learning. At Tier1, all students receive the core curriculum. For academics, the core curriculum is differentiated to meet the needs of all learners. Social-emotional learning competencies are taught to all students. To address behavior, it includes proactive classroom management strategies aimed at creating a supportive atmosphere. This structure helps to build positive relationships between staff and students. Implemented with fidelity.

#### B. Tier 2 –Targeted –Some Students

Extra support is provided to students need additional help in meeting academic, behavioral, and emotional wellness goals. Tier 2 offers more targeted intervention and prevention strategies. Often



these strategies are delivered in small group settings. This additional support is designed as early interventions for students who are experiencing challenges.

### **C. Tier 3 –Intensive –Few Students**

Other students require more one on one and individualized support plans. For these students, Tier 3 offers an array of options and additional interventions that are specifically designed with the student’s unique challenges and strengths in mind. These additional supports may include one on one sessions with academic, behavior or social-emotional coaches and/or outside agencies that contract with the school site.

MTSS tiers help schools to organize levels of supports based on intensity so that students receive necessary instruction, support, and interventions based on need. As such, student identities are not based on tier levels. Instead, individuals are identified as students in need of supports. This helps educators to respond appropriately and provide students with the assistance they need to prosper in the classroom. SOURCE: <https://www.pbisrewards.com/blog/what-is-mtss>

**Positive Behavior Intervention Supports (PBIS)** - Many schools across the country have used the MTSS framework to implement **Positive Behavior Intervention and Supports (PBIS)**. PBIS is an evidenced-based school-wide approach to preventing and responding to school discipline problems, both inside and out of the traditional classroom setting. PBIS focuses on a set of consistent behavior expectations that are explicitly taught. Schools establish a continuum of procedures for encouraging the expected behaviors. There is a continuum of procedures for discouraging problem behavior and procedures for encouraging school-family partnership. Data is collected and analyzed to identify students needing additional supports/interventions and to monitor their progress.

At its foundation, PBIS is a framework supported by research spanning decades. Study after study confirms the positive impact these systems and practices have on improving student outcomes. The evaluation brief, “[Is School-wide Positive Behavior Support an Evidence-based Practice?](#)” (Horner, Sugai, & Lewis, 2015) and the article “[Examining the Evidence Base for School-wide Positive Behavior Support](#)” (Horner, Sugai, & Anderson, 2010) each lay out some of the research and provide additional resources to explore the topic further.

**Restorative Justice (RJ)** It is not uncommon for schools to also implement Restorative Justice (RJ) as a compliment to PBIS within their MTSS framework. RJ is a theory of justice that focuses on the needs of both victims and offenders. In the school setting, restorative justice focuses on helping students face their misbehaviors, and take responsibility for their actions. A Restorative Approach focuses on repairing harm instead of assigning blame and dispensing punishment. PBIS and Restorative Justice/Practices can be used together to increase positive outcomes for student behavior.

### **Response to Intervention (RTI)**

Response to Intervention (RTI) is a process that refers to how well students respond to research-based instruction. The purpose of the program is to provide a safety net for at-risk readers, some of whom have learning disabilities. At one time, students could not get help until they were failing.

Additional information regarding PBIS, RJ and RTI may be found at:

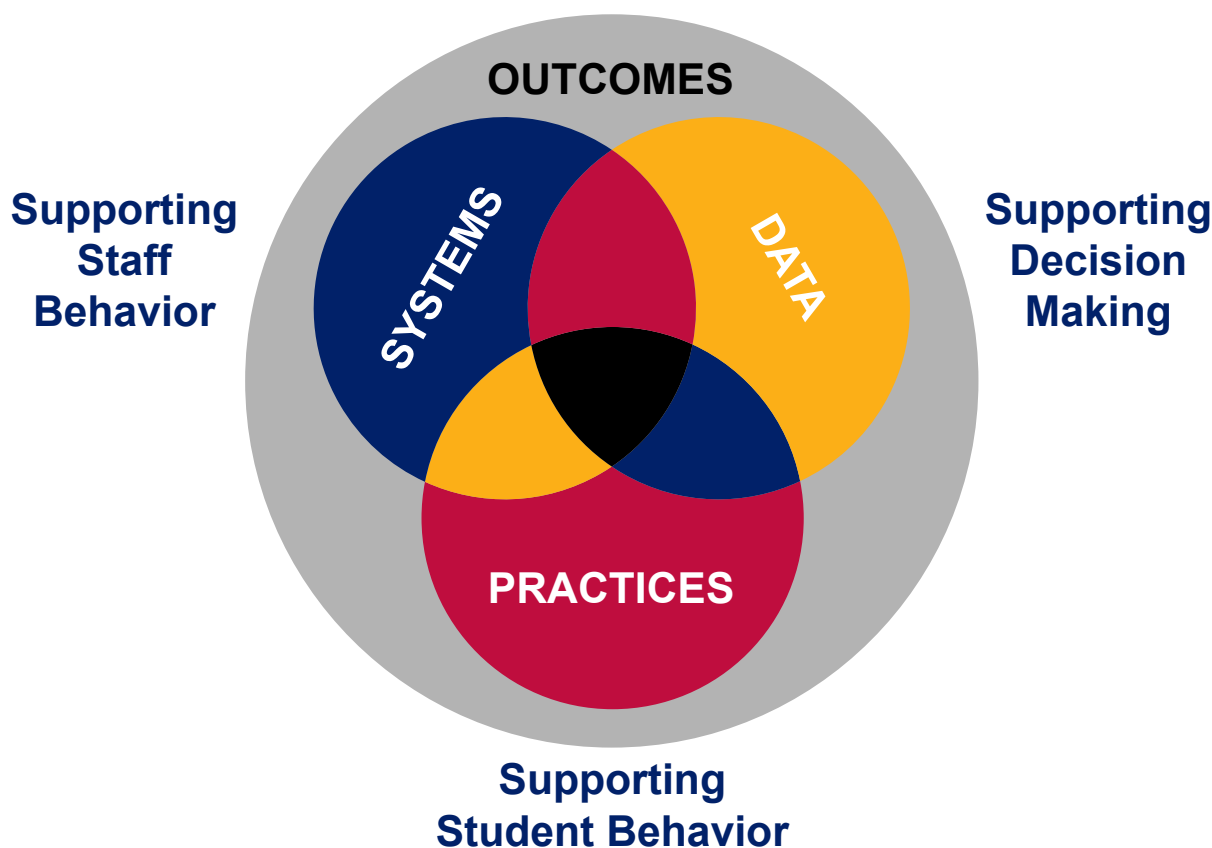
<https://www.pbis.org> (Center on Positive Behavioral Interventions and Supports, 2020)

<http://restorativesolutions.us/schoolprograms>

<http://www.rtinetwork.org/learn/what/whatisrti> (RTI Action Network, 2020)

[CASEL Program Guides \(Collaborative for Academic, Social, and Emotional Learning \(CASEL\), 2020\)](#)

## Social Competence & Academic Achievement



## APPENDIX D: LAW ENFORCEMENT

### Law Enforcement Interaction on Campus

It is important to consider the nature and amount of interaction between law enforcement and students that will occur on your campus. This is a matter of local decision making. Examples may range from a full-time School Resource Officer at a single campus, to an officer spending some time at a campus in addition to patrol duties, to an occasional visit by patrol officers as a form of community policing. No matter the form, some basic best practices should be observed.

### Training

There is a distinct difference between a school resource officer (SRO) who is trained according to the Arizona Department of Education School Safety Program curriculum, and a police officer placed on campus without such training. It is recommended that all officers or representatives who will function primarily as School Resource Officers, ideally along with school site leadership where the officer will be assigned, undergo the Arizona Department of Education School Safety Program training or an equivalent training in the appropriate functions and uses of law enforcement officers on school campuses. These trainings are designed to support each member of the multidisciplinary team in defining their roles, understanding a shared language and increasing collaboration between disciplines.

Ideally, patrol officers, sheriff's deputies or detectives who may respond to the school should at a minimum have training in appropriate interaction in the school setting, how to work with school site administration and understand the philosophy of the Arizona Department of Education School Safety Program. The goal behind such minimal levels of training is to reduce the probability that an officer with no familiarity with the school's operation or best ways to interact with students will respond to a call for service at the school site.

### Service Agreement

If your school site will use the services of a state, county, or municipal peace officer or juvenile probation officer as a school resource officer, whether full-time or part-time, an Intergovernmental Agreement (IGA) should be developed between your school district or charter holder and the law enforcement agency/probation department supplying the officer. This agreement should be reviewed and updated annually. If your school district or charter has a less formal relationship with law enforcement, an agreement or Memorandum of Understanding (MOU) about what activities will occur and when is valuable in evaluating effectiveness and maintaining positive relationships. At a minimum, officers who may respond to a school when summoned should be aware an IGA or MOU exists, and receive the training indicated above.

### Use in Disciplinary Matters

**A law enforcement officer or representative should not be relied upon or used to enforce school discipline.** Disciplinary matters should be handled by school staff and administrators. If a disciplinary matter requires law enforcement to be notified, a school resource officer or other representative who has experience with students at the school may be an appropriate choice. The primary purpose of law enforcement in a school setting is positive relationship building and safety.



RESOURCE: [School Safety Program Tools & Resources](#), Arizona Department of Education (Arizona Department of Education, 2020)



# APPENDIX E: SCHOOL SAFETY CHECKLIST

## Comprehensive School Safety Plan Checklist

This checklist includes the basic components of a Comprehensive School Safety Plan. Use this check list to evaluate the component of your plan and to identify areas that you can work on to enhance your school's plan. Data from this check list can be a needs assessment that can be used for making improvements to the current plan.

	In Place	In Progress	Need More Time
<b>INFRASTRUCTURE</b>			
Designated point person			
Teams			
School Safety Team			
Threat Assessment Team			
Data For Decision Making			
Internal			
External			
Staff Professional Development			
Emergency Operations Plan			
Other site appropriate			
Liaison			
District			
Families			
Community			
<b>PREVENTION</b>			
Climate Interventions (Universal/Tier 1)			
Multi-Tiered Support Systems (MTSS)			
Environmental Design (CDC Guidelines-CPTED)			
Social Emotional Learning (SEL) curriculum			
<b>INTERVENTION</b>			
Campus security			
Mental health services			
Alternatives to Exclusionary Practices			
Tier 2 & 3 Intervention/Referrals			
Threat Assessment Protocol			
<b>RESPONSE</b>			
Emergency Operations Plan			
Critical Incident Response/Coordination			
Recovery			



## Comprehensive School Safety Plan Components

Every district and school needs a school safety plan that covers a range of issues that will require focused attention. A comprehensive plan will guide leaders in dealing with issues as they arise and help create the climate that will mitigate many safety related problems, as well as being prepared to respond to emergencies.

The principal is responsible for creating, implementing and maintaining the plan, but all adults in a school community have responsibilities both on a daily basis and in times of crisis to ensure the safety of all in the school. The key components of a comprehensive plan include: Infrastructure, Prevention, Intervention and Response. Each will be described here.

### INFRASTRUCTURE

**Designated Point Person.** Establishing a school safety infrastructure is the first task in creating a plan. Although the principal is ultimately responsible, in larger schools often another staff person is designated to oversee the elements of the schools safety plan on a daily basis in coordination with the principal.

**Teams.** In a comprehensive plan, multidisciplinary groups of school staff are necessary.

A School Safety Team comprised of a variety of disciplines especially key administrators, teachers, mental health professionals, safety/security personnel need to be appointed and to meeting regularly to oversee planned safety and climate activities and to monitor progress, as well as outcomes.

Threat Assessment Team is a team with a special mission – to evaluate any threat that is received. Members of this team need specialized training in a standard threat assessment protocol so that they can judge the level of the threat posed and take appropriate action as outlined in the Comprehensive Plan. At a minimum members of this team need to include: an administrator, a mental health professional and a security or safety officer. The team needs to have training in conducting a threat assessment, suicide prevention and laws regarding confidentiality.

**Data for decision making.** Without data, you may be implementing programs or strategies without knowing where the real problem lies and therefore miss opportunities to work on any underlying issues that may lead to a symptom.

Internal data could include regular tracking of discipline referrals, attendance, counselor visits, threats, etc. Student, parent and staff surveys also provide valuable data for planning and monitoring. This information becomes a regular part of the School Safety Teams monitoring of the school.

External Data might be helpful in dealing with a specific problem or issue such as increase in drug use or fights. External data might come from police reports, hospital emergency room admissions or probation report. Contacts with the community may facilitate access national or state surveys such as the Youth Risk Behavior Survey (YRBSS) or Monitoring the Future could provide helpful information. This information can be found through search engines.



**Staff Professional Development.** All school staff must have the knowledge and skills to carry out the Comprehensive Plan. All staff must know about this comprehensive plan and how to respond in case of an emergency. The data that you collect and analyze can provide additional topics that might be specific needs at your site. Examples of common staff or parent professional development that can increase safety at your site include, but are not limited to: suicide, bullying, trauma informed practices, social justice practices, mental health awareness.

**Liaison.** Having contacts at both your District and the local community including parents is important in a school's daily work on providing a safe and protective environment for learning. It is essential in a time of crisis or threat to be able to call on supportive services and relationships with other community leaders.

District. One District role is to support principals. Know the chain of command for prevention, intervention and response. Keep updated contact information in an easily accessible place and share the contact information with key staff. Maintain good relationships with the designated resources at the district level.

Families. Develop and maintain contact information for families for ongoing work and in case of an emergency. Identify leaders and influencers to provide input into plans and activities.

Community. Work with the District to identify and maintain contact with the appropriate community resources such as law enforcement, mental health services, health services, social service agencies.

## PREVENTION

**Climate interventions.** A welcoming, positive climate provides a safe and protective environment for all members of the school community. Intentional actions to improve school climate are associated with less violence and increased academic achievement. Positive relationships between administrators and staff, between staff and students and between students promote positive youth development and teacher satisfaction.

Multi-Tiered Support Systems (MTSS) include *Response to Intervention (RTI)* and *Positive Behavior Interventions and Supports (PBIS)* as guidance for creating climates that support creating clear boundaries, use of data for decision making, teaching of positively stated rules and behavioral expectations, developing consequences for behavioral errors and creating an acknowledgement system for appropriate behavior. School-wide MTSS interventions are the cornerstones of a positive school climate and provide universal/ primary prevention.

**Crime Prevention through Environmental Design (CPTED).** School buildings and grounds can be organized that reduce the likelihood of violence and crime and thus creating more feeling of safety. Attention needs to be paid to limited and controlled access, perimeter boundary definition, reducing conflicting user traffic patterns, securing classrooms with improved door hardware, etc. See CDC guidelines for assessment and strategies.





**Social-Emotional (SEL) Curriculum.** For positive youth development, students need to learn specific social skills to feel connected to adults and other students. Research has identified science-based curricula that can provide instruction that will lead to students' ability to develop stronger relationships, reduce the likelihood of bullying, using substances, fighting and other risky and unsafe behaviors. Examples include bullying, substance use prevention, violence prevention, law related education, peer mediation.

## INTERVENTION

**Campus security.** Human and technology resources are needed to focus on safety such as security guards or school recourse officers (SRO's) who are trained in science-based prevention and interventions in dealing with students and possible persons not authorized to be on campus.

**Mental Health Resources.** Untreated mental health issues diminish a student's capacity for learning and for being behaviorally responsible. Early identification provides opportunities for counseling and/or referral.

**Alternatives to exclusionary discipline practices.** Except for situations in which someone is in danger of harm, harsh discipline policies that exclude students from academics are not effective in changing the individual student's behavior, and lead to other students feeling unsafe. Alternatives to these exclusionary practices provide consequences for behavioral errors or misbehavior while minimal interruption to the educational process.

**MTSS Tier2 & 3 Intervention/Referrals.** For student who need additional support to follow the school's behavioral expectations, practicing science based interventions such as peer mediation, Student Assistance Programs, mentoring, check-in/check-out, etc. provides opportunities for students to learn skills in dealing with challenging situations. Referral to off campus agencies may be appropriate.

**Threat assessment protocol.** A threat assessment protocol is an outline process will help school officials determine if threats made by students actually pose a threat to other students or to the school site. With this information, a Threat Assessment Team (See Infrastructure) can determine the best course of action. Threats may come through student or staff reports, over the internet or through other means of communication.

## RESPONSE

**Emergency Operations Plan (EOP).** This plan describes how an institution will respond to a threat. It describes in detail the processes and structures within the school that will be utilized in case of an emergency. Having a plan in place helps ensure that the response will be coordinated and informed. All key staff need to be trained on the plan and understand their roles in the implementation of the EOP.





**Critical Incident Response/Coordination.** In any traumatic event that leads to a strong emotional experiences, support must be provided to the community to meet their mental issues. A critical response team will identify people at risk and attend to their needs through providing physical and emotional support.

**Recovery.** Once the crisis or threat is over, the people in the school must quickly return to operational status. Movement from the former way of operating to a new way of operating that is the result of the lessons learned during the crisis or critical incident. Some people will recover before others. So, mental health supports need to be in place for some weeks before a victim might be ready to take on responsibilities they previously had.



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