



**Advisory Task
Force on School
and Staff
Emergency/All
Hazard
Preparedness**

February 2007

**Report
To the
Legislature**

**As required by
Minn. Laws 2006
Chapter 263
Article 2
Section 24**

COMMISSIONER:

Alice Seagren

**Advisory Task
Force on
School and
Staff
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February 2007

FOR MORE INFORMATION CONTACT:

Carol Thomas

Minnesota Department of Education

T: (651) 582-8453

E-MAIL: carol.thomas@state.mn.us

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1500 Highway 36 West

Roseville, MN 55113-4266

TTY: (800) 627-3529 OR (651) 582-8201

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ESTIMATED COST OF PREPARING THIS REPORT

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations, and preparing this report document.

Special funding was not appropriated for the costs of preparing this report.

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$2,670.00.

The estimated cost incurred by Public Safety in preparing this report is \$1,560.00.

The total estimated cost incurred by state agencies in preparing this report is \$4,230.00.

Advisory Task Force on School and Staff Emergency/All Hazard
Preparedness

Report to the Legislature

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Estimated Cost of Preparing This Report

This report provides information that the Department of Education already collects as part of its normal business functions. The cost information reported below does not include the cost of gathering and analyzing the data but rather is limited to the estimated cost of supporting the work of the Task Force and preparing this document.

Special funding was not appropriated to cover the costs of preparing this report.

Minnesota Department of Education Costs:

The following is an estimate of the cost incurred by the MN Department of Education: \$ 2,670.00

Other Agency Costs: Public Safety

The following is an estimate of the cost incurred by Public Safety: \$ 1,560.00

Total Estimated Cost for Preparing This Report: **\$ 4,230.00**

Overview

The Advisory Task Force on Schools and Staff Emergency/All Hazard Preparedness was created in response to legislation passed in the 2006 Minnesota Legislative Session: Chapter 263, Article 2, Section 24. That legislation required the Commissioner of Education to appoint an advisory task force to “consider and recommend to the legislature proposals for strengthening kindergarten through grade 12 crisis management and school safety efforts” by February 15, 2007. (See Appendix A: M.S. Chapter 263, Article 2, Section 24.)

The Advisory Task Force comprised representatives of the following groups: the state Board of Teaching, the state Board of School Administrators, the state fire marshal, law enforcement agencies, emergency responders, school principals, school counselors, non-licensed school employees, school nurses, school social workers, the Minnesota School Boards Association, Education Minnesota, the Minnesota Department of Education, the Minnesota Department of Health, the Minnesota Department of Public Safety, Minnesota State Colleges and Universities, and the Minnesota Association of School Administrators and others appointed by the Commissioner. (See Appendix B: Advisory Task Force Members and Affiliations.)

The Advisory Task Force met four times; October 24, November 16, December 12, 2006, and January 9, 2007. They were supported in their work by a cross-agency staff team comprised of members from the Minnesota Departments of Education, Public Safety and Health. Advisory Task Force meetings were facilitated by Heather Britt, MPH, PhD Manager, Survey Measurement, Allina Hospitals & Clinics. (See Appendix C: Advisory Task Force on School and Staff Emergency/All Hazard Preparedness Staff)

Information was provided to the Advisory Task Force by a panel representing Minnesota school districts that have received U.S. Department of Education Office of Safe & Drug-Free Schools & Communities Emergency Response and Crisis Management grants, (Duluth, St. Paul, and Osseo). William Modzeleski, Associate Assistant Deputy Secretary, U.S.D.E. Office of Safe & Drug-Free Schools, presented the group a national overview of emergency response planning efforts and emerging best practices. Advisory Task Force members shared information on school shooting responses, terrorist threats, school health concerns, and school-based emergency preparedness. And staff from the Minnesota Departments of Health, Public Safety and Education provided summary information on All Hazards programs and resources available relating to schools.

The Advisory Task Force adopted an All Hazards Emergency Preparedness and Response framework developed by the U.S. Department of Education's Office of Safe & Drug Free Schools Office to guide their work. That framework includes four primary areas: Mitigation/Prevention, Preparedness, Response and Recovery. They clarified the range of incidents covered in their charge to include natural disasters, health crises, fire and violent incidents. (See Appendix D: All Hazards Planning – On the School Agenda.)

Using that framework, the Advisory Task Force developed responses to the questions posed in the enabling legislation as well as additional recommendations by working in two workgroups – Policy and Capacity Building. The Policy workgroup focused on review of existing legislation and federal/state/local resources available relating to the four areas identified in the planning and response framework. Capacity Building reviewed training, certification and licensure requirements, and other capacity building resources available in the state and nationwide. The recommendations from each workgroup were then combined into the single list included in this report.

In its final meeting, the Advisory Task Force met with Commissioner of Education, Alice Seagren, and Tim Leslie, Assistant Commissioner of Public Safety, to discuss their work, learnings and recommendations.

Advisory Task Force Recommendations are:

- Establishment of a Minnesota School Safety Center entity;
- Continued gathering of information related to All Hazards best practices, capital expenses related to implementing school safety assessment recommendations, possible changes in data privacy statutes and practices to ensure sharing of staff and student data to ensure safe school environments;
- Changes in existing Minnesota statutory language to:
 - Expand school Crisis Policy to an All Hazards framework;
 - Expand School Preassessment Teams to a Health and Safety framework;
 - Expand district levy authority to provide more resources related to all hazards preparedness, prevention, response and recovery;
- Funds for school crisis response unmet needs, for implementing school safety/all hazards assessments, for the development of emergency response plans and start-up costs associated with those plans, and for staffing and operational expenses related to the Minnesota School Safety Center.

The recommendations included in this report reflect the consensus of the Advisory Task Force members – not those of the organizations they represent.

Response to M.S. Chapter 263, Article 2, Section 24

The legislative language establishing the Advisory Task Force directed the group to advise the Legislature on five specific questions. The questions and Advisory Task Force responses follow.

Chapter 263, Article 2, Section 24 language:

“whether or not to:

- (1) develop specific K-12 teacher and school administrator competencies related to emergency/all hazard preparedness;
- (2) provide emergency/all hazard preparedness training to currently licensed K-12 teachers and school administrators;
- (3) incorporate emergency/all hazard preparedness competencies into existing teacher and school administrator preparation curriculum;
- (4) identify key emergency/all hazard preparedness competencies appropriate to teacher and school administrator preparation curriculum and ongoing teacher and school administrator training”.

Advisory Task Force Response: After a review of practices and requirements in other states and a discussion with Mr. William Modzeleski, Associate Assistant Deputy Secretary, U.S. Department of Education Office of Safe and Drug-Free Schools and Communities, the Advisory Task Force recommends continued study in each of the four areas detailed above. At this time it is not clear which specific areas of training or required teacher or school administrator competencies would best prepare schools to prevent, prepare, respond and recover from emergencies/all hazard incidents. The Advisory Task Force is recommending that the Departments of Education, Public Safety and Health work closely with the Minnesota State Colleges and Universities and the Minnesota Board of Teaching and other appropriate entities to identify appropriate competency requirements and the training resources to acquire those skills and knowledge.

Chapter 263, Article 2, Section 24 language:

“whether or not to:

- (5) expect federal funds to supplement state emergency/all hazard preparedness initiatives.”

Advisory Task Force Response: The Advisory Task Force reviewed federal resources currently available to Minnesota including Homeland Security resources; U.S. Dept of Education Safe and Drug-Free Schools funds, Project SERV grants, and competitive Emergency Response and Crisis Management grant program; U.S. Dept of Justice funds; and U.S. Dept. of Health & Human Services SERG grants, (SAMHSA Emergency Response Grant) and Safe Schools/Healthy Communities competitive grants. While the grant programs available through these agencies have provided resources to a limited number of Minnesota school districts, none of these resources are anticipated to increase in size to a level sufficient to address the emergency response preparedness and response needs of all Minnesota districts. (See Appendix E: Federal Funds Available to Supplement State Emergency/All Hazard Preparedness Initiatives.)

As a result, the Advisory Task Force recommends that Minnesota should anticipate that sufficient federal resources will not be available to ensure that all Minnesota schools can implement quality All Hazard, prevention, preparedness, response and recovery efforts.

Recommendations

One: The Minnesota Departments of Education, Public Safety and Health shall establish and provide ongoing leadership to the Minnesota School Safety Center (MnSSC) no later than July 1, 2008. MnSSC shall assure the continued development and implementation of All Hazards emergency management policies, trainings, standards and competencies statewide using federal and state resources. The Minnesota State Legislature shall:

1. Make available targeted funds to staff the center, including a dedicated, full-time executive director, and that ensure the provision of school safety resources to Minnesota schools, emergency management, public health and law enforcement communities; and
2. Extend the term of the All Hazards Advisory Task Force to provide continued input to the state agencies until the establishment of the MnSSC Advisory Board.

Two: The Legislature shall direct the Minnesota Departments of Education, Public Safety and Health to gather and provide more information on the following:

1. Best practice guidelines related to school safety assessments for dissemination to schools;
2. Estimated capital costs to schools relating to the implementation of school safety assessments prior to the next bonding session for review by the Governor's Office and the Legislature.
3. Changes to data privacy practices and statutes to ensure the appropriate sharing of staff and student information relating to assuring a safe and healthy school environment.
4. Effective trainings and required competencies for school teachers and administrators related to ensuring safe schools.

Three: The Minnesota State Legislature shall amend the following state statutes:

1. M.S. 121A.035 Crisis Management Policy to reflect an All Hazards framework and include a reference to the currently required school bus evaluation drill,. Clarification will be provided to schools relating to which drills meet the requirements of the statute, and the model policy will be reviewed and updated as needed.
2. M.S. 121A.26 School Preassessment Teams to include all health and safety concerns within the scope of the school-based teams.
3. M.S. 126C.44 Safe Schools Levy to ensure that sufficient resources are available to meet district needs relating to establishing and maintaining safe school environments, including personnel needs. The levy limit shall be raised from \$27 to a level determined by the Legislature.

Four: The Legislature shall identify and provide new funds to the appropriate state agency and to the School Safety Center (MnSSC) when established, for the following All Hazards related expenses:

1. To districts and charter schools for costs related to professional development as well as short-term personnel costs relating to the expanded role of the school preassessment teams (M.S. 121A.26).
2. To districts and charter schools to conduct school safety assessments that include review of vulnerability to acts of violence, a plan for remediation and recommendations on capital expenditures, school climate concerns, and professional development needs.
3. To districts and charter schools to address the human and physical needs resulting from significant school crises, including unmet counseling and trauma-recovery needs for staff and students, physical plant adaptations, temporary staff replacements, and other unplanned expenses.
4. To districts and charter schools through an application process for funds to support the development and implementation of comprehensive all hazards/emergency management plans.

Recommendation One - Establish a Minnesota School Safety Center

I. Background – Recommendation 1.1: Establish a Minnesota School Safety Center

In 2006, the Commissioners of Education and Public Safety directed a cross-agency team to begin to investigate their agencies' capacities to assist Minnesota's schools on school safety issues. The interagency team began their work with an informal nationwide survey to determine the types and levels of resources other states are committing to similar efforts. This information was provided to the Advisory Task Force to provide a national framework. (See Appendix F: *School Safety Summary Report*, June 14, 2006 prepared by the MN Dept of Education and MN Dept of Public Safety.)

The survey indicated that at least 21 states currently have some form of a school safety center. School safety centers exist in the following states: California, Colorado, Connecticut, Florida, Georgia, Indiana, Kentucky, Mississippi, Missouri, Montana, Nebraska, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and Washington.

Some of these centers focus exclusively on physical safety issues (e.g., advising schools on physical vulnerability assessments), while others are broader in their approach and offer trainings and support to staff on a variety of school environment issues.

The majority of school safety centers are associated with either the state department of education or a local university. Two of the centers are housed in criminal justice departments; one in juvenile justice/delinquency prevention and the other in the Department of Criminal Justice. The Kentucky Safety Center is unique in that it is a stand-alone school safety center housed at a university. The Connecticut and New York school safety centers are each a part of the state governor's coordinating council or agency.

Often centers act as clearinghouses of information. In addition, many centers have staff that assist schools in a variety of ways, including conducting and providing technical assistance relating to school safety assessments. In most states these assessments are voluntary. School safety centers provide a variety of information, training, and technical assistance around issues from bullying prevention to emergency/all hazards preparedness and critical incident support. Indiana has an anti-bullying initiative with a director specific to the topic. Far fewer school safety centers had any identifiable information on pandemic issues.

An informal review of selected school safety centers was conducted relating to annual budgets in the following states: Georgia, Kentucky, Montana, New York, and Texas. The range of annual budgets is from \$500,000 to \$1.5 million. The range of staff was from 5 to 20 personnel. All centers had a cadre of trainers to assist in implementing their mission and work plans.

Information provided to the Advisory Task Force by state agency staff indicated that there is not any current single point of information and assistance to schools relating to emergency/all hazard preparedness. This lack of coordination makes it difficult for schools to identify and access services and resources.

To ensure that leadership and coordination is provided to Minnesota's schools, the Advisory Task Force recommends the establishment of a school safety center similar to that of other states. The primary mission of Minnesota School Safety Center shall be to provide oversight and guidance for Minnesota's safe school environment activities, including policy and guidance development, provision of state and local education and training, and study and monitoring of the state's safe school status, and other identified needs.

The School Safety Center shall have a dedicated budget and a full-time, dedicated executive director with responsibilities to act in the best interests of the Center and its primary mission. The executive director shall report to an advisory board and provide guidance to the Center. This advisory board shall be comprised of local and state representatives from the Departments of Education, Health and Public Safety. Other suggested Advisory Board members include Minnesota State Colleges and Universities and the state Board of Teaching, the state Board of School Administrators, the state fire marshal, law enforcement agencies, emergency responders, school principals, school student support personnel, school transportation, the Minnesota School Boards Association, Minnesota Elementary School Principal's Association, Minnesota Association of Secondary School Principals, Education Minnesota, and the Minnesota Association of School Administrators and others as appointed by the commissioners.

The center's staff shall provide leadership in cross-agency coordination, development of materials, information dissemination, and the provision of training, workshops and conferences. The center staff is not expected to conduct safety or vulnerability assessments or to provide extensive on-site technical assistance to districts in the development and implementation of crisis plans but may direct the provision of these services through contracts with eligible entities.

The center shall be required to submit an annual report to its advisory board and the Minnesota Legislature outlining the year's activities, emerging issues, updated needs assessment/gaps analysis information and a plan for following year.

Areas where the Minnesota School Safety Center is expected to act include:

- Design and ensure the implementation of trainings for school and other community agency personnel regarding safe school environments;
- Development of guidance and provision of technical assistance for districts regarding best practices relating to the development and implementation of all hazard plans including:
 - Best practices in school safety and vulnerability assessments;
 - Models for effective collaboration in the areas of preparation, prevention, response and recovery;
 - After-action review and the resulting updating of plans;
 - Information on available courses and trainings for school personnel and other appropriate individuals who seek to increase their skills related to emergency/all hazards mitigation and prevention, preparedness, response and recovery, for example; National Incident Management System (NIMS) ongoing training;
- Review and monitor the implementation of school emergency/all hazards plans;
- Liaison with districts experiencing a crisis to provide technical assistance, immediate on-site aid as needed and the processing of emergency grants during times of crisis;

- Provide current information to districts on funding resources available related to emergency/all hazard planning and implementation; and
- Annual review and recommendation of changes to all relevant Minnesota state statutes, policies, and current practices to assure implementation of best practices for safe school environments.

Recommendation:

The Minnesota Departments of Education, Public Safety and Health shall establish and provide ongoing leadership to the Minnesota School Safety Center (MnSSC) no later than July 1, 2008. MnSSC shall assure the continued development and implementation of All Hazards emergency management policies, trainings, standards and competencies statewide using federal and state resources. The Minnesota State Legislature shall make available targeted funds to staff the center, including a dedicated, full-time executive director, and that ensure the provision of school safety resources to Minnesota schools, emergency management, public health and law enforcement communities.

Legislation Proposed/Changed:

Minnesota Departments of Education, Public Safety and Health will work with the Minnesota State Legislature to develop necessary statutory language and appropriations amounts.

II. Background – Recommendation 1.2: Extension of term for Advisory Task Force

The Advisory Task Force identified several additional areas where recommendations could be developed, given additional time and opportunity for review and reflection. These included all hazards planning for use of school buildings during non-school hours, needs of private and parochial schools, and appropriate student identification practices relating to emergency situations.

Recommendation:

The Advisory Task Force recommends that the Commissioners of Education and Public Safety reconvene this group at least twice a year until the Minnesota School Safety Center is established and/or the Minnesota School Safety Center's Advisory Board begins to meet for the purposes of ongoing assessment and feedback regarding the state's work around all hazard preparedness/mediation, prevention, response and recovery. The Advisory Task Force recommends a reconvening of the existing members within one month of the close of the 2007 Legislative Session to advise on the implementation of adopted recommendations and to identify where additional work may be necessary.

Legislation Proposed/Changed:

Minnesota Departments of Education, Public Safety and Health will work with the Minnesota State Legislature to develop necessary statutory language and appropriations amounts.

Recommendation Two - Identification of Best Practices and Cost Estimates

I. Background - Recommendation 2.1: Minnesota state agencies shall continue to identify and disseminate information on best practices related to school safety assessments

The Advisory Task Force reviewed information provided by state agency staff and the U.S. Department of Education Office of Safe and Drug-Free Schools and Communities relating to the design and implementation of school safety assessment tools. Currently a variety of tools are being implemented nationwide, sometimes as a state requirement and in other cases on a voluntary basis. To date, Minnesota state agencies have provided limited guidance to schools regarding the elements of an effective schools assessment and best practice information relating to application of recommendations resulting from a school safety assessment.

Recommendation:

The Advisory Task Force recommends that the Departments of Education, Public Safety and Health develop and disseminate to Minnesota's schools information on effective use and application of school safety assessments.

Legislation Proposed/Changed:

None at this time

II. Background - Recommendation 2.2: Minnesota state agencies identify estimated capital costs to schools relating to the implementation of school safety assessments.

The Advisory Task Force discussed the range of new expenditures that districts and schools may identify through a school safety assessment. These included areas such as security cameras and staff, alterations to the physical plant such as door locks, metal detectors in entrances, and remodeled entry ways. While the Advisory Task Force was not able to provide an estimate of these costs during the time provided, members were in agreement that identification of these costs is important to allow further discussion of appropriate sources of funds for districts and schools to meet these new costs.

Recommendation:

The Departments of Education, Public Safety and Healthy identify estimated new capital expenditures related to the implementation of a school safety assessment's recommendations. This information should be made available to the Governor and Legislature prior to the 2008 Legislative session.

Legislation Proposed/Changed:

None at this time

III. Background - Recommendation 2.3: Review data privacy statutes and practices

In an effort to provide better information access and sharing to the members of the proposed safe school health and safety preassessment team, Advisory Task Force members believe it is critical to align data practices legislation with best practice. Because the issue of data practices is complex in Minnesota, the Advisory Task Force proposes a study group be convened to examine the issue of data practices as it relates to a school health and safety preassessment team. This study group would be

charged with aligning current data practices language including M.S. 13.82 Subdivision 15 with the scope of responsibility of the schools health and safety preassessment teams so that those individuals needing access to information and the ability to share that information have protection for that information exchange. This study group shall involve at a minimum staff of the Minnesota Departments of Administration, Education, Health and Public Safety.

Recommendation:

The Minnesota Departments of Education, Health, and Public Safety work with staff of the Minnesota Department of Administration and other appropriate organizations to identify data privacy statutes and practices that inhibit the effective sharing of school staff and student information in relation to ensuring safe schools. The appropriate state agencies shall disseminate to schools, law enforcement and other organizations clarification on data requirements and practices relating to the sharing of information on individuals relating to ensuring school safety.

Legislation Proposed/Changed:

None at this time. Any statutory changes resulting from this study should be recommended to the Legislature for review at the appropriate time.

IV. Background – Recommendation 2.4: Effective trainings and competency requirements related to ensuring safe schools

The Advisory Task Force discussed the scope of training and competencies related to ensuring safe schools and all hazards preparedness, prevention, response and recovery. Minnesota schools have had access to a range of trainings and educational sessions from a variety of sources to assist in emergency preparedness or safety planning. Many of these trainings focus on all hazards related to school safety, pandemics, and weather related emergencies. These trainings involve similar procedures, partners, and communication lines and, while it is important to discuss the specifics to each crisis, there is sufficient overlap in application to make comprehensive trainings useful. (See Appendix G: Overview of Minnesota All Hazards/Emergency Management Trainings and Appendix H: *Emergency Response Resources*.)

Coordination of these resources in planning, promotion and delivery has not occurred across state agencies and other organizations providing trainings and competency-related resources. It is also not clear which trainings are necessary to ensure that administrators, teachers and other personnel have the information and skills needed to develop and implement emergency response plans.

Recommendation:

The Advisory Task Force is recommending that the Departments of Education, Public Safety and Health work closely with the Minnesota State Colleges and Universities and the Minnesota Board of Teaching, law enforcement professionals and other appropriate entities to identify appropriate competency requirements and the training resources to acquire those skills and knowledge, and will continue to develop and make available to appropriate school, emergency response and law enforcement personnel training and competencies related to all hazard preparedness. When the Minnesota School Safety Center is established, the center will assume responsibility for continued identification and delivery of these resources in partnership with these organizations.

Recommendation Three – Amend M.S. 121A.035, M.S.A.037, M.S. 121A.26 and M.S. 126C.4 to an All Hazards/Emergency Management Framework

I. Background - Recommendation 3.1: Amend M.S.A.025 Crisis Management Policy

The Minnesota Department of Education is currently directed by M.S. 121A.035 to maintain and make available to schools a model crisis management policy. This model policy serves as guidance for districts in their development and implementation of local crisis management policies and procedures. The Legislation was amended in the 2006 Legislative Session to ensure that districts practice lockdown drills in addition to the fire and tornado drills previously required. (See Appendix I: *Crisis Management Policy*, MSBA/MASA Model Policy 806.)

In addition to these plans, each Minnesota county has an emergency manager who is responsible for the creation and annual updating of each county's emergency response plan. These emergency plans assign responsibilities to city and county departments, set out the local command structure in compliance with the National Incident Management System (NIMS), and list resources to be accessed in time of disaster. The Minnesota Division of Homeland Security and Emergency Management establishes requirements for county emergency plans to ensure that plans will meet federal and state regulations. A number of requirements relate to planning for special populations which includes schools, nursing homes, daycare centers, and other facilities that house vulnerable populations. The county emergency manager must coordinate the county emergency plan with those of individual cities within the county and with schools' and businesses' specific emergency plans whenever possible. They may convene planning advisory committees made up of representatives from these groups to assist in this coordination. Counties are required to exercise their plan annually.

The Advisory Task Force recommends changing the current statutory language from crisis plan to all hazards plan to align language with these other state emergency response initiatives.

Recommendations:

- A. The Minnesota Department of Education shall engage in a review and update of the current crisis management policy. This review shall be complete by the end of 2007 and a new model policy shall be available for schools in January of 2008.

The review of the model crisis policy shall include attention to the following areas:

- Adoption of an emergency/all hazards approach addressing all 4 phases of a crisis (i.e., prevention/mitigation, preparation, response and recovery);
- Addresses support/services for school staff and other community partners in recovery;
- Collaborative planning tailored to the individual needs of each school that:
 - Includes regularity of practice of drills and exercises - including full scale exercises,
 - Includes a command structure which is compliant with the National Incident Management System (NIMS),
 - Includes annual reviews,
 - Includes language and provisions for special populations and students with special needs, and
 - Includes provisions for site/vulnerability assessments; and

- Inclusion of student and parent representatives in planning as appropriate.
- B. The Advisory Task Force recommends that the Minnesota Department of Education coordinate its review of the model crisis/all hazards policy with the Minnesota School Safety Center once it is established. In addition, the Advisory Task Force recommends that school emergency/all hazard plans pattern and link to the county emergency management plans currently in place.
- C. The Advisory Task Force recommends that the legislature amends 121A.035 and 121A.037 to reflect an All Hazards framework and include a reference to the currently required school bus evacuation drill and that the Department of Education provide clarification on which types of drills meet the statutory requirement of twelve annual drills, especially relating to staff-only drills.

Legislation Proposed/Changed:

The current Crisis Management Policy language shall be changed as follows:

121A.035 ~~CRISIS~~ ALL HAZARDS MANAGEMENT POLICY.

Subdivision 1. Model policy. The commissioner shall maintain and make available to school boards and charter schools a model ~~crisis~~ all hazards management policy that includes, among other items, school lock-down and tornado drills, consistent with subdivision 2, and school fire drills under section 299F.30.

Subd. 2. School district and charter school policy. A school board and a charter school must adopt an ~~crisis~~ all hazards management policy to address potential violent crisis situations in the district or charter school. The policy must be developed cooperatively with administrators, teachers, student support personnel, employees, students, parents, community members, law enforcement agencies, other emergency management officials, county public health, county attorney offices, social service agencies, emergency medical responders, and any other appropriate individuals or organizations. The policy must include at least five school lock-down drills, five school fire drills consistent with section 299F.30, ~~and one tornado drill-~~ and one school bus evacuation drill consistent with section 123B.90 Subd. 2 (7)(h).

121A.037 School Safety Drills

Private schools and educational institutions not subject to section 121A.035 must have at least five school lock-down drills, five school fire drills consistent with section 299F.30, ~~and one tornado drill-~~ and one school bus evacuation drill consistent with section 123B.90 Subd. 2 (7)(h).

II. Background - Recommendation 3.2: Amend M.S. 121A. 26 – School Preassessment Teams

Current Minnesota statute requires the use of chemical abuse preassessment teams in schools that have any type of school district chemical abuse program. These preassessment teams are responsible for addressing reports of chemical abuse and making recommendations for appropriate responses. In many districts, included in the team's membership are many of the partners needed to assess, plan and implement responses to possible student health and safety issues. Expansion of this team's charge and membership would allow for schools and districts to more thoroughly identify and support students that could potentially harm themselves or others.

Currently districts do not receive any targeted funds to support the development of these teams or to provide staff necessary for their effective implementation.

Recommendation:

The Advisory Task Force recommends changing the language of the current school preassessment team statute to include a focus on assessing and responding to potential student threats to self or the larger school environment. The Advisory Task Force agreed that mandating the composition of the School Healthy and Safety Preassessment Team membership did not require attendance of all members at team meetings. They agreed that membership at meetings would be at the discretion of schools to decide, based on the topics and concerns to be discussed.

Legislation Proposed/Changed:

121A.26 SCHOOL HEALTH AND SAFETY PREASSESSMENT TEAMS.

Every public school, and every nonpublic school that participates in a school district chemical abuse program and/or receives federal NCLB Title IV, Part A LEA funding shall establish a ~~chemical abuse~~ student health and safety preassessment team. The preassessment team must be composed of classroom teachers, administrators, and to the extent they exist in each school, school nurse, school counselor or psychologist, social worker, ~~chemical abuse specialist~~ alcohol and drug counselor, school resource officer and other appropriate professional staff. The superintendents or their designees shall designate the team members in the public schools. The preassessment team shall meet in collaboration with local law enforcement, local child protection, and local mental and public health agency representatives. The preassessment team is responsible for addressing reports of ~~chemical abuse~~ health and safety concerns, including reports of chemical abuse and making recommendations for appropriate responses to the individual reported cases.

Within 45 days after receiving an individual reported case, the preassessment team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with ~~chemical abuse~~ health and safety concerns. Data may be disclosed without consent in health and safety emergencies pursuant to section 13.32 and applicable federal law and regulations.

Notwithstanding section 138.163, destruction of records identifying the chemical abuse of individual students shall be governed by this section. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the preassessment team about the student shall be destroyed not later than six months after the determination is made. If the preassessment team decides to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the preassessment team about the student shall be destroyed not later than six months after the student is no longer enrolled in the district.

History: 1987 c 295 s 2; 1988 c 691 s 1; 1998 c 397 art 9 s 26

III. Background - Recommendation 3.2: Amend M.S. 126C.44 - Safe Schools Levy

The Advisory Task Force reviewed two existing Minnesota statutes that relate to all hazard planning and implementation – the Safe Schools Levy and Capital Expenditure – Health and Safety, M.S. 123B.57. Both of these statutes currently provide levy authority to local districts for activities relating to

all hazards planning, response and recovery. The Advisory Task Force believes these resources need to continue, be strengthened and language clarified to ensure districts are aware of their applicability to all hazards preparedness, prevention, response and recovery.

The Advisory Task Force recommends an increase in the Safe Schools Levy to allow districts to address needs relating to developing and implementing all hazards-related programs and professional development opportunities – including personnel costs. (See Appendix J: *Summary In Brief: School Resource Officers*, 12/2006, prepared by the MN Dept. of Education and MN Dept. of Public Safety.)

The Advisory Task Force recognizes that the average Minnesota public school district size is under 1,000 students and that enrollment number limits the resources available through a levy increase for those districts. The Advisory Task Force encourages the Legislature to consider the particular needs of those districts while determining the levy increase amount.

The Advisory Task Force is not recommending any change in the Healthy and Safety Revenue and Levy statute, M.S. 123B.57 at this time. Instead the Task Force recommends further clarification of estimated costs related to capital expenditures that may be identified through a school safety assessment, (see Recommendation 2.2, page 8).

Recommendation:

Expand the authority of the safe school levy to include use of monies for any and all safe school environment activities (to include, but not be limited to, support for personnel and programming) and increase the per pupil limit from \$27 to a level sufficient for districts to meet these needs.

Legislation Proposed/Changed: 126C.44 SAFE SCHOOLS LEVY

Each district may make a levy on all taxable property located within the district for the purposes specified in this section. The maximum amount which may be levied for all costs under this section shall be equal to ~~\$27~~ \$__ multiplied by the district's adjusted marginal cost pupil units for the school year. The proceeds of the levy must be reserved and used for directly funding the following purposes or for reimbursing the cities and counties who contract with the district for the following purposes: (1) to pay the costs incurred for the salaries, benefits, and transportation costs of peace officers and sheriffs for liaison-~~in~~ services in the district's schools; (2) to pay the costs for a drug abuse prevention program as defined in section 609.101, subdivision 3, paragraph (e), in the elementary schools; (3) to pay the costs for a gang resistance education training curriculum in the district's schools; (4) to pay the costs for security in the district's schools and on school property; ~~or~~ (5) to pay the costs for other crime prevention, drug abuse, student and staff safety, and violence prevention measures taken by the school district; (6) to pay the costs incurred for the salaries and benefits of personnel related to a safe schools environment, this includes but is not limited to nurses, counselors, and social workers; in services in the district's schools; or (7) to pay for programs related to safe school environments, not included in clause (2), (3), (4) (5) or (6). For expenditures under clause (1), the district must initially attempt to contract for services to be provided by peace officers or sheriffs with the police department of each city or the sheriff's department of the county within the district containing the school receiving the services. If a local police department or a county sheriff's department does not wish to provide the necessary services, the district may contract for these services with any other police or sheriff's department located entirely or partially within the school district's boundaries.

Recommendation Four – Additional Resources Needed to Support School All Hazards/Emergency Management

Discussion with staff from the U.S. Department of Education revealed that additional federal monies to support school safety initiatives are unlikely. In recognition of additional requirements and challenges confronting school staff, the Advisory Task Force believes that the state of Minnesota must fiscally invest in safer school environments through the use of targeted grants.

I. Background - Recommendation 4.1: Funds to districts and schools to provide for costs related to the expansion of preassessment team scope and responsibilities

Recommendation 3.2 calls for the expansion of scope for chemical health preassessment teams currently required in statute, M.S. 121A.26. The Advisory Task Force recognizes that this expansion may require additional training for personnel in areas related to an all hazards/emergency response framework, especially school safety threat assessment and response. There may also be a need for a temporary expansion of staff responsibilities to assure that adequate planning and training occurs.

Recommendation:

The Advisory Task Force recommends establishing a competitive grant program for districts to apply for funds to support the development and implementation of the student health and safety assessment teams within districts. This grant program shall be designed primarily to support the funding of personnel, including, but not limited to, school resource officers, school nurses, school counselors, school social workers, school psychologists and alcohol and drug counselors. These funds shall be available until the Legislature determines the need for these transitional resources no longer exists.

Legislation Proposed/Changed:

Minnesota Departments of Education, Public Safety and Health will work with the Minnesota State Legislature to develop necessary statutory language and appropriations amounts.

II. Background - Recommendation 4.2: Funds to schools to conduct school safety assessments

School safety assessments, conducted by external consultants with expertise in areas such as building design, use of security equipment and personnel, school climate, and best practices for threat assessment and response, can provide useful recommendations to schools and districts relating to practical improvements that will enhance the safety of students and personnel. Quality assessments usually involve the gathering of information from a district/school for review, on-site physical plant examinations, interviews with students, staff and families, and written recommendations for improvements. Some states now require these assessments, while others recommend them. State financial support varies from direct coverage of all costs to reductions in liability insurance for districts that comply with safety assessment recommendations.

Recommendation:

The Advisory Task Force recommends that the Legislature establish a grant fund for public and nonpublic schools to apply to receive funds to cover the cost of a safe school assessment. Funds would be reimbursed to applicants when the school safety assessment has been completed.

Legislation Proposed/Changed:

Minnesota Departments of Education, Public Safety and Health will work with the Minnesota State Legislature to develop necessary statutory language and appropriations amounts.

III. Background - Recommendation 4.3: Funds for school crisis immediate response needs

The Advisory Task identified a federal U.S. Department of Education Office of Safe & Drug-Free Schools Office grant program, Project SERV (School Emergency Response to Violence), that funds short-term and long-term education-related services for districts to help them recover from a violent or traumatic event in which the learning environment has been disrupted. This grant fund provides immediate services assistance that covers up to 60 days from the date of the incident. Extended services assistance covers up to one year from the incident. Project SERV will fund costs that are reasonable, necessary, and essential for education-related activities that are intended to restore the learning environment following a violent or traumatic event. This program also supports activities that assist districts in managing the practical problems created by the traumatic event that has produced an undue financial hardship.

Project Serv immediate and extended grants were made to Rocori and Red Lake School Districts in Minnesota following the school shootings in those districts but were not sufficient to address the districts' needs. Additional funds were needed through legislative appropriation and redirection of monies from state agencies. Other districts have received grants for traumatic incidents impacting student populations. Initial grants are awarded for up to \$50,000 to cover costs incurred during the first 60 days following an incident. Extended services assistance is available for one year after an incident. (See Appendix K: U.S. Dept. of Education Office of Safe & Drug-Free Schools & Communities Project SERV (School Emergency Response to Violence) Minnesota grants.)

Recommendation:

The Advisory Task Force recommends that the Legislature establish dedicated funding for the purposes of supporting response and respite in those districts that face an all hazard crisis. This money will be deposited into a trust and replenished upon its expenditure. It will be made available to districts using the expedited grant-making process available in such instances. These grants will be non-competitive with funding limits patterned on the federal program. Funds will be awarded and their use monitored through the Minnesota School Safety Center when it is established and until then through the Minnesota Department of Education.

Legislation Proposed/Changed:

Minnesota Departments of Education, Public Safety and Health will work with the Minnesota State Legislature to develop necessary statutory language and appropriations amounts.

IV. Background - Recommendation 4.4: Funds for school all hazard/emergency management planning

The Advisory Task Force identified and reviewed a single federal source available to schools to support all hazard/emergency management planning and implementation costs. The Emergency Response and Crisis Management Grant Program, available through the U.S. Department of Education Office of Safe and Drug-Free Schools and Communities, is designed to provide funds to districts to strengthen and improve their emergency response and crisis plans, at the district and school-building level. Grantees are required to address all four phases of crisis planning: prevention and mitigation, preparedness,

response, and recovery. In addition, districts are required to form partnerships and collaborate with community organizations, local law enforcement agencies, heads of local governments, and offices of public safety, health, and mental health as they review and revise school crisis plans. Plans must be coordinated with state or local homeland security plans and support implementation of the National Incident Management System (NIMS). Grant funds may be used for the following activities: training school safety teams and students; conducting building and facilities audits; communicating emergency response policies to parents and guardians; implementing an Incident Command System (ICS); purchasing school safety equipment (to a limited extent); conducting drills and tabletop simulation exercises; and preparing and distributing copies of crisis plans.

In the four years that the U.S. Office of Safe & Drug-Free Schools has awarded Emergency Response and Crisis Management Grants, eleven (11) grants have been awarded to Minnesota districts. The eighteen month grants averaged \$296,150.00. Grant awards are restricted to maximum amounts based on a range of student enrollment numbers. (See Appendix L: U.S. Dept. of Education Office of Safe & Drug-Free Schools & Communities Emergency Response and Crisis Management Minnesota grant list.)

Recommendation:

The Advisory Task Force recommends that the Legislature establish a state emergency/all hazards management supplement to the federal response and crisis management grant program so that more districts in Minnesota can focus on development and implementation of their crisis management plans. This funding shall be reviewed biannually by the Legislature and continue until the districts' planning needs are met. The grant competition shall be managed and awards monitored through the Minnesota Department of Education until the establishment of the Minnesota School Safety Center.

Legislation Proposed/Changed:

Minnesota Departments of Education, Public Safety and Health will work with the Minnesota State Legislature to develop necessary statutory language and appropriations amounts.

Appendices

- A. M.S. Chapter 263, Article 2, Section 24.
- B. Advisory Task Force on School and Staff Emergency/All Hazard Preparedness Members
- C. Advisory Task Force on School and Staff Emergency/All Hazard Preparedness Staff
- D. "All Hazards Planning – On the School Agenda", *Practical information on Crisis Planning: A Guide for School and Communities* – U.S. Dept. of Education Office of Safe & Drug-Free Schools & Communities
- E. Federal Funds Available to Supplement State Emergency/All Hazard Preparedness Initiatives
- F. *School Safety Summary Report*, June 14, 2006 prepared by the MN Dept of Education and MN Dept of Public Safety
- G. Overview of Minnesota All Hazards/Emergency Planning Trainings and Education Opportunities
- H. *Emergency Response Resources* – U.S. Dept. of Education TA Center, Helpful Hints, Lessons Learned, ERCMExpress Newsletters
- I. *Crisis Management Policy*, MSBA/MASA Model Policy 806
- J. *Summary In Brief: School Resource Officers*, December, 2006 prepared by the MN Dept of Education and MN Dept of Public Safety
- K. U.S. Dept. of Education Office of Safe & Drug-Free Schools & Communities Project SERV (School Emergency Response to Violence) Minnesota grants
- L. U.S. Dept. of Education Office of Safe & Drug-Free Schools & Communities Emergency Response and Crisis Management Minnesota grant list
- M. U.S. DHHS SAMHSA Safe & Healthy Communities Minnesota grants

**Minnesota Legislative Session 2006
Chapter 263, Article 2**

Sec. 24. ADVISORY TASK FORCE ON SCHOOL AND STAFF EMERGENCY/ALL HAZARD PREPAREDNESS.

- (a) An advisory task force on school and staff emergency/all hazard preparedness is established to consider and recommend to the legislature proposals for strengthening kindergarten through grade 12 crisis management and school safety efforts including, at least, whether or not to:
- (1) develop specific K-12 teacher and school administrator competencies related to emergency/all hazard preparedness;
 - (2) provide emergency/all hazard preparedness training to currently licensed K-12 teachers and school administrators;
 - (3) incorporate emergency/all hazard preparedness competencies into existing teacher and school administrator preparation curriculum;
 - (4) identify key emergency/all hazard preparedness competencies appropriate to teacher and school administrator preparation curriculum and ongoing teacher and school administrator training; and
 - (5) expect federal funds to supplement state emergency/all hazard preparedness initiatives.
- (b) The commissioner of education shall appoint an advisory task force on school and staff emergency/all hazard preparedness that is composed of a representative from each of the following entities: the state Board of Teaching; the state Board of School Administrators; the state fire marshal; law enforcement agencies; emergency responders; school principals; school counselors; nonlicensed school employees; the Minnesota School Boards Association; Education Minnesota; the Minnesota Department of Education; the Minnesota Department of Health; the Minnesota Department of Public Safety; Minnesota State Colleges and Universities; Minnesota Association of School Administrators; and others recommended by task force members. Task force members' terms and other task force matters are subject to Minnesota Statutes, section 15.059. The commissioner may reimburse task force members from the education department's current operating budget but may not compensate task force members for task force activities. The task force must submit by February 15, 2007, to the education policy and finance committees of the legislature a written report that includes recommendations on strengthening K-12 crisis management and school safety efforts.
- (c) The task force expires February 16, 2007.

EFFECTIVE DATE. This section is effective the day following final enactment.\

Advisory Task Force on School and Staff Emergency/ All Hazard Preparedness

	NAME	CATEGORY
1.	Karen Balmer Executive Director Minnesota Board of Teaching 1500 Highway 36 West St. Paul, MN 55113 651-582-8201 kbalmer@mail.children.state.mn.us	Board of Teaching
2.	Don Beckering State Director of Fire/EMS/Safety Training Minnesota State Colleges & Universities 30 Seventh Street East, Suite 350 St. Paul, MN 55101-7804 651-649-5411 don.beckering@so.mnscu.edu	MNSCU
3.	Glen Bergstrand State Fire Marshall 6846 Bergstrand Road Duluth, MN 55803 218-721-4447 glen.bergstrand@state.mn.us	State Fire Marshall
4.	Nancy Carlson Behavioral Health Preparedness Coordinator MN Department of Health Office of Emergency Preparedness 407 St. Olaf Avenue Northfield, MN 55057 651-201-5707 nancy.j.carlson@state.mn.us	MN Department of Health
5.	Denny Coughlin Chief Transportation Mechanic Minneapolis Public Schools 4230 147 th St. West Rosemount, MN 55068 612-290-4065 dennyc@mpls.k12.mn.us	Non-licensed employee

6. Jeff Czyson
Operations Supervisor
8924 Windsor Terrace
Brooklyn Park, MN 55443
763-520-4294
jeff.czyson@northmemorial.com

Emergency responders
7. Karen Dahl
Prevention Program Trainer
Anoka-Hennepin Public Schools
Home address:
11817 Porter Drive
Champlin, MN 55316
763-506-1168
karen.dahl@anoka.k12.mn.us

Non-licensed employee
8. Dick Guevremont
Financial Management, Facilities & Transportation Supervisor
Minnesota Department of Education
Home address:
8343 Colton Avenue
Woodbury, MN 55125
651-582-8788
dick.guevremont@state.mn.us

MDE
9. Tom Heffelfinger
Attorney
225 South Sixth Street, Suite 4000
Minneapolis, MN 55402
612-349-5657
theffelfinger@bestlaw.com

Commissioner appointment
10. Cynthia Hiltz
Executive Board President
School Nurses of Minnesota
4060 149th Avenue NW
Andover, MN 55304
763-506-1568
cynthia.hiltz@anoka.k12.mn.us

School counselor (nurse)
11. Kitty Johnson
Bush Program Project Coordinator
St. Paul Public Schools
360 Colborne Street
St. Paul, MN 55102-3299
651-523-6334
KITTY.JOHNSON@spps.org

Counselor

12. Phil Jones
Chief of Police
City of Cold Spring
27 Red River Avenue
Cold Springs, MN 56320
320-685-8666
chiefjones@coldspring.govoffice.com

Law Enforcement
13. David Kapler
Fire Chief
City of Rochester
201 Fourth Street SE, Room 10
Rochester, MN 55904
507-285-8072
dkapler@ci.rochester.mn.us

Emergency responder
14. Joann Knuth
Executive Director
Minnesota Association of Secondary School Principals
1667 Snelling Avenue N
St. Paul, MN 55112
651-999-7330
jknuth@mail.massp.org

Secondary School Principals
15. Charlie Kyte
Executive Director
Minnesota Association of School Administrators
1884 Como Avenue
St. Paul, MN 55108
651-645-6272
ckyte@mnasa.org

MASA
16. Tim Leslie
Assistant Commissioner
Minnesota Department of Public Safety
382 Christine Lane
West St. Paul, MN 55118
651-201-7176
tim.leslie@state.mn.us

Dept of Public Safety
17. Mary Mackbee
Chairperson
Minnesota Board of School Administrators
Central Senior High School
275 Lexington Parkway
St. Paul, MN 55104-5400
651-632-6025
mary.mackbee@spps.org

Board of School Administrators

18. Bob Meeks
Executive Director
Minnesota School Boards Association
1900 West Jefferson
St. Peter, MN 56082
507-934-2450
bmeeks@mnmsba.org
MSBA
19. Dan Murphy
City of Bloomington Police
1800 West Old Shakopee Road
Bloomington, MN 55431-3027
952-563-8622
dmurphy@ci.bloomington.mn.us
Law Enforcement
20. Shamus O'Meara
Attorney
Johnson-Condon
2185 Edgcumbe Road
St. Paul, MN 55116
952-806-0438
spo@johnson-condon.com
Commissioner appointment
21. Danny Porter
Clinical Social Worker
Intermediate School District #916
2438 Crestwood Drive
North St. Paul, MN 55109
651-415-5451
dan.porter@nemetrol12.mn.us
School counselor (social worker)
22. Mark Steffer
Vice President
Education Minnesota
41 Sherburne Avenue
St. Paul, MN 55103-4802
651-227-9541
mark.steffe@educationminnesota.org
Education Minnesota
23. Fred Storti
Executive Director
Minnesota Elementary School Principal's Association
1667 North Snelling Ave.
St. Paul, MN 55108
651-999-7310
pfstorti@mespa.net
Elementary School Principal's Association

24. Robert Utke
Clinical Experiences Coordinator
University of Minnesota
178 Pillsbury Drive SE
Minneapolis, MN 55455
612-625-1084
utkex001@umn.edu
25. Jan Vanderwall
Emergency responder
Transportation, Technology & Emergency Response Coordinator
Roseville Area Schools
395 County Road C West
Roseville, MN 55113
651-635-1609
jan.vanderwall@isd623.org

Task Force Facilitator:

Heather Britt
Survey Measurement Manager
Allina Hospitals & Clinics
2925 Chicago Avenue South
Minneapolis, MN 55407-1321
612-262-6023
heather.britt@allina.com

Advisory Task Force on School and Staff Emergency/All Hazard Preparedness: Staff Team

Minnesota Department of Health

Nancy J. Carlson*, Behavioral Health Preparedness Coordinator Minnesota Department of Health Office of
Emergency Preparedness Health System Preparedness Unit

Minnesota Department of Public Safety

Jeri Boisvert, Executive Director, Center for Crime Victim Services

Barb Fonkert, Senior Community Planner – Division of Homeland Security and Emergency
Management

Minnesota Department of Education

Ali Anfinson, Results Measurement Director, Safe & Healthy Learners

Bob Fischer, Transportation Specialist, Program Finance

Dick Guevremont*, Facilities and Transportation Supervisor, Program Finance

Ruth Ellen Luehr, Prevention Specialist, Safe & Healthy Learners

Glenda Meixell, Support Services, Safe & Healthy Learners

Nancy Riestenberg, Prevention Specialist, Safe & Healthy Learners

Shirley Sanders, Support Services, Program Finance

Carol Thomas, Supervisor, Learner Supports

*Also served as Task Force members

ALL HAZARDS PLANNING - On the School Agenda

Minnesota school districts have had, for some time, crisis response plans in place focusing on environmental disasters such as weather or fire emergencies. School student services teams and administrators are also seasoned in responding to emergencies students or staff – from physical health emergencies to violence. Since 1999 when the Legislature required school districts to adopt Crisis Management Plans (Minnesota Statute 121A.035), many adopted the policies prepared by the Minnesota School Boards Association in partnership with state agencies. School districts have also used the Minnesota Department of Public Safety's Guidelines for Schools for responding to specific emergencies.

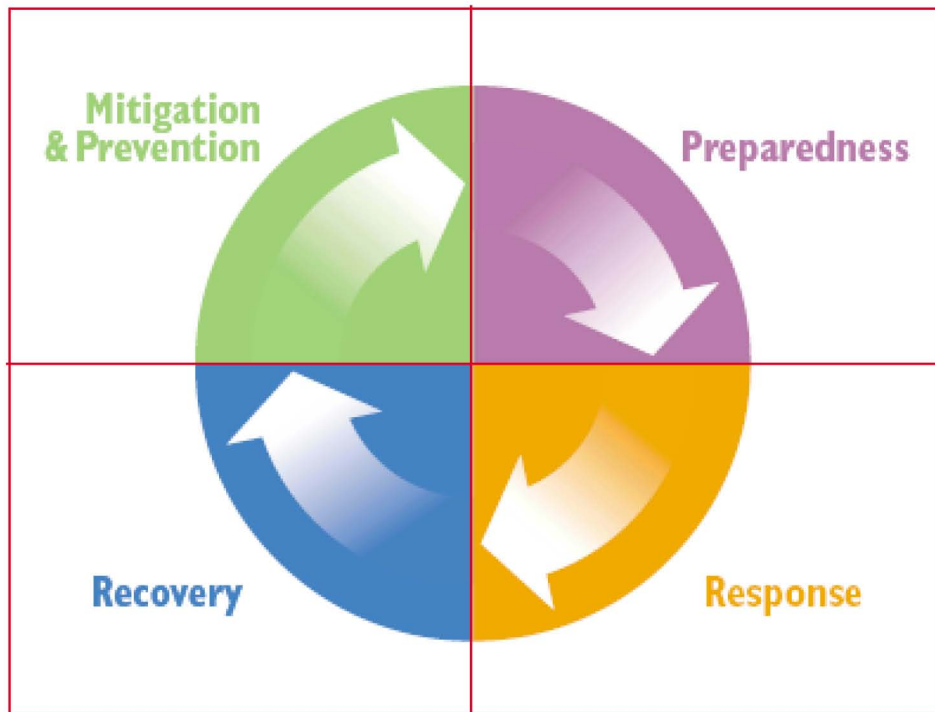
Recent national tragedies, the sustained high-alert of the USA due to international conflict, and recent crises in a few Minnesota schools and communities are compelling reasons for educators to revamp their plans for dealing with student, staff and community emergencies. The four phases below provide a way to shift from crisis response to emergency management, placing strategies from prevention through recovery into an 'all hazards' cyclical planning process.

Emergency managers have used an all hazards approach in Minnesota since the early 1990's. Now, by Presidential directive, the all hazards approach is the standard for use nationwide by all disciplines in all settings to be used in response to any and all crises.

Establish . . . a consistent nationwide approach for federal, state, and local governments to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity.

Homeland Security Presidential Directive (HSPD)-5 established the National Incident Management System (NIMS) Enacted February 2003

ALL HAZARDS PLANNING: FOUR PHASES IN EMERGENCY MANAGEMENT



Four phases of emergency management:

Mitigation & Prevention - what can be done to reduce or eliminate risk to life and property.

Preparedness - planning for all situations including the worst-case scenario.

Response - steps to take during a crisis.

Recovery - how to resume regular activities – for schools, the instructional activities and learning environment.

Emergency management is a continuous process in which all phases of the plan are being reviewed and revised. Good plans are never finished. They are updated based on experience, research and changing vulnerabilities.

US DoE Crisis Planning, 2003

Practical Information on Crisis Planning: A Guide for Schools and Communities,

U.S. Department of Education Office of Safe and Drug-Free Schools and Communities, 2003. Accessed at www.ercm.org.

FOUR PHASES IN EMERGENCY MANAGEMENT – some strategies for schools

MITIGATION & PREVENTION

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Involve educators in planning prevention strategies and also preparedness and response plans.
- Connect with community emergency responders to identify local *natural, technological or human-made* hazards.
- Critique data on critical incidents the community has experienced (natural disasters, fire, etc.) and determine the school's risk and preparedness.
- Assess and remediate problem areas identified by a school audit of the buildings and grounds.
- Connect with community services, advocacy groups and parents to discuss community characteristics and norms that contribute to or deter from school/student safety.
- Review student data on behavior, attitudes and needs and determine its relationship to school/student safety.
- Review school data on dangerous incidents, community crime data, etc.; determine major problems retarding student crime and violence; review how the school addresses these problems.
- Support violence prevention initiatives that are consistently applied in school-wide and classroom management strategies.

RECOVERY

During recovery, return to learning and restore the school infrastructure as quickly as possible.

- Strive to reestablish a learning environment and basic instructional schedule as soon as possible.
- Work toward restoring the physical plant, as well as the school community.
- Support staff in assessing students for the emotional impact of the crisis.
- Identify follow up interventions that are available to students, staff, parents and first responders.
- Determine what instruction should address the coping; locate resource materials and educators.
- Plan if or how anniversaries of events will be commemorated in the school or community.
 - Allocate appropriate time for recovery.
 - Review the response strategies and their effectiveness with staff and first responders.
 - Capture "lessons learned" and incorporate them into crisis plan revisions and trainings.

PREPAREDNESS

Good planning facilitates a rapid, coordinated, effective response when a crisis occurs.

- Identify agencies, providers, parent groups and committees involved in crisis response in the school/community.
- Review emergency plans that already exist in the school district and community; assess commonalities.
- Develop procedures for communicating with staff, students, families, community partners and the media to convey prevention messages, explain the response plan and relay information in a crisis situation.
- Establish procedures to account for and to care for students, staff and visitors during a crisis.
- Gather information about the school facility, such as maps, the location of utility shutoffs, best evacuation routes, safest sheltering-in spaces, etc.
- Identify the necessary equipment and other materials that needs to be assembled to assist staff provide first aid or emergency services, address
- Make a plan to train staff the all hazards/MN-IMS structure and for specific emergency situations that are highest priority; improve skills of leaders providing direct service and psychological supports.
- Determine the steps to be take in recovery.

RESPONSE

A crisis is the time to follow the emergency plan and make use of the preparations.

- Determine if a crisis is occurring; verify.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate MN-IMS (the incident management system).
- Ascertain whether an evacuation, reverse evacuation, lockdown or shelter-in-place is to be implemented; account for all students & staff.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families and the community.
- Monitor the delivery of emergency first aid to the injured; monitor assistance to children who have special needs in an emergency.
- Access equipment and supplies that are needed.
- Anticipate next strategies to be taken.
- Document activities; facilitate agreements to ensure resource needs are met.

Adapted from *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools and Communities, 2003. www.ercm.gov

MN-IMS

The **National Incident Management System (NIMS)/Incident Command System (ICS)** adopted by the US Department of Homeland Security (DHS) is intended for use by all state and federal agencies when responding to emergencies in Minnesota. The Governor and the Director of Homeland Security called for all state agencies as well as all tribal, regional and local public and private entities to adopt by resolution this framework.

MN-IMS (Minnesota Incident Management System) is the Minnesota version of the national all hazards approach. School personnel involved in all hazards planning will see that MN-NIMS requires learning a new vernacular as well as a hierarchical system of positions with pre-assigned duties. The rhetoric and structure can be applied to a range of emergency situations.

County Emergency Management offices are the lead agencies in any community-wide disaster or emergency. They call upon different sectors depending on the nature of the crisis. For example, those responding to tornado disasters include at least emergency medical services, utilities, the local housing authority and law enforcement. For pandemic flu planning, agriculture and health departments join Emergency Management as leaders. The Minnesota Office of Homeland Security and Emergency Management (HSEM) housed in Department of Public Safety is a back-up support to local offices in emergency situations as well as provides leadership to planning statewide and crisis response to regional and state emergencies. In statewide emergencies, HSEM calls on state agencies pertinent to the crisis at hand.

Agencies and organizations including school districts start with a **basic plan** that provides the foundation for any and all hazards. Hazard-specific plans then are developed as **supplements** to the basic plan. The basic and supplements make up a comprehensive plan and should address all hazards including *natural hazards* (floods, tornadoes, etc.), *technological hazards* (nuclear accidents, power outages, etc.) and *human or human-made hazards* (hazardous material spills, terrorism).

Planning for a coordinated response to emergencies needs to occur both at **the school district and the school levels**. Relationships with county/ community partners can be initiated at the school district level; policies and finances are also coordinated there. But educators in each school building need to know their own settings – strengths of the school team, strengths and vulnerabilities of the building and characteristics of the immediate neighborhood. So basic and supplemental plans need to be school-specific and coordinated via a district-wide team.

MN-IMS is based on principles that have proven successful in managing emergency situations. One fundamental principle is that emergencies require certain tasks or functions to be performed no matter what the scenario. For example, every emergency will require student care, site or facility security and communications. These functions should be identified during the development of the school's plan and, if possible, personnel should be matched to functions at that time. *

When a crisis situation is first recognized, the MN-IMS structure is to be instituted.

Each department, independent division, bureau, board, commission and independent institution of the state government . . . shall carry out the general emergency preparedness, planning, response, recovery, hazard mitigation and continuity of operations responsibilities . . . contained in the *Minnesota Emergency Operations Plan*, the *State All-Hazard Mitigation Plan*.

V. 500 The Department of Education shall coordinate with the Division of Homeland Security and Emergency Management on the development and updating, as required, of emergency plan guidance to be provided to local schools. Such guidance shall be designed to assist schools in developing an emergency plan that provides for the protection of children in the event of a disaster/emergency. . . .

503 The Department of Education shall work with schools to develop school-specific, all-hazard emergency plans compatible with local, county, state and federal all-hazard plans. The plans and response procedures developed for schools should specifically address domestic violence within the buildings and the development of "safe areas" around schools.

*EXECUTIVE ORDER 04-04
ASSIGNING EMERGENCY
RESPONSIBILITIES TO STATE AGENCIES.
Governor Tim Pawlenty*



The structure is called the **Incident Command Structure (ICS)**. In charge is the **Incident Commander** who may be the superintendent or the building principal. The Incident Commander then calls three leaders to **ensure student safety, be the liaison** to community emergency managers and other assistance including volunteers and a **communications spokesperson**. The superintendent may be the best spokesperson so another leader would then be assigned the Incident Commander role. Assignments are to be made before an emergency situation, eliminating confusion during the stressful response time.

As depicted in the diagram on the previous page, four strategies are operating during a crisis response. Here are brief descriptions of what the Finance, Logistics, Operations and Planning (FLOP) functions could be.

Strategies	Roles of the Teams
OPERATIONS	Handles all emergency response jobs including taking care of students. Most adult responders will have jobs assigned in this function. Some tasks may include <i>SEARCH and RESCUE, STUDENT CARE, HEALTH/MEDICAL CARE, SECURITY</i> . Also known as the DOERS .
PLANNING	Tracks resources, assesses the changing situation, documents the response and maintains the site map at the Command Post. This may include <i>DOCUMENTATION and SITUATION ANALYSIS</i> . Also known as the THINKERS .
LOGISTICS	Manages and distributes supplies, personnel and equipment. Assigns unassigned people. <i>SUPPLIES, STAFFING and COMMUNICATIONS are key elements</i> . Also known as the GETTERS .
FINANCE/ADMINISTRATION	Tracks time and funds. Buys materials, keeps financial records and employee hours. This function may not occur at the school, but only at the school district. <i>TIME KEEPING and PAYMENTS summarize the work in this area</i> . Also known as the TRACKERS .



For the **FOUR PHASES** of EMERGENCY PLANNING, MN-IMS provides the cross-sector language and structure. Planning the **RESPONSE** (*who will do what when*) in a given emergency situation is a start. But in the **PREPAREDNESS** phase, the school team addresses details such as a backup system if the school's usual first responders are not present, what to do about bystanders, communication with parents of students immediately involved, etc. Roles of school personnel, emergency services and others can be negotiated, right down to the details of who pays the costs in different situations. Materials, resource people and training needs can be determined. Beginning in the **RESPONSE** phase, and critical in **RECOVERY** is attending to the emotional needs of those directly involved as well as the whole community as whole. Psychological needs – both of the victims and of the care-takers -- can persist for a long time following any school or community disaster.

Benefits of school emergency planning efforts include:

- ◆ Actions taken to increase safety can be worthwhile on a daily basis, not just in an emergency.
- ◆ Planning is an excellent opportunity to involve students, parents, and the entire community.
- ◆ Families and the community can learn from the school's planning efforts to personally plan for emergencies.
- ◆ Rapid response to an emergency situation can prevent injuries, save lives, and allow for a more rapid return to normal school operations. *

* FEMA IS-326 Multi-hazard Emergency Planning for Schools, Feb 2004

School personnel involved in emergency planning and response are urged to take the no-cost on-line independent study FEMA course entitled *IS-326 Multi-hazard Emergency Planning for Schools, Feb 2004*. Find this and many more courses at www.training.fema.gov.

For more information:

www.hsem.state.mn.us
www.ercm.gov
www.ready.gov
www.nasponline.org

Minnesota Office of Homeland Security and Emergency Management
 US Department of Education Emergency planning and response resources
 US Homeland Security – for resources to develop Personal and Family Plans
 National Association of School Psychologists for handling student stress

MDE REL 10-06-06

Review of Federal Funds Available to Supplement State Emergency/All Hazard Preparedness Initiatives

A review of federal funding available to Minnesota's schools for All Hazards planning – including school safety – finds a diminishing pool of available monies. Funds available through Homeland Security, the U.S. Department of Education and the Department of Justice have either been reduced during the past years or eliminated entirely. The key programs are described below.

U.S. Dept. of Education: Office of Safe & Drug-Free Schools and Communities (NCLB Title IV, Part A)

Safe & Drug-Free Schools funds are provided to districts/charter schools based on student enrollment and Title I eligible students. These resources must be used to develop and implement comprehensive prevention, anti-bullying and intervention programs and services for students and training for staff.. Districts must apply annually to receive their allocations. Up to 40% of the annual district award may be dedicated to school security-related expenses. Any district/charter school accessing these funds is required to develop a crisis management plan. Funding for these activities was \$4.7 million in the 2005-6 school year; in 2006-7 the award was reduced across the board by 21% (\$3.7 million). Currently the administration has recommended closing this program. The average amount allocated to districts/charter schools through this program is \$8,680 annually with a range in award from \$96.00 to \$501,000. 388 of the eligible 467 districts or charter schools accessed this money for the 2006-7 school year, with charter schools accounting for most of the non-applicants due to the small amount of funds available to them.

Two grant programs are available to school districts through the Safe and Drug-Free Schools Office – Project SERV (School Emergency Response to Violence) and the competitive Emergency Response & Crisis Management grants. (These programs are described in more detail in Recommendation 4.3 and 4.4 of this report.)

U.S. Dept. of Justice:

Over the years, schools have had several funding opportunities to support School Resource Officers (SROs) through the federal Justice Department. These grant programs provided an incentive for law enforcement agencies to build collaborative partnership with the school community and to use community policing to combat school violence. These grant program were intended to launch, not to sustain, SRO activity. These grant funds have been eliminated and are no longer available.

U.S. Dept. of Health & Human Services:

DHHS awards annual grants for the Safe School/Healthy Communities Initiative through a competitive grant process. Under this initiative school districts partner with law enforcement, juvenile justice and mental health agencies to implement a comprehensive plan focused on six elements. These elements include safe school environments, mental health treatment services, and early childhood emotional development programs. Since the grant program's inception in FFY 2002, nine (9) grants have been awarded to Minnesota districts. (See Appendix E: U.S. DHHS SAMHSA Safe & Healthy Communities Minnesota grant list.)

DHHS also makes available SERG grants (SAMHSA Emergency Response Grant) to communities impacted by emergency substance abuse and mental health needs. Communities impacted by school violence can be recipients of these monies, provided on a non-competitive basis. SERG grants are provided as Immediate and Intermediate grants to cover the first 90 days following an emergency and the

first year following an emergency respectively. Communities surrounding Rocori and Red Lake School Districts received SERG awards.

Homeland Security:

Homeland Security grants are made available to each state through the Department of Homeland Security each year. States must apply for the grant monies using specific guidance issued by DHS and must address national preparedness priorities and target capabilities, and state strategies and plan deficiencies. Grant funds are given to regional planning groups within Minnesota who have met and determined priorities for funding within their geographic areas. The division of Homeland Security and Emergency Management receives all of the grant funds for the state and administers the grants to regional groups and other state agencies from the federal Department of Homeland Security. Schools have the opportunity for input into the regional planning groups as they set their priorities.

School Safety: Staff Review

**Minnesota Department of Education
Minnesota Department of Public Safety**

January 16, 2007

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Purpose and History

Purpose: This report provides decision-makers with the information necessary to thoughtfully plan Minnesota's statewide response to school safety. The needs of local school and law enforcement officials, as well as information from states already addressing this issue can provide a solid background as Minnesota moves to address this issue.

History of Project: This project began in the summer of 2005 when the Commissioners of Public Safety and Education convened staff from both agencies to discuss how to effectively partner and assist local education agencies as they address school safety issues. In November 2005, a second meeting amongst the key staff was held to further the discussion and analyze the current information and determine what gaps were missing in the current level of data. Two key information gaps were identified: (1) information on Minnesota School Safety Plans and (2) best practices and experiences of other states. A paper survey of sheriff involvement in school safety planning was conducted. This was followed by an electronic survey of police chiefs. Once these were completed, Rainbow Research was hired to conduct a study of school board members, principals, and superintendents. In addition, research on best practices and the experiences of other states' Safe and Drug Free Coordinators were compiled. A third meeting was held in March 2003 to review the results of the various data gathering processes. At that meeting, it was decided to continue gathering data and information to prepare for a larger work group or taskforce to help concretize the agencies' plan to support school safety.

The next step in planning includes:

- Identification and invitation of a work group / taskforce
- Convene work group / taskforce in June 2006
- Review of recommendations
- Determine a process for implementation of selected recommendations
- Determine a process, as necessary, for additional data gathering

Conclusions

A series of tragic events over recent years has raised the awareness of school safety issues on a federal, state and local level. On a federal level, several laws have been passed and funding (NCLB - Title IV) has been established to assist states and local schools address school safety concerns. States have chosen to address school safety concerns in a variety of ways. Some state level education agencies have been active in promoting school safety, some have collaborated closely with their state school safety centers, and others are locally driven and provide services as demanded or mandated. The main responsibility of school safety has fallen to the realm of education, whether it is on a state or local level. In general, law enforcement is seen as a collaborating partner rather than a lead agency in this effort.

States and local school districts have had a variety of responses to school safety and preparedness. In recent years, "lock-down" drills have been one way that schools have worked to prepare staff and students for emergency situations. At this time, the U.S. Department of Education Office of Safe & Drug-Free Schools does not provide any specific guidelines for the number or types of crisis/lockdown drills to be practiced annually. As a result, state responses to this requirement vary from state legislation requiring a minimum number of lockdown practices each school year to leaving the responsibility for determining how many drills are necessary to prepare for emergencies to local school districts/charter schools.

Another response has been School Resource Officers (SRO). State and federal grants were made available to schools from 2000 to 2003. These programs were intended to launch, not sustain SRO activity. Since 2004, the cost of SROs has been the responsibility of local school districts, police departments, and sheriff's office. According to the Minnesota Department of Education, Title IV: Safe and Drug Free Schools End of the Year Reports (2005-2006), approximately one-third of Minnesota school districts have School Resource Officers (88 school districts reporting having SROs out of the 349 schools reporting). Most school districts had one officer per district. School districts use multiple funding sources for an officer.

Nationally, only four states have a statewide crisis response team, advisory committee and/or taskforce. No states, other than Minnesota, have legislation requiring a statewide taskforce or advisory committee. Through an informal review of school safety center websites, eight states were identified as providing trainings on Crisis Management Plans. Three states were identified as having strong training programs in crisis management plan trainings.

In Minnesota, the Department of Education has provided most of the previous guidance to schools around school safety issues. For crisis management, emergency management, and/or all hazards planning, MDE has relied on federal examples (FEMA) and has assisted in the promotion of the following trainings by other agencies and organizations across the state:

- Federal Emergency Management Agency (FEMA) – web-based trainings on All Hazards planning,
- MN Department of Public Safety, Division of Homeland Security and Emergency Management – National Incident Management Training (NIMS) and All Hazards Planning,
- MN Department of Health and University of Minnesota Center for Public Health Preparedness – All Hazards Individual and Family Preparedness Trainings,
- MN Department of Health – Pandemic Trainings and Resources, Psychological First Aid, and a variety behavioral health preparedness and response trainings,
- Designs for Learning – Pandemic/Quarantine Preparation,
- Institute for Environmental Assessment – Emergency Response Regional Trainings,
- Metro ECSU – Emergency Response Trainings,
- School Nurse Organization of Minnesota – Trainings on School Emergencies and Disaster Preparedness,
- National Emergency Medical Service for Children Resource Center,
- National Association of School Resource Officers.

In the survey of Minnesota school and law enforcement officials around school safety planning, respondents indicated that on a local level there is a strong collaboration between schools and law enforcement in the development of the school

safety plan, policies and/or procedures. Many of the other states interviewed echoed this level of collaboration on the local level, but not as formalized collaboration on the state level. It was also indicated in the Minnesota survey that the lead on a local level for school safety planning needs to reside with the local educational agency. At the state level, respondents indicated a strong preference for a partnership between the Department of Education and Public Safety.

Respondents emphasized that the needs of rural schools should be recognized in all efforts surrounding this issue. The school and law enforcement officials indicated they would like more information around funding, best practices, model program, and model policies.

According to the states interviewed nationwide, states that have been the most proactive and have provided schools with the most assistance, training, and other resource are often states that have an active school safety center that can dedicate all of their resources to the mission of safer schools. Not all school safety centers function in the same capacity. Many school safety centers function as a clearinghouse of information and resources and do not provide direct assistance. A more active school safety center provides school safety audits and assessments, trainings, and other resources to local schools.

Most of the formalized school safety centers provide schools with assistance in developing school safety plans and in conducting school safety audits. Most often, these audits are not mandated. Many states require the school safety center to approve a school's initial school safety plan. Usually they are not required to approve annual updates.

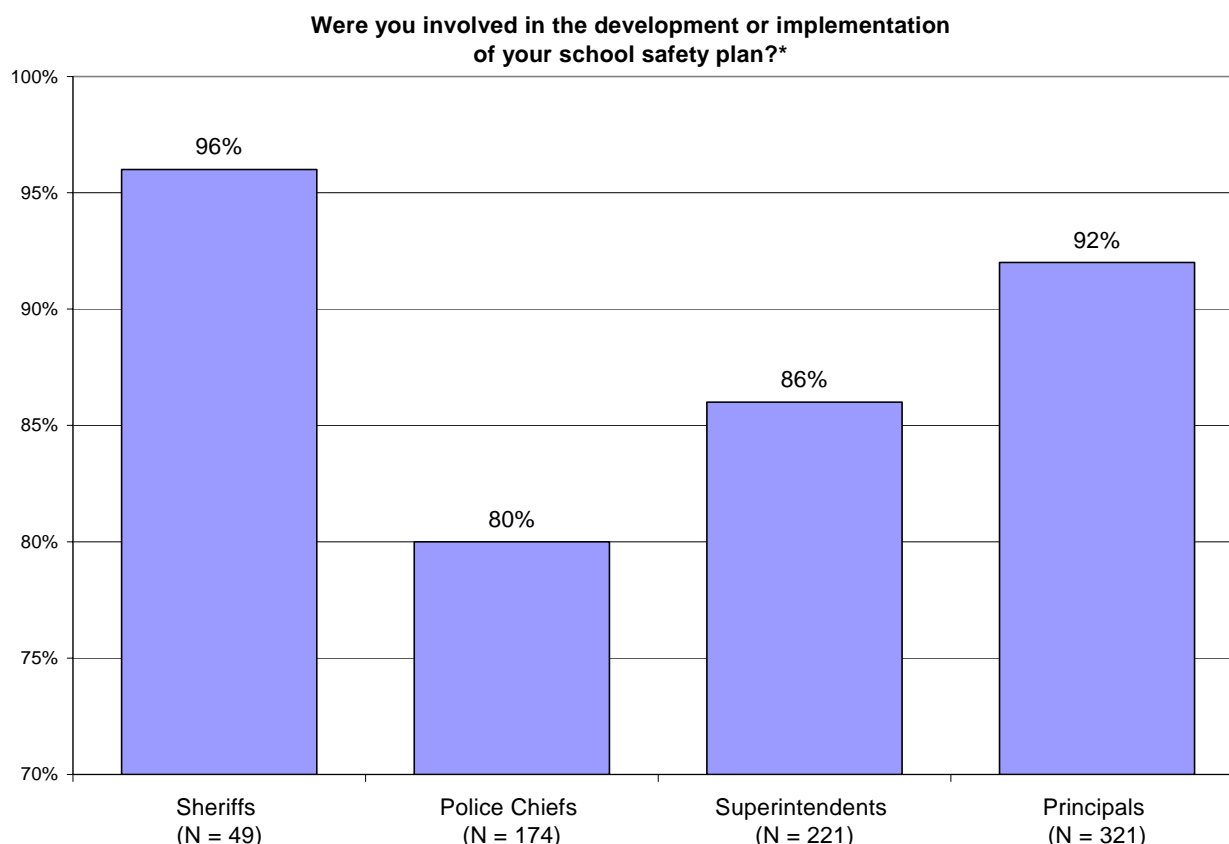
Many of the school safety centers are associated with the state education department. However, there are states with independent safety centers, including some aligned with a university. Staffing of school safety centers varies greatly from state to state. Some centers have a few staff that simply provide schools with resources, while other centers have regional coordinators, research staff, training staff, and communications departments. Staff in the centers comes with a variety of backgrounds; many coordinator positions are filled by those with law enforcement or school safety officer backgrounds.

Current Status of School Safety Planning in Minnesota

In order to understand the Minnesota issues surrounding school safety, a series of surveys were administered to school and law enforcement stakeholders. Local police chiefs and county sheriffs were surveyed as were school board members, school superintendents and school principals. Response rates from all groups were quite good but especially impressive completion rates were received from both superintendents and principals.

Involvement with School Safety Planning/Plan Components

All respondent groups, except school board members, were asked if they had participated in the development or implementation of their school's safety plan:



*School board members were not asked this question.

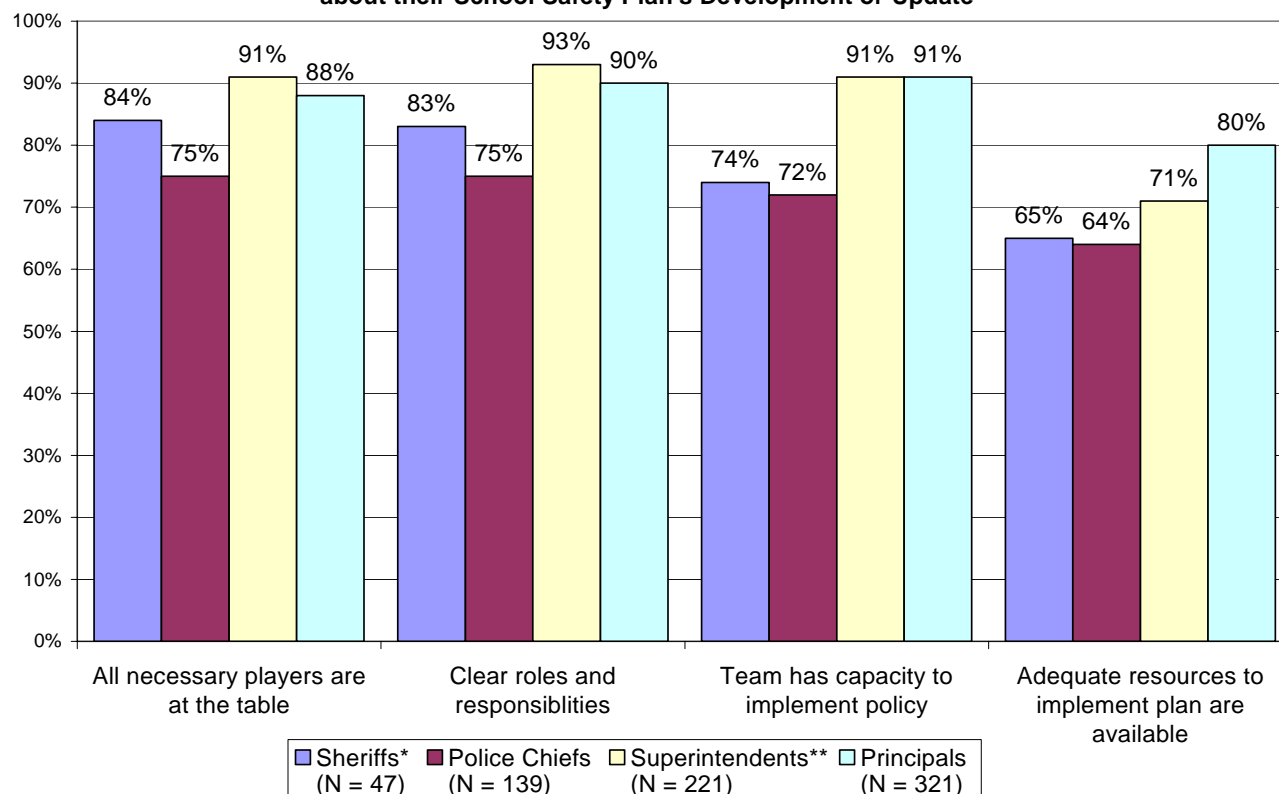
Overall, participation in school safety planning is high; sheriffs (96%) and principals (92%) have been most involved with school safety plan development and implementation followed by superintendents (86%) and police chiefs (80%).

Superintendents and principals were also asked if they helped develop or implement their district's Crisis Management Policy.¹ Ninety-two percent of both superintendents and principals have been involved in the planning and implementation of the Crisis Management Policy. School board members were asked to rate their familiarity with their district's Crisis Management Policy; only two in ten (20%) said they were very familiar with the Policy, while about half (46%) are somewhat familiar. Thirteen percent of school board members did not know if their district had a Policy.

Respondents, except school board members, were also asked their agreement with statements about their school safety planning team:

¹ Required by MN Statute 121A.035

Percent of Respondents who Strongly Agree or Agree with the Following Statements about their School Safety Plan's Development or Update



*Sheriffs were asked to rate these statements as excellent, very good, good, fair or poor. Their excellent, very good, and good data has been converted to strongly agree or agree in this graph.

**Superintendents were asked this question about their Crisis Management Policy, not school safety plan.

Overall, respondents strongly agree or agree that all the necessary players are at the table, that their team's roles and responsibilities are clearly defined, and that their team has the capacity to implement their plan. However, that level of agreement drops off for all groups when they were asked if they have adequate resources to implement their plan. In every case, when asked what resources they needed, respondents mentioned financial resources most often (67% - school board members, 63% - superintendents, 51% - sheriffs, 47% - police chiefs, and 42% - principals). Specifically, respondents would like financial support in:

- updating and securing older school buildings,
- funding for training and technical support,
- money for safety equipment including cameras and better communication systems, and
- funding for school resource or police officers.

Once developed, plans are being reviewed; both principals (71%) and superintendents (54%) indicate that their school/district school safety plans were last reviewed or updated this current school year. About half (55%) of superintendents also said that their district Crisis Management Policy was also updated this current school year.

More than 80 percent of both superintendents and principals indicate that their school safety plans address bomb threats, shootings, assaults and intruders. While still high, only about 70 percent of respondents in both groups report that their plans address chemical, biological or radiological incidents. Other things addressed in school safety plans include weather or natural disasters, fire, death, suicide or other medical emergencies.

Immediate Safety Concerns: Training & Practice

All respondents were asked to share their immediate school safety concerns. Superintendents, police chiefs and principals cited their most immediate concern as the inability to be properly prepared, trained, and practiced for a crisis event. In fact, all respondent groups reported that they are lacking some aspect of plan practice. Forty-two percent of sheriffs and 28 percent of police chiefs say that they do not practice enough. Principals feel a little bit more confident in their plan practice; about seven in ten feel they have sufficiently practiced aspects of their plan, while only half of superintendents say that all of their schools sufficiently practice elements of their district school safety plan.

Principals are also concerned with aspects of building security like multiple entrances, ability to lock doors and balancing public accessibility with student safety. Sheriffs rated their highest concern as getting people to take school safety seriously. They believe that many people feel it can't happen in their school and therefore are not making safety a priority. School board members are most concerned with substance abuse issues. Weapons and shootings were also mentioned as a concern by all respondent groups.

The concern about violence in schools is also evident in a study submitted to the Minnesota Department of Education². It was found that over time, districts are moving away from using their federal U.S. Department of Education Safe and Drug Free Schools money for counseling services, and instead are focusing on locker searches and police liaisons, and security equipment in their schools. (It is important to note that Safe and Drug Free Schools money has been cut by 21 percent for the 2006-2007 school year and is zeroed out in the President's 2007 budget proposal).

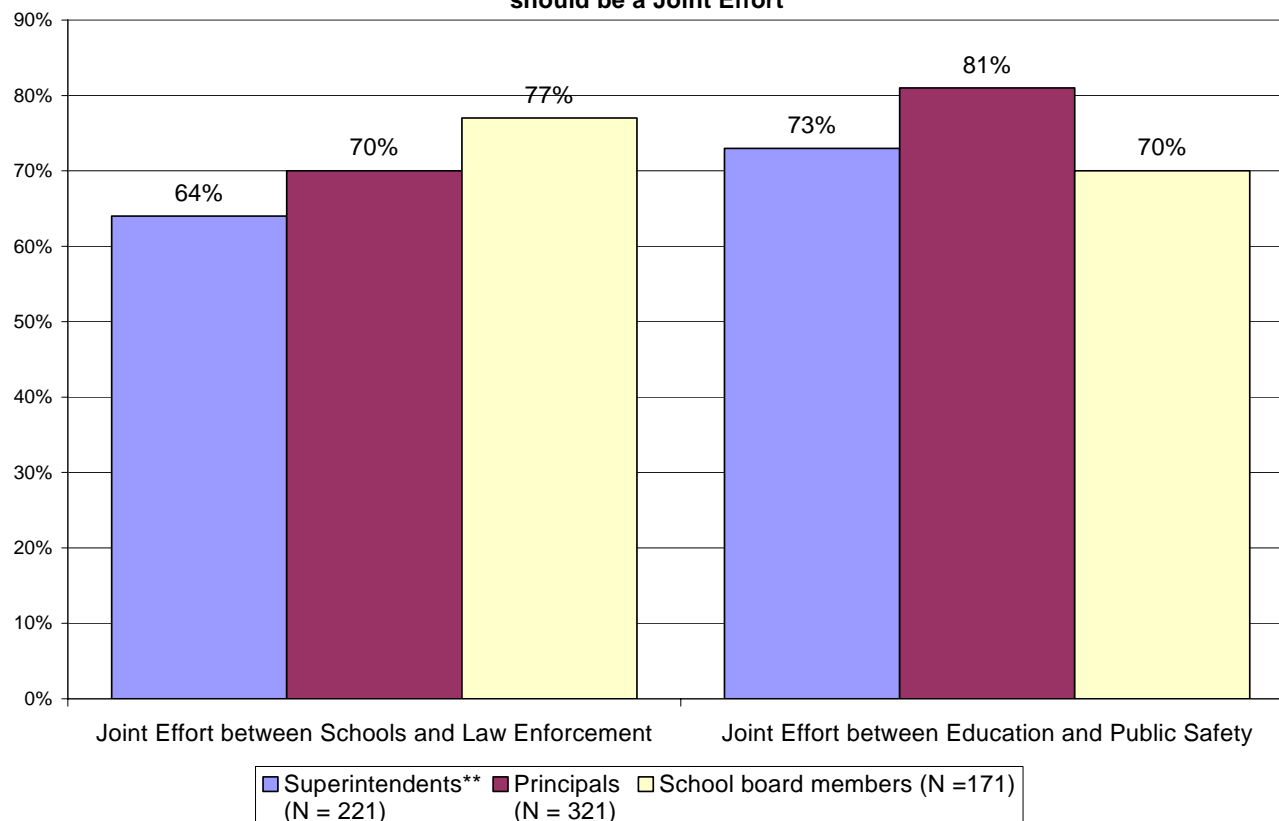
Who should Lead School Safety Efforts?

School board members, superintendents and principals were asked two questions about who should take the lead on school safety. The first question looked at leadership by schools versus law enforcement at the local level and the second question asked which state agency, the Department of Education or the Department of Public Safety, should take the a statewide leadership role in addressing this issue.

School respondents overwhelmingly replied that the responsibility for school safety planning should be joint efforts between local schools/districts and law enforcement and, at the state level, between the Departments of Education and Public Safety. Those who replied that it should not be a joint effort at the local level clearly preferred that the responsibility stay with schools and school districts over law enforcement. A preference for the Department of Education over Public Safety was not as clear.

² pg. 36, Safe and Drug Free Schools and Communities in Minnesota 2001-2005. January 2005, submitted the Minnesota Department of Education by Linda Harris, Consultant.

**Percent of School Respondents who Believe School Safety Planning
should be a Joint Effort**



*This question was not asked of sheriffs or police chiefs.

**For superintendents, the joint effort between schools and law enforcement responses relate to the Crisis Management Policy, not school safety plan.

How the State Can Help with School Safety Planning

Funding: Across the board, respondents would like state assistance with funding. This includes funding for police or resources officers, funding for building improvements and safety equipment, money for communication systems and funds to conduct more safety drills and scenarios.

Information Sharing: Respondents would like the state to be an information clearinghouse on best practices, model programs, model policies, and to keep them apprised of law and regulation changes that affect school safety planning. Some respondents pointed out that these model programs and policies should reflect the differing needs of urban and rural schools.

Training and Technical Assistance: This state role would also include training and technical assistance for stakeholders. Respondents would like training on best practices, safety procedures, and would like to know what works from those who have experienced a safety crisis at their school. Some respondents would like the training to include all staff or perhaps be collaborative with law enforcement. Finally, many respondents mentioned a need for technical assistance like plan reviews and expert consultation.

Crisis Management Trainings in Other States

Through a website review of legislation and school safety centers, the following states were identified as having a statewide crisis response team, advisory committee and/or taskforce:

- Arkansas (Safe Schools Committee)
- Kentucky (Community Crisis Response Board)
- Mississippi (response team)
- Montana (response team)

No states had legislation requiring a statewide taskforce or advisory committee. Michigan's statute requires the implementation of a statewide school safety information policy. Montana's statute has recommended crisis management response protocol, which includes the involvement of Office of Public Instruction's Crisis Management Team to work with schools in the case of a crisis.

From a review of legislation and school safety center websites, the following states were identified as providing trainings on Crisis Management Plans:

- Colorado – Center for the Study and Prevention of Violence, Safe Communities – Safe School Initiative
- Indiana – Indiana School Safety Specialist Academy
- Florida - Florida Department of Education, Office of Safe Schools
- Georgia – Georgia School Safety Project
- Kentucky – Kentucky Center for School Safety
- Missouri – Missouri Center for Safe Schools
- North Carolina – Center for the Prevention of School Violence
- Texas – Texas School Safety Center

Only Texas, Georgia, and Kentucky have legislation regarding mandated crisis management plan training. Texas statutes state that the Texas School Safety Center is to provide information on school safety, including research, training, and technical assistance related to successful school safety programs. In Georgia's legislation, the Georgia Emergency Management Agency is required to provide trainings and technical assistance to public school systems. Under Kentucky's statute, the Kentucky Center for School Safety is required to provide training and technical assistance to a wide range of audiences including school administrators, teachers, students, law enforcement, post-secondary educators, parents and community representatives.

Both Indiana and Missouri have developed training to certify personnel as school district safety coordinators or specialists. Indiana has established training through the Indiana School Safety Specialist Academy. The trainings focus on training staff to be school safety specialists by providing on-going certified training on national and state best practices. Missouri Center for Safe Schools has developed a two part training and certification process for school safety coordinators.

In Colorado, the Center for Study and Prevention of Violence's Safe Communities – Safe School Initiative provides technical assistance on the strategic planning process, creating a safe school planning team, conducting a school site assessment, establishing a social support team, and identifying effective strategies for implementation. The Florida Department of Education, Office of Safe Schools provides training on Critical Incident and Emergency Planning. And, the Center for the Prevention of School Violence in North Carolina provides workshops on 19 different topics and provides technical assistance in the form of assessments, workshops, trainings, and facilitations as well as efforts in the areas of program development, maintenance, research, and evaluation.

The following state organizations were identified as having strong training programs in crisis management planning:

- Indiana Department of Education, Indiana School Safety Specialist Academy,
- Missouri Center for Safe Schools,
- Kentucky School Safety Center.

Indiana School Safety Specialist Academy

In 1999, the Indiana General Assembly passed legislation that required each school corporation to designate an individual to serve as the school safety specialist for the entire corporation. To meet the training needs of this legislation, the Indiana Department of Education established the Indiana School Safety Specialist Academy which provides both basic and advanced level trainings.

Each training includes:

- National Overview of Best Practices of School Safety,
- Legal Issues and development of school safety policies,
- School Environment and Security Operations,
- Role of Exemplary School Safety Specialists,
- School and Community Collaborations,
- Violence Prevention / Crisis Management.

Basic Training is required of all school safety specialists for school corporations to obtain accreditation. The Basic Training consists of five days throughout the year – two days in the fall, two days of on-line training, and one day in the spring. The Advance Training is a two-day training held in the fall and spring. The topic areas have included pandemics/flu outbreaks, discussions of new legislation, online safety, bullying and implementing crisis drills. The topics are tailored to the information needs of participants and current topics.

Since 1999, over 1000 school specialists have been trained. Each school corporation is required to have at least one school safety specialist. In Indiana, the school safety specialists are most often principals or vice principals. Approximately 1/3 of the specialists are school resource officers and the remaining school safety specialists are usually superintendents.

Kentucky School Safety Center

The Kentucky School Safety Center (KSSC) was developed through legislation providing funding to develop a school safety center to provide training, technical assistance and resources to schools and to establish school safety standards.

The crisis management plan training KSSC provides is a one day training consisting of the U.S. Department of Education's recommended four phases of school all hazards emergency planning: (1) prevention and mitigation, (2) preparedness, (3) response, and (4) recovery. KSSC has found that most schools are in need of training in prevention and mitigation, recovery, incident command, and role of public safety in a school emergency. The trainings emphasize local level adaptations to the models and policies presented and strongly emphasize a holistic approach within the community on the development, training, practices and implementation levels. KSSC also provides additional resources, training and technical assistance on a variety of issues impacting school climate and culture, emergency preparedness and other topics of interest.

There is no requirement or mandated training for school personnel in Kentucky, but school safety plans are required by state statute. The trainings are provided at no cost to the participants. Participants mainly consist of principals and school safety personnel.

Missouri Center for Safe Schools

In 1996, the Missouri Safe Schools Act was passed and primarily focused on policy development, student admission and enrollment, residency requirements, and reporting and record keeping. In 2000, an amendment was passed requiring each school district to have an appointed safety coordinator appointed as a requirement for a school's accreditation. The school safety coordinator is responsible for creating a comprehensive, proactive and systemic safety program for the district. The Missouri Center for Safe Schools (MCSS) provides Missouri school districts with trainings for their school safety coordinators.

MCSS provides two levels of training for school safety coordinators: basic and advanced. The basic training began as one-day training and follows the recommended U.S. Department of Education's recommended four phases of all hazards emergency planning: (1) prevention and mitigation, (2) preparedness, (3) response and (4) recovery. The training with the same elements is now conducted on-line with web-casts, materials, and tests of the materials to be completed to be certified as a school safety coordinator. The advance training consists of additional information and resources on current topics in school safety. In recent trainings, the MCSS has held advance trainings on pandemics, state emergency management, bio-terrorism, gambling issues, and how to involve the media in your crisis plans. Several other resources are provided online for school safety coordinators to conduct local level trainings in their school districts, such as sample table topic exercises.

When the trainings were first established, the primary audience was school maintenance personnel. When the 2000 legislation was passed, the audience changed to more violence prevention personnel and largely consisted of superintendents, assistant superintendents, directors of buildings and grounds, and school nurses.

The trainings and the MCSS is funded primarily out of professional development in the state's budget.

Current Trainings Offered in Minnesota

Minnesota schools have had access to a range of trainings and educational sessions from a variety of sources to assist in emergency preparedness or safety planning. Many of these trainings focus on all the hazards related to school safety, pandemics, and weather related emergencies. The philosophy behind these trainings are that similar procedures, partners, and communication lines are involved in all of these types of crises and while it is important to discuss the specifics to each crisis, there is overlap in application.

On a statewide level, the Minnesota Department of Health, Office of Emergency Preparedness (OEP) provides a variety of trainings related to emergency planning, terrorism, and natural disasters. OEP coordinates preparedness activities and assists local public health agencies, hospitals, health care organizations and public safety officials in their efforts to plan for, respond to and recover from public health emergencies. These trainings include topic areas such as Chempack/SNS functions, Decontamination, Emergency Medical Services, Isolation Capacity, MN Responds (Volunteer Personnel), Patient Care Coordination Guidance, Surveillance, and Trauma & Burn Care, behavioral health and emergency preparedness, legal / legislative issues, pandemic influenza planning (for schools, health professionals, local public health, etc), emergency planning for special populations, risk communication resources, bioterrorism (Chemical Bioterrorism Radiation Nuclear Explosive (CBRNE) Incidents), family and personal emergency preparedness, and natural disasters (floods, fires, and trauma).

The Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management provides communities with trainings related to National Incident Management System (NIMS), infectious disease outbreaks, and emergency planning.

Minnesota State Colleges and Universities (MNSCU) offers approximately 8-10 courses related to emergency response planning. Specialized trainings are available through both the Hennepin Technical College's Hopkins Technical Center and Lake Superior College's Emergency Response Training Center. Both MNSCU and DPS focus their trainings on public safety officials' responses to community incidents, including schools.

All Hazards Trainings

The Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management (HSEM) provides National Incident Management System (NIMS) trainings using local trainers who have taken the NIMS train-the-trainer class. NIMS classes can be modified or customized for agency specific training requirements, conferences or facilitated presentations. School officials may sign up for classes being offered locally or regionally along with other agency personnel involved in emergency response.

Through a grant from the Federal Emergency Management Agency (FEMA), St. Paul Schools provided trainings in partnership with the Department of Public Safety's, Division of Homeland Security and Emergency Management on FEMA's "Multi-Hazard Planning for Schools." Approximately seventeen two-day trainings were held between January and April, 2006. These trainings were hosted by emergency managers located in all of the HSEM regional areas of the state.

FEMA also offers many independent study (IS) web-based courses on numerous aspects of emergency planning and preparedness. Included are Incident Command and National Incident Management System (NIMS) courses for general audiences as well as specific emergency response groups. Certificates are issued showing CEU's earned from FEMA's Emergency Management Institute. Students may also apply for college credit for some of the offerings. They are available through FEMA's training web site at www.training.fema.gov/emiweb/is/crslist.asp. School specific trainings are also available through FEMA.

The University of Minnesota, School of Public Health in collaboration with the Minnesota Department of Health has developed MERET (Minnesota Emergency Readiness Education & Training), a comprehensive All-Hazard Individual and Family Preparedness training.

Pandemic Trainings

The Minnesota Department of Health provides several trainings regarding pandemics. MDH has numerous handouts on a variety of topic areas (children with special needs, school nurses, behavioral health responders, etc.) with response recommendations for pandemic influenza.

MDH also trained local public health departments to provide training on Pandemic 101: a basic overview of influenza viruses, the current avian H5N1 threat, and the possibility of pandemic, and what can be done to prepare individuals, families and communities. These trainings can be tailored to the specific needs of school personnel and issues within the school environment.

Designs for Learning (www.designlearn.net) has hosted pandemic and quarantine meetings for charter schools to assist in the discussion on pandemic planning and preparedness and the special concerns that charter schools may have. Designs for Learning provides resources and technical assistance to operating charter schools in Minnesota.

Emergency Response Trainings

Several entities in Minnesota have either hosted or given trainings on emergency response, including the Minnesota Departments of Public Safety and Health. The Institute for Environmental Assessment has hosted regional trainings for school administrators. Also, Metro ECSU has provided trainings for its members on emergency response.

The University of Minnesota, Center for Public Health Preparedness provides several trainings and technical assistance opportunities for emergency preparedness and response for environmental health (EH) professionals. Free online trainings are provided on the following topics:

- Overview of Environmental Health Principles
- Communication as a Key Role for EH Professionals
- Responding to an emergency
- Minimizing Health Implications

The Center has also hosted several roundtable discussions and web-forums to discuss the issues of emergency preparedness for EH professionals. The issues of schools are not directly discussed in these trainings.

Profession Specific Trainings

Several professional organizations provide trainings aimed at specific audiences. The School Nurse Organization of Minnesota (SNOM) provides trainings with the National Association of Nurses. Two of these include "Managing School Emergency I" that includes respiratory, circulatory and/or neurological emergencies; and "Managing School Emergencies II" that includes information on pre-hospital care, injuries, and mental health, and Disaster Preparedness for School Nurses.

The National Emergency Medical Services for Children Resource Center provides school staff with a variety resources and trainings. Most of these trainings are aimed at medical services provided in the schools and related staff. The trainings and resources offered to schools include: Basic Emergency Life Saving Skills Training, Automatic External Defibrillator Program Development Training Minnesota Emergency Guidelines, Pre-hospital Response to Medical Emergencies Guidelines, School and Terrorism Information, Pediatric Advance Life Support Training, and an Emergency Nursing Pediatric Course.

Other Trainings

The Minnesota Department of Health's Regional Behavioral Health Preparedness Program provides Psychological First Aid (PFA) training, which equips natural helpers to provide psychological support to survivors of critical events such as

disasters, conflicts, accidents, etc., These trainings have been provided to EMS, hospitals, law enforcement, clergy, mental health, social services, public health, emergency management, community support organizations, tribal groups, military, some teachers, and interested community leaders. Train-the-trainer sessions have been held with the various professions to allow for adaptation by the various disciplines. School environment and child specific information has been developed and trainings sessions are currently being planned for school personnel.

MDH also provides a variety of other behavioral health preparedness and response training.

Several Minnesota institutions have all hazards related trainings that are in the planning stages. The National Association of School Resource Officers is also looking into providing trainings specifically aimed towards school resources officers. Also, the Minnesota Department of Health hosts an annual, state-wide Emergency Preparedness Conference focusing on various emergency preparedness issue (currently scheduled for May 1-2, 2007).

Federal Response to School Safety

Secret Service Safe School Initiative: In 2002, the U.S. Secret Service completed the Safe School Initiative. This initiative revolved around a study of school shootings and other school violence, conducted in collaboration with the U.S. Department of Education. The goal was to identify information about a school shooting that may be identifiable or noticeable before the shooting occurs, to help inform efforts to prevent school-based attacks.

The study found that school shootings are rarely impulsive acts. Rather, they are typically thought out and planned out in advance. In addition, prior to most shootings other kids knew the shooting was to occur - but did not alert an adult. Very few of the attackers, however, ever directed threats to their targets before the attack. The study findings also revealed that there is no "profile" of a school shooter; instead, the students who carried out the attacks differed from one another in numerous ways. However, almost every attacker had engaged in behavior before the shooting that seriously concerned at least one adult - and for many had concerned three or more different adults.

As a result of the study, the Secret Service and Department of Education modified the Secret Service threat assessment approach for use in schools - to give school and law enforcement professionals tools for investigating threats in school, managing situations of concern, and creating safe school climates.

At the completion of the Safe School Initiative, the Secret Service and Department of Education a report with a proposed process for threat assessment in schools: http://www.ustreas.gov/usss/ntac/ssi_guide.pdf

No Child Left Behind: In January 2002, President Bush signed into law No Child Left Behind (NCLB). Overall, NCLB is an educational reform act based on stronger accountability for results, more freedom for states and communities, encouraging proven education methods, and more choices for parents. It recognizes the importance of a safe learning environment for all children. As a part of the requirements, schools report on school safety. NCLB protects teachers, principals and other school officials from frivolous lawsuits for applying reasonable discipline and order in the classroom. NCLB also requires that states report school safety statistics to the public and districts must use federal school-safety funding to establish a plan for keeping schools safe and drug free. Finally, NCLB requires that students be given the opportunity to attend a safe school within his or her district if the student's current school is persistently dangerous or if the student is a victim of violence crime occurring on school grounds. <http://www.ed.gov/nclb/landing.jhtml>

Office of Safe and Drug Free Schools – U.S. Department of Education: The United States Department of Education Office of Safe & Drug-Free Schools & Communities (SDFS) coordinates, administers, and recommends programs for designed to promote the health and well-being of students. This includes administration of Title IV money for state drug and violence prevention programs in schools. The website for the OSDFS is: <http://www.ed.gov/about/offices/list/osdfs/index.html>

The Office of Safe and Drug-Free Schools also requires that each District/charter school accessing SDFS NCLB funds develops a comprehensive school safety plan to address a variety of natural and man-made crises. To assist with this requirement, U.S. Department of Education has provided states with guidelines and recommendations on how to develop, implement, and refine their safety plans. These guidelines state that training and practice are essential to the successful implementation of crisis plans (*Practical Information on Crisis Planning: A guide for schools and communities*, pg. 1-11, <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Minnesota Response to School Safety

Minnesota Statute 121A: Requires districts to expel students who bring a firearm to school for up to one year unless modified by the school board. This statute also requires districts to report incidents involving dangerous weapons in school zones to the Minnesota Department of Education. Districts are also required to refer students who bring dangerous weapons to school to the criminal or juvenile justice system.

This statute also requires the Minnesota Department of Education's commissioner to make a model policy for crisis intervention available to schools. School Boards are required to create a crisis management policy in cooperation with a variety of stakeholders. The policy must include at least five school lock-down drills, five school fire drills, and one tornado drill.

In addition, this statute requires that the Department of Education provide districts with model policies around harassment (sexual, religious, and racial), hazing, and violence. Schools must adopt policies around these issues that include procedures for student discipline.

Although there are currently no funds for initiatives, this statute allows districts to develop and implement violence prevention programs with funds from public or private sources.

Minnesota Statute 126C: This statute allows schools to use their safe school levy monies for peace officers/liaison officers in schools, drug abuse programs

Other States Response to School Safety

In 2005, the National Association of School Boards conducted a review of all 50 states and their legislation related to school safety. It is important to note that none of the legislation is identical in comprehensiveness, applicability, or consequences. The majority of the states do have policies relating to crisis management / emergency responses in school. In a brief overview of the legislation, the following can be stated:

- 41 states have legislation related to crisis management / emergency response plans;
- 25 states' legislation mention an All Hazards approach;
- 9 states' legislation include school safety committees in the development and/or review of crisis management/emergency response plans;
- 3 states have legislation requiring or recommending school safety audits;
- 9 states have legislation requiring drills for crisis management / emergency response;
- 3 states have legislation requiring training provided within local school districts on the crisis management plans;
- 45 states have legislation related to reporting incidents of violence (NCLB – Title IV requirement); and
- 17 states have legislation related to anti- hazing, bullying, and/or harassment policies.

A more detailed review of other states response to school safety can be found Appendix A: State by State School Safety Response Summary.

State Level Response to School Safety: Lockdown Drills

A “lockdown” is defined the confinement of all persons in a school building during a crisis where no one is allowed to enter or leave the premises. While this definition appears concrete, it is not as transparent as it appears. Several different types of lockdown drills exist. These include lockdowns that limit the movement of staff and students within a campus as well as lockdowns that shut down access to and from campuses. The definition of drill is also not concrete. Drills can be conducted as both ‘real time’ and ‘table-top’ practice.

At this time, the U.S. Department of Education Office of Safe & Drug-Free Schools does not provide any specific guidelines for the number or types of crisis/lockdown drills to be practiced annually. As a result, state responses to this requirement vary from state legislation requiring a minimum number of lockdown practices each school year to leaving the responsibility for determining how to practice for emergencies to local school districts/charter schools.

With the assistance of the U.S. Department of Education Safe and Drug-Free Schools Office, a query was sent to the recipients of federal Emergency Response Crisis Management grants nationwide to determine whether school lockdown drills are required at the state and/or local level; if required, how many are required; and, whether any state-level data is gathered relating to lockdown practices. Information was gathered from 17 states.

- Only two of these states require lockdown drills for all school districts; each of those states required 1 drill per school year.
- Other states reported that local districts have adopted lockdown drill requirements with most districts requiring 1 to 2 drills per year.
- Procedures for oversight and review of the drills also varied among the states. Most states reported that a public safety official was involved in the drill to provide instruction and constructive criticism.
- Several states reported that they are considering legislation relating to lockdowns including mandating a lockdown as one of a series of emergency drills to be conducted during a school year; strongly recommending lockdown drills; and expanding safe schools requirements relating to policy development and planning.
- All states reported that at either the state or local level, a series of crisis-related policies, plans and drills are in place ranging to responses to natural disasters, threats of/actual violent incidents, and health emergencies.

State Level Response to School Safety: School Resource Officers

Over the years, schools have had several funding opportunities to have School Resource Officers (SROs). These grant programs provided an incentive for law enforcement agencies to build collaborative partnerships with the school community and to use community policing to combat school violence. These grant programs were intended to launch, not sustain, SRO activity.

State of Minnesota and federal grants were available from 2000 to 2003 to support School Resource Officers. The state offered a grant program in 2000-2001 modeled after the federal COPS IN SCHOOLS (CIS) program offered by the Community-Oriented Police Office (COPS). CIS provided funding to 2,300 law enforcement agencies for over 4,900 School Resource Officers nationwide. Since 2004, the cost of SROs has been borne by local school districts, police departments and sheriff's offices.

According to the 2005-2006 End of the Year Reports from the Title IV: Safe and Drug Free Schools program, approximately one-third of the school districts have School Resource Officers (88 school districts reporting having SROs out of the 349 schools reporting). Most school districts had one officer per district. Of those districts with SROs, 95% were planning on maintaining the same number of officers for the 2006-2007 school year, 2% were planning to increase the number officers, and, 2% were planning on decreasing the number of officers.

School districts use several sources of funding for School Resource Officers. (Therefore, the following percentages will not add up to 100%). 49% of the school districts reporting using the Safe School Levy to cover the costs of a School Resource Officer. 8% of the school districts used Title IV funds³. 60% of the school districts reporting using other sources of funding. The following is a list of other funding sources school districts have used to pay for SROs:

- Local Collaborative Funding
- Share Local School District and Police Department / Sheriff's Office funds
- General District Funds
- Local city and county government funds
- COPS Grant
- Other grants

In some cases, there is no cost to the district because the department volunteers the officer's time.

The reasons school districts cited for not having a School Resource Officer were:

- A small school district without a need for a SRO.
- Law Enforcement Offices are physically located close to the school, with staff available as needed.
- Current partnership with the local law enforcement negates the need for a SRO.
- Lack of funds.

³ Title IV limits school district to using only 40% of their total Title IV funds for security. 20% of that 40% can be used on equipment and hardware.

State Education Agencies' Responses to School Safety: SDFS Coordinators

As part of the state's effort to collect data from law enforcement officials and school officials regarding their perspectives and need relating to school safety, information was gathered from other states about their efforts to support school safety initiatives.

California

In California, state law requires each school to develop and adopt a safe school plan and procedures. California Department of Education does not have funds specifically targeted towards threat assessments, but often is part of the local level safe school plan and procedures. CDE does not have a state-wide plan due to the fact it is a local control state. CDE receives \$90 million for Safe and Drug Free Schools; \$16 million of the total funding is available for competitive grants. In the future, CDE plans to continue promoting science based programs and safe school plan training.

Colorado

In 2000, HB 1119 was passed in Colorado that mandated that threat to public safety be shared, especially with schools and police. Colorado also has the Center for the Study and Prevention of Violence that assists the Colorado Department of Education in addressing school safety. In the past CDE provided training and workshops around school safety, but currently they do not have money for such activities. Colorado does not have a statewide plan to address school safety and/or threat assessments, but it does have a Bullying Act that mandates school violence prevention activities and that bullying be addressed in the student discipline manual. The best practices that CDE promotes are the model programs of the federal agencies and the state-wide initiative on PBIS.

Kentucky

The Kentucky Department of Education and the Kentucky Center for School Safety collaborate to promote best practices, conduct trainings, and to complete threat/safety assessments. All of the federal Title IV Part A Safe and Drug-Free Schools LEA training funds are directed to the KCSS, and it is their responsibility to complete many of these goals. For a more detailed description of KCSS, see the summary below on School Safety Centers.

New York

The New York Department of Education works closely with the NY Center for School Safety, Center for School Health, and the Center for School Support Services. The various state regional centers conduct all of the necessary threat assessments, provide resources and technical assistance for the NYSED. Many of the school safety activities and the NYSCSS are guided by the Safety against Violence in Education (SAVE) Act. In the future, NYSED plans to use the centers and regional staff for site visits, policy compliance, data accuracy and using data.

North Carolina

The North Carolina Department of Education provides schools with sample school safety plans and a safety inventory to help with assessment and crisis management planning. The crisis plans must include strategies that are evidence based. NCDE has not developed a state wide school safety plan, but plans have been established on the school and district level. NCDE has established a Safe Schools Advisory Taskforce with 20 members including several state agencies. Their future plans include trainings on school safety plans, continued collaboration with other agencies and external partners, and review of state Board policies.

Ohio

The Ohio Department of Education provides resources for school safety through the Ohio State Safe Schools Center that is legislated and funded by the state. ODE has also created the Ohio Resource Network through the discretionary funds of Title IV. Ohio does not have a safe schools state plan, because local districts have first response teams to respond to threats. For school safety planning best practices, Ohio promotes FEMA crisis planning and table top trainings.

Pennsylvania

The Pennsylvania Department of Education works closely with the Pennsylvania Center for Safe Schools. Some of the resources provided by PDE include internet trainings around bullying prevention, cyber bullying, and cyber threats. Pennsylvania does not have a state wide plan for crisis response/threat assessments. Pennsylvania is working to have all their partners and schools on the same page with terminology and to designate one person for the reporting of incidents to reduce the number of inconsistencies.

Washington

Washington Department of Public Instruction has designated a Safety/Security Position that focuses on two statewide trainings for threat assessments. DPI has also established a school safety officer's task force created to describe functions of the security officers and the level of security need during a crisis. Local schools have been provide with model policies (also available online) and have established threat assessment teams. Currently DPI is working on issues around cyber bullying and juvenile sex offenders being identified and pictures appearing on websites of the juveniles.

Wisconsin

The Wisconsin Department of Public Instruction provides local schools with guidance and over the phone technical assistance for school safety concerns. Wisconsin has not established a statewide plan, and most of the school safety work has been funded through federal Title IV funds. They have established a statewide taskforce to provide oversight and guidance in school safety issues, gang resistance programs, other school security measures, student and staff safety, and violence prevention measures.

School Safety Centers

The United States Department of Education (USDE) has recognized 21 school safety center nation-wide. To be recognized by the USDE, the school safety centers must be recognized as providing exemplary practices and be recognized by their state education agency. The school safety center directors are convened on a regular basis for program sharing, best practices and other advancements in the field. States with school safety centers include: California, Colorado, Connecticut, Indiana, Florida, Georgia, Kentucky, Mississippi, Missouri, Montana, Nebraska, New York, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Texas and Virginia.

Based on the website review and recommendations from the Office of Safe and Drug Free Schools, U.S. Department of Education, several school safety centers were contacted to provide additional information about their purpose, origin, organizational structure, and services /trainings provided.

Georgia's School Safety Project

Legislation signed into law on April 21, 1999, directs the Georgia Emergency Management Agency to provide training and technical assistance on the issues of school safety to the education, emergency management, and public safety communities of Georgia. These services are provided through the staff of the School Safety Project. Senate Bill 74 mandates all public schools to develop a safety plan addressing weapons, drugs, gangs, natural disasters, bomb threats and explosions. These plans must include students, parents, law enforcement, fire and emergency medical services. The school safety legislation in Georgia is in response to the Columbine, Colorado school shooting and then soon after, the Georgia Rockdale County shooting.

The 10 regional school safety coordinators staffed at the School Safety Project assist schools through exercise design and development (Georgia's School Safety Project has also developed a school exercise manual <http://www2.state.ga.us/GEMA/>). Additionally, staff assists with crisis response and site surveys of school buildings and grounds. The focus of the site surveys can be natural disaster response planning, crime prevention measures, violent incident response, or a combination of these issues.

Finally, school safety coordinators work with local education, emergency management, and emergency response personnel to develop school safety plans under the provisions of O.C.G.A. § 20-2-1185 (Senate Bill 74). This statute mandates that all public schools have a comprehensive safety plan that involves students, parents, teachers, community leaders, school employees, district employees, law enforcement, fire, public safety and emergency management. The School Safety Project approves school safety plans, but if a school does not have a plan, there is no loss of funding.

Georgia's School Safety Project is funded by legislation (Bill 74).

The School Safety Project staff interviewed mentioned that each regional coordinator has an excellent relationship with local law enforcement, public health, and the fire department. In addition, the Safety Project has memorandum of understanding as a supporting agency to the Department of Education. The Safety Project will conduct a site assessment for any school that calls and asks. They also do phone consultation, training and will respond to any issue requested of them.

Kentucky Center for School Safety

The Kentucky Center for School Safety (KCSS) was created with the passage of House Bill 330 in the 1998 General Assembly. Eastern Kentucky University serves as the KCSS contract agency with the cooperation and support of the three partner agencies, the University of Kentucky, Murray State University and the Kentucky School Boards Association. The KCSS is also overseen by a 12 member board of directors. Each year, the General Assembly allocates money for school safety. The KCSS keeps 10% as its operating budget. The rest of the money is allocated to each school district – a base of \$20,000 and then a per pupil amount based on the average daily population calculated in October.

The KCSS was created, unofficially, in response to several critical incidents – two shootings, a hostage situation and general reports from teachers about the behavior of students. The KCSS is staffed with full-time, part-time, in-kind and many contract employees. Staff assists in allocating safe school funds, assessment of schools, responding to critical incidents, providing trainings, and conference planning. The KCSS also produces an annual report on school safety data. Being independent from the state Department of Education lends credibility to this report which has a reputation for being open, bold and critical in its assessment of school safety. In addition, the KCSS works closely with justice and law enforcement officials to train student resource officers. It also hosts an annual School Resource Officer conference.

Much of the work done by the KCSS is completed by expert consultants based on need. In this way, the Center has access to a variety of professionals around the state without having the expense of full-time employees. Other work is completed by volunteer principals, retired school staff, and university staff who are in-kind employees.

Currently, the KCSS has an advisory relationship with school districts. While the General Assembly required schools to have an emergency plan reviewed by the KCSS, there is no requirement for on-going review. Therefore, the KCSS urges schools to update their plan and offers assistance in doing so, but only approved plans once. The KCSS provides comprehensive school assessments. The KCSS is able to provide about 70 assessments each year – they require extensive background time before even visiting the school, a team of six assessors, and an average of 130 interviews.

Montana Safe Schools Center

The Montana Safe Schools Center (MSSC) is a part of the University of Montana, Division of Education, Research and Service. The Center was originally established in 1957 to provide trainings on effective administration of schools. In 2005, MSSC was endorsed by Montana's Superintendent of Public Instruction and approved by the Montana University System Board of Regents in 2006 as a Safe Schools Center. The MSSC has four main focus areas: School Safety, Early Intervention (early childhood and head-start), Mental Health Services, and Technology Integration. It has also developed extensive experience in both rural and Native American communities.

For this year, MSSC is funded through a U.S. Department of Justice Community Oriented Policing Services (COPS) Office grant, other competitive grants and fees for service activities and/or consultations. The annual budget for the Safe Schools Center activities is \$850,000. It is staffed by 12 full time staff (dedicated to several projects), 3 part-time university faculty staff, and 3 other part-time staff.

MSSC collaborates with many partners within the state including the Departments of Education and Human Services, the National Association of School Resource Officers, the Governor's Office, Montana Disaster Center (emergency management planning), school administrators and special education programs.

MSSC provides trainings on a variety of topics, including professional development for School Resource Officers (SROs), Positive Behavioral Supports (PBS), bully prevention training, school safety and climate assessments, school emergency response and crisis management training and exercise facilitation, crime prevention through environmental design (CPTED) and hazard/vulnerability assessments, developmentally and culturally appropriate models of bereavement, and threat assessment consultations. MSSC also conducts a research-based survey of parents, teachers, administrators, staff and students, Safe Schools Assessment and Resource Bank (SSARB), on their perceptions of school safety. SSARB is required of all local education agencies participating in Montana Behavior Initiative. MSSC also conducts site and vulnerability assessments.

New York State Center for School Safety

The New York State Center for School Safety (NYSCSS) is a state government coordinating agency and information clearinghouse acting as the field support and monitor of school safety for the New York State Department of Education. The Center promotes research-driven, data-based solutions to school violence. NYSCSS is one of three statewide centers and nine regional centers that make up the [Student Support Services Network](#)⁴. NYSCSS began in 1999 in conjunction with New York's Governor's Task Force on School Violence. The taskforce developed a comprehensive legislative plan entitled Project SAVE (Safe schools Against Violence in Education). This legislation serves as the foundation, guidance and authority for the Center.

NYSCSS has a 10.5 staff with diverse backgrounds and also have a cadre of consultants based on expertise to fill in the gaps of staff expertise. The Center has an operating budget of \$1.3 to 1.5 million per year. They secure their funding through a variety of sources including: Office of the Governor, NY State Department of Education, NY State Attorney General Office (from a child safety lawsuit settlement), NY State Department of Health, and a fee for service. Many school districts contract with NYSCSS to manage their safety office administration.

⁴ Other Student Support Services Network include: Statewide School Health Services and Statewide Center for Healthy Schools.

NYSCSS offers several trainings, research briefs, and resources, but it does not attempt to promote specific programming instead emphasizing effective strategies. The trainings provided by NYSCSS include topics such as bullying, combating the bystander mentality, safety planning and crisis intervention, intergenerational engagement, engaging youth in after-school activities, and children of incarcerated adults. NYSCSS also works with schools to provide training around the various state and federal data collection requirements and benchmarking progress.

NYSCSS has developed several partners with varying levels of intensity depending on the current projects. The Center's partners include: New York State Department of Education, New York Attorney General's Office, the Lt Governor's and Governor's Offices, various university partners (e.g. Rochester, Cornell), Social and Emotional Learning Center, and 21st Century Community Learning Centers.

True to their research-driven, data-based solutions mission, NYSCSS is in the process of conducting a sustainability study (available in September, 2006). They have also recently released an evaluation report of the Center.

Texas School Safety Center

The Texas School Safety Center (TxSSC) was created in 1999 through funding from the Governor's Office (Governor Bush). While practitioners in Texas had explored and applied for funding for a School Safety Center prior to events of Columbine High School, the tragedy was the true impetus for the Center's creation. TxSSC is a division of the Center for Safe Schools and Communities (CSSC) at the Texas State University. It has an operating budget of \$500,000 to \$600,000 per year.

TxSSC has a small staff; the Executive Director of CSSC, TxSSC Program Director, 3 specialists, interns and work-study students. In the beginning, the Center often relied on consultants to assist in accomplishing their mission and work, but due to funding this practice was stopped. They also have a strong relationship with the 20 Regional Student Centers. Other partners include: Governor's Office, Texas Education Agency, Texas Association Against Sexual Assault, Safe and Drug Free Schools, PTA/PTO/other Parent Organizations

Texas recently passed Senate Bill 11 that requires all schools to conduct security audits once every three years. Prior to Senate Bill 11, the request for security audits was manageable. Now, TxSSC is struggling to meet the increased levels of demand, and exploring creative solutions such as consultants and on-line audits. TxSSC's safety and security audits include identification of potential hazards or risk within the perimeter of the school building/s, identification of physical hazards within the building's interior, an assessment of the surveillance capabilities and procedures, and the climate and culture of the school through interviews with staff and students. (The audit procedures can be found at cscs.txstate.edu/downloads/TxSSC/VSAT%20Security%20Audit%20Checklist.pdf).

TxSSC has sent all schools a sample crisis management plan and focus of much of their work around planning and prevention. TxSSC provides several trainings. The most requested trainings for middle schools (grades 6-8) include bullying and peer sexual harassment. High schools most often request trainings around ATOD, gangs, and dating violence. Elementary schools most frequently request trainings on bullying. The Center also provides three youth institutes each year to discuss peer leadership, youth violence, and breaking the code of silence. They also co-sponsor a Safe and Drug-Free Schools Conference and host the School-based Law Enforcement conferences each year.

Advice for Minnesota

Several of the school safety center personnel provided advice for Minnesota in the development of a school safety center:

- A substantial amount of planning needs to be incorporated into the development of a safety center.
- Develop sufficient resources (staff, funding, facilities, etc) to address the needs of the state.
- A Center should also develop a stable funding base.
- Because most problems occur in middle and high school, and because the leader will be dealing with principals daily, it is important that leadership come from someone who understands the laws, regulation and daily practice of running a school.
- Create and build collaborations with regional centers to assist in implementation of the goals and objectives
- When possible, a Center should have an affiliation with a University. The affiliation will assist in ability to collect and analyze data on a statewide level.
- A mental health partner is critical to any proposed center. So much of the work centers on behavior and alcohol or other drugs that mental health information really guides a lot of the work done.

School Safety Center Matrix Summary

An informal web review was conducted to provide additional information on 18 of the current 21 school safety centers across the United States. A web-review of each school safety center focused on the following elements:

- The School Safety Center's mission or value statement
- State department association with the safety center
- Staffing information
- The history of the center/why it was created
- Information on any assessments provided to schools by the school safety center
- Whether the school safety center manages a crisis response team
- Trainings provided by the school safety center
- Types of conferences hosted by the school safety center
- Data collected
- Whether the center specifically addresses bullying or pandemic issues
- Any other pertinent information

Thirteen of the 18 schools had mission or belief statements readily identifiable on their websites. Most of the mission statements focus on the centers' role as a resource for assisting schools in creating safe and healthy learning environments for all children. Many mission statements mention research-based solutions and information for addressing school safety.

The majority of school safety centers are associated with either the state department of education or a local university. Two of the centers were housed in criminal justice departments; one in juvenile justice/delinquency prevention and the other in the Department of Criminal Justice. The Kentucky safety center is unique in that it is a stand-alone school safety center housed at a university. The Connecticut and New York school safety centers are each a part of the state governor's coordinating council or agency.

On average, centers have about five staff. Some centers report having a large staff (e.g., Kentucky) but most of these staff are not paid staff but in-kind donations associated with a college or university. Staff ranges from Ph.D. educational researchers, to principals, to school resources officers and others acting as project coordinators or project managers. Many centers have administrative assistants, communications staff, and web-support staff.

While it is difficult to verify without calling each school safety center, information on the school safety center websites indicate that many centers are act clearinghouses of information for schools to access when needed (for example, the Ohio Resource Network for Safe and Drug Free Schools and Communities). In addition, many centers have coordinator staff who assist schools in a variety of ways, most notably, with school safety assessments. It appears that in most states, these assessments are voluntary.

There was very little indication on the websites regarding crisis response teams. Only Mississippi directly mentioned responsibility for a team consisting of four people that could be deployed by the superintendent of education. Kentucky's website mentioned a statewide crisis response team which is overseen by the Kentucky Community Crisis Board.

School safety centers offered a variety of trainings. The trainings offered by some centers are detailed on the page below:

Kentucky Center for School Safety

- i-SAFE Training (Internet safety education for students and communities)
- QPR (suicide prevention training)
- Change of Heart: Creating a More Caring School Climate

- K-12 Bully Prevention
- Community/PTA Bully Prevention

Texas School Safety Center

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Emergency Operations Planning • Anger Management • Legal Issues in Safe Schools • Internet Safety • Gangs & the Internet • Bully Prevention/Gender Respect | <ul style="list-style-type: none"> • Tobacco & Youth • Drug/Alcohol Awareness • Bio-terrorism & Schools • Club Drugs • School Violence |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

In addition, Texas provides two-day training course for district teams that will enable them to perform comprehensive campus safety audits. This training will focus on physical plant issues, crisis management plans, and school climate. Training will be held at one campus in the district and will result in a safety audit for that campus. Training participants will then have the skills, knowledge, and materials necessary not only to perform safety reviews at additional campuses but also to train others in ongoing campus safety assessment.

North Carolina Center for the Prevention of School Violence

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Bullying • Character Education / Citizenship • Classroom Management • Conflict Management / Peer Mediation • CPI Nonviolent Crisis Intervention • Crisis Planning and Response / Critical Incident Response • Early Warning Signs / Threat Assessment • Educational Alternative to Suspensions and Expulsions Emerging Trends in School Violence • Gang Prevention / Intervention | <ul style="list-style-type: none"> • Identifying Risk and Building Resiliency in Youth • Safe School Assessment / Site Assessment • Safe School Planning • School Resource Officers • School Violence Prevention • School / Youth Violence Prevention: What Works • Student Involvement • Suicide Awareness / Suicide Intervention • Writing School Safety Grant Proposals |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Nine of the school safety centers had information about conferences listed on their website. Many of these conferences were annual school safety conferences. Colorado hosts an annual conference on research-based model programs. Kentucky hosts an annual school safety conference and an annual truancy conference. Texas offers a school-based law enforcement conference and Florida hosts a bullying conference.

It was difficult to assess the types of data collected by school safety centers. However, it was clear that the Florida center collects critical incidence data along with other needed NCLB Title IV-Part A information. North Carolina collects incidence data and also conducts an annual school resource officer survey.

Quite a few of the school safety centers provide information, training, and technical assistance around the issue of bullying. Indiana has an anti-bullying initiative with a director specific to the topic. Far fewer school safety centers had any identifiable information on pandemic issues.

Appendix A:
State-by-State School Safety Response Summary

State-by-State School Safety Response Summary

The following is a state-by-state summary, as collected by the National Association of School Boards of Education, on state statutes and response to crisis management and emergency response. The information in this summary includes all legislation prior to the 2006 legislative sessions.

Alabama

Response and Management Plans: The State Board of Education/Alabama Board of Nursing [Curriculum to Teach Unlicensed School Personnel How to Assist with Medications in the School Setting](#) (2003) requires schools to establish an emergency action plan that includes emergency procedures covering on-campus and off-campus occurrences for students with known life-threatening conditions. This plan shall be incorporated into each school's crisis management or safety plan.

Reporting Incidents of Violence: Code [16-1-24](#) (1982) requires principals, teachers, and other employees of public schools to report acts of violent disruptive incidents occurring on school property during school hours or during school activities. Teachers and other school employees are to immediately report to the principal any incident and the principal in turn is to report to the superintendent within 72 hours of any incident of which he/she may have knowledge. Code [16-1-24.3](#) (1995) requires local boards of education to implement policies and procedures requiring the expulsion of students for a period of one year who have been determined to have possessed a firearm in a school building, on school grounds, on school buses, or at other school-sponsored functions.

Alaska

Response and Management Plans: Statute [14.33.100](#) (1999) requires each district to develop a model school crisis response plan for use by each school. Each school shall then develop their own specific crisis response plan and form a crisis response team consisting of, at a minimum, a principal, a certified member of the school staff, and one parent of a child attending the school. The plans should also include annual training for district employees and should be developed in consultation with local social service agencies and local law enforcement authorities.

Reporting Incidents of Violence: Statute [14.33.120](#) (2001) requires each governing body to have policies for reporting conflicts. This statute also requires districts to report information related to incidents of disruptive or violent behavior to the department. Additionally, Statute [14.33.130](#) (2000) requires any teacher or another person responsible for students who receives information about a student that may affect the safety of students or staff to notify the student's teacher or school administrator, and if a student is observed committing a crime, the teacher shall report the crime to the local law enforcement agency.

Statute [14.33.140](#) (2000) exempts any teacher or any other person responsible for students from any liability for civil damages resulting from the enforcement of an approved school disciplinary and safety program unless actions constitute gross negligence or reckless or intentional misconduct.

Arizona

Response and Management Plans: ARS [15-341](#) (2005) requires the governing board, in conjunction with local law enforcement agencies and medical facilities, to develop an emergency response plan for each school within the district.

Reporting Incidents of Violence: ARS [15-341](#) requires the governing board to "Report to law enforcement agencies any suspected crime against a person or property that is a serious offense or that involves a deadly weapon, dangerous instrument, or serious physical injury and any conduct that poses a threat of death or serious physical injury to employees, students, or anyone on the property of the school". This statute also requires the governing board to prescribe and enforce policies and procedures requiring parents/guardians and school employees to report any suspected incident of harassment, intimidation, or bullying.

Arkansas

Response and Management Plans: Code [6-15-1301](#) directs the Department of Education to create a Safe Schools Committee. This committee is responsible for developing model policies and procedures for emergency plans for terrorist attacks, specifically contingency plans for attacks using biological agents, nerve gas or similar chemical agents, and war. Code [6-15-1302](#) (2003) instructs school districts to develop safety plans in the event of a war or terrorist attack affecting the school and, to the extent practicable, student should participate in practice drills executing the plans.

Reporting Incidences of Violence: Code [6-17-113](#) (1999) requires the principal or other person in charge of a public school to immediately report any act of violence or crime involving a deadly weapon on school property to the superintendent of the school district and the appropriate local law enforcement agency.

California

Education Code [§32282](#) (1989) requires the comprehensive school safety plan to include strategies and programs that address routine and emergency disaster procedures. The school building disaster plan shall be ready for implementation at any time, to maintain the safety and care of pupils and staff.

Bullying/Harassment: *Education Code* [§32282](#) (no date available) requires the comprehensive school safety plan to include a discrimination and harassment policy and hate crime reporting procedure. *Education Code* [§48900](#) (no date available) states that only when the superintendent determines that a pupil has harassed, threatened or intimidated another pupil may a student be suspended or recommended for expulsion from school.

Fighting/Gangs: *Education Code* [§48900](#) (no date available) states that only with the superintendent's determination that a pupil has willfully used force or violence upon another person, except in self-defense, may a student be suspended or recommended for expulsion from school.

Hazing: *Education Code* [§32051](#) (no date available) charges any person engaging in hazing on school property with a misdemeanor, punishable by a fine of not less than \$100 but not more than \$5000, or imprisonment in the county jail for not more than one year, or both. *Education Code* [§48900](#) (no date available) states that a pupil who has engaged in or attempted to engage in hazing may be suspended or recommended for expulsion from school.

Weapons: *Education Code* [§48900](#) (no date available) states that only with the superintendent's determination that a pupil possessed, sold, or otherwise furnished any firearm, including an imitation knife, explosive, or other dangerous object, may a student be suspended or recommended for expulsion from school.

Reporting Incidents of Violence: *Education Code* [§32282](#) (no date available) requires the comprehensive school safety plan to include a discrimination and harassment policy and hate crime reporting procedure.

Education Code [§49370](#) (1999) requires specific persons, including school teachers, administrators, school aides, school playground workers, and bus drivers, to report missing children to a law enforcement agency in a timely manner.

Colorado

Response and Management Plans: Statute [22-32-109.1](#) (2005) requires district boards of education to adopt a crisis management policy, which at a minimum must specify procedures for taking action and communicating with local law enforcement, local emergency agencies, parents, students, and the media in the event of a crisis. These policies must also provide school district employee training for crisis management.

Reporting Incidents of Violence: Statute [22-32-109.1](#) requires district boards of education to adopt policies whereby the principal of each public school must annually report to the district board of education information pertaining to the learning environment in the school for that year, including the number of violations of the conduct and discipline code.

Connecticut

Response and Management Plans: Statute [Chapter 170 Section 10-231](#) (2000) allows crisis response drills to be substituted for the mandated monthly fire drill once every three months in schools. Statute [Chapter 170 Section 10-220f](#) (1998) allows local and regional boards of education to establish school district safety committees to review the adequacy of emergency response procedures at each school.

The State Board of Education's [Position Statement on Student Support Services](#) recommends school districts establish school-based and/or district-wide support services teams to assess the health and mental health needs of schools and coordinate the delivery of an array of services, including crisis response.

Reporting Incidents of Violence: Statute [Chapter 170 Section 10-222d](#) (2002) requires local and regional boards of education to adopt policies and procedures allowing for the anonymous reporting of bullying by students, allowing written reporting of bullying by parents

and guardians, and requirements for school personnel to notify school administrators when acts of bullying or written reports of bullying are received. Schools are also required to keep records of the number of verified bullying incidents and keep such record available for public inspection.

Delaware

Response and Management Plans: Administrative Code [14:620](#) (2004) requires all public and charter schools and alternative program sites to develop a School Crisis Response Plan. At least one practice drill pursuant to this plan is to be conducted annually. Administrative Code [14:618](#) (2004) also requires every school to conduct a School Safety Audit each school year to identify their needs and safety deficiencies. A corrective plan must be developed within 60 days of the audit.

Administrative Code [14:608](#) (2003) allows students who are the victim of a violent felony while in or on school grounds, or who are enrolled in a "persistently dangerous school", to transfer to another safe school within the same school district.

In light of the terrorist attacks, SJR [No. 1](#) (2005) directs the department of education and department of homeland security to update and revise existing school safety emergency procedures practiced by local districts which should include "lock down" procedures that prevents entrance into the building except from one entry way and allows the occupants to exit.

Reporting Incidents of Violence: Code [14:§4112](#) requires the reporting of violent crimes against students, volunteers, school employees, or that occur on school property or at a school function, including sexual offenses, assault, possession of weapons, or any violent felony. These reports are to be made by school employees to the principal who then reports to the Department of Education and, in specific cases, to local law enforcement.

Administrative Code [14:601](#) (2002) requires the Superintendent of each school district and program administrator for each charter school and alternative school or consortia to report to the Department of Education all school crimes stated in Code [14:§4112](#). Seven other crimes, including bullying, theft, and vandalism, are also to be reported within five days of their occurrence.

Florida

Response and Management Plans: Statute [1006.07\(4\)](#) (2004) requires the district school board to provide for the proper attention to health, safety, and other matters relating to the welfare of students, including emergency drills and procedures. The district board shall formulate policies and procedures for emergency drills and actual emergencies, including natural disasters, fires, bomb threats, etc. The board shall also establish model emergency management and emergency preparedness procedures for weapon-use and hostage situations, hazardous materials or toxic chemical spills, weather emergencies, and exposure as a result of a manmade emergency. The statute further requires district school boards to provide for the welfare of students by using the [Safety and Security Best Practices](#) to conduct a self-assessment of the district's current safety and security practices. The self-assessment includes indicators that the district has developed a district-wide plan for potential attacks against school sites or students.

Reporting Incidents of Violence: Statute [1006.13\(3\)](#) (2002) requires each district to enter into agreement with the county sheriff's office and local police department specifying guidelines to ensure that felonies and violent misdemeanors are reported to law enforcement. Statute [1006.09\(6-7\)](#) (2002) requires each school principal to report data concerning school safety and discipline to the Department of Education on prescribed forms and to develop a plan to verify the accuracy of reported incidents.

Statute [1003.32](#) (2003) requires each teacher or other school staff member to report any suspicion of a crime of violence committed on school property. Any person making such a report shall be immune from civil or criminal liability. Further, the school board is to take reasonable steps to ensure that teachers, other school staff, and students are subject to any undue risk of violence or harm when there is knowledge of a potential risk of physical violence in the schools.

Statute [1006.141](#) (2002) allows the department to establish and operate a statewide toll-free school safety hotline in contract with the Florida's Sheriffs Association. This hotline is for the purpose of reporting incidents that affect the safety and well-being of the school's population

Georgia

Response and Management Plans: Georgia Code [20-2-1185](#) (no date available) requires schools to adopt school safety plans to respond to incidents of violence, natural disasters, hazardous materials, and acts of terrorism. Public schools must also address security issues with school transportation and with-in 1,000 feet of school owned or leased property. Public schools may also request

state-funding for the installation of safety and security devices. The Georgia Emergency Management Agency is also required to provide training and technical assistance to public school systems and develop a crisis response plan.

Reporting Incidents of Violence: Georgia Code [20-2-740](#) (no date available) requires local boards of education to file an annual report with the Department of Education regarding disciplinary and placement actions taken during the previous school year

Hawaii

HRS [§707-716](#) (1992) considers a terrorist threat against a public servant, including an educational worker, a first degree offense, class C felony.

Reporting Incidents of Violence: HRS [§302A-1002](#) (1996) requires the board to adopt rules requiring teachers, officials, and other department employees to report to the appropriate authorities any knowledge of crimes committed or planning to be committed on school property during school hours or during activities supervised by the school. Specifically, crimes related to arson, assault, disorderly conduct, dangerous weapons, firearms, and harassment amongst others.

Education Rule [§8-19-19](#) (2001) further requires teachers, officials, or other employees of the department to report to the principal or their designee any Class A or B offense which has or may be committed against a student, teacher, official, or other department employee. The principal or their designee must then, after investigation, report the offense to the district superintendent within five days of determination. BOE Policy [4201](#) (2002) requires school personnel to report incidences of use of force or physical intervention to the principal. Education Rule [§8-19-21](#) (2001) states that any teacher, official, or other district employee who fails to report Class A or B offenses may be disciplined by oral warning, written warning, suspension without pay, demotion, or dismissal. The superintendent of education shall furnish an annual written notice to all schools and districts of this policy.

Idaho

Response and Management Plans: [The Crisis Management – Guidelines, Strategies, & Tools](#) (2002) provides schools with a framework for crisis management policy. Administrative Rule [08.02.03.160](#) (2002) also requires school districts to have comprehensive policies and procedures that address building safety, including evacuation drills.

Reporting Incidents of Violence: Idaho's department of education requires schools to file a year-end [Safe & Drug-Free School Incident Report](#), which includes reporting incidents of harassment, bullying, fights, and weapons.

Statute [33-1225](#) (no date available) states that any communication by any person to a school principal, or designee, stating that a specific threat has been made by a person to commit violence on school property by use of firearms, explosive, or deadly weapons shall only be subject to liability if clear evidence of falsity or recklessness is provided.

Illinois

Response and Management Plans: No state policy.

Reporting Incidents of Violence: [105 ILCS 5/10-20.14](#) (2002) requires the parent-teacher advisory committee, in cooperation with local law enforcement agencies, to develop policy guideline procedures to establish and maintain a reciprocal reporting system between the school district and local law enforcement agencies regarding criminal offenses committed by students.

Indiana

Response and Management Plans: [511 IAC 4-1.5-7](#) (2000) requires every school corporation to develop a crisis intervention plan for the school corporation and each school in the corporation. This plan must include crisis management and intervention provisions and act in concert with the school's and corporation's emergency preparedness plans.

Reporting Incidents of Violence: Code [20-33-9-10](#) (2005) requires any individual who has reason to believe that a school employee has received a threat or is the victim of intimidation to report this information.

Iowa

Response and Management Plans: No state policy.

Reporting Incidents of Violence: Code [280.17A](#) (2005) requires public schools to have procedures of reporting the possession of a dangerous weapon on school premises to law enforcement agencies. [281 IAC 11.5](#) (2003) requires school districts to report data and

requested information related to violent criminal offenses, per PL 107-110 (2001). Code [280.24](#) (1997) requires “the board of directors of each public school and the authorities in charge of each accredited nonpublic school [to] prescribe procedures to report any use or possession of alcoholic liquor, wine, or beer or any controlled substance on school premises to local law enforcement agencies, if the use or possession is in violation of school policy or state law”.

Code [280.27](#) (2005) states that any school employee of a district, accredited nonpublic school, or area education agency who “participates in good faith and acts reasonably in the making a report to, or investigation by, an appropriate person or agency regarding violence, threats of violence, or other inappropriate activity against a school employee or student in a school building, on school grounds, or at a school-sponsored function” is immune from any liability.

Kansas

Response and Management Plans: No state policy.

Reporting Incidents of Violence: Statute [72-89b03](#) (1999) requires school employees to report information and the identity of any pupil whose conduct, amongst others, endangers the safety of others to the superintendent of schools. Further, each board of education is required to annually compile and report to the state board information relating to school safety and security

Kentucky

Response and Management Plans: KRS [158.445](#) (2000) requires each board of education to adopt a plan for immediate and long-term strategies to address school safety and discipline.

Reporting Incidents of Violence: KRS [158.445](#) requires each local school to begin assessing the school safety and student discipline plans and to review the reports of school incidents related to disruptive behavior. KRS [158.150](#) (2001) requires the superintendent, principal, assistant principal, or head teacher of any school to report any suspensions of a pupil in writing to the superintendent and to the parent/guardian of the pupil.

Louisiana

Response and Management Plans: KRS [158.445](#) (2000) requires each board of education to adopt a plan for immediate and long-term strategies to address school safety and discipline.

Reporting Incidents of Violence: KRS [158.445](#) requires each local school to begin assessing the school safety and student discipline plans and to review the reports of school incidents related to disruptive behavior. KRS [158.150](#) (2001) requires the superintendent, principal, assistant principal, or head teacher of any school to report any suspensions of a pupil in writing to the superintendent and to the parent/guardian of the pupil.

Maine

Response and Management Plans: Statute [Title 20-A §1001.16](#) (2001) requires the school board to, “annually approve a plan developed by the school unit administration working with local public safety, mental health and law enforcement officials to deal with crises and potential crisis situations involving violent acts by or against students in each school in the school administrative unit”.

Reporting Incidents of Violence: The [System-Wide Student Code of Conduct](#) (2004) mandates that, “All serious offenses, as determined by the Superintendent, must be reported to law enforcement authorities”.

Maryland

Response and Management Plans: Regulations [13A.02.02.01](#), [13A.02.02.02](#), [13A.02.02.03](#), and [13A.02.02.04](#) require each local school system, in consultation with other health and safety officials, to develop an emergency plan for each public school and central office to deal with man-made, natural, and technological hazards. Each plan shall be on file and an annual schedule of drills for each school shall be developed and implemented.

Reporting Incidences of Violence: Regulation [13A.08.01.12-1](#) requires instances of firearms possession or violent crimes, as defined in this statute, on school property or at school sponsored events to be reported to the appropriate juvenile justice or criminal enforcement agency. HB [407](#) (2005) requires the State Department of Education to require local boards of education to report incidents of harassment or intimidation against students in public schools under the local board's jurisdiction. The Department is also required to create and distribute standard victim of harassment and intimidation report forms.

Massachusetts

Response and Management Plans: Section [363](#) of the FY02 state budget requires school superintendents to develop a multi-hazard evacuation plan for each school, which includes procedures for school crises, including plans and policies for maintaining a safe and orderly environment during a crisis and forming a crisis response team.

Reporting Incidents of Violence: General Law [71.37L](#) (no date available) requires all school department personnel to report in writing to their immediate supervisor any incident involving a student possessing or using a dangerous weapon on school premises at any time. Supervisors must then file said report with the superintendent of the school, who then must file copies of the report with the local chief of police, the department of social services, the office of student services or its equivalent, and the local school committee. [603 CMR 26.08](#) (no date available) requires schools to develop and publish procedures for investigating and resolving complaints alleging discrimination or harassment.

Michigan

Response and Management Plans: MCL [§380.1308](#) (1999) requires the implementation of a statewide school safety information policy. It establishes procedures to be followed and when law enforcement is to be involved in the case of emergency or reported criminal incidence. School boards are also required to cooperate with local law enforcement agencies to ensure that detailed and accurate building plans, blueprints, and site plans, as appropriate, for each school building operated by the school board are provided to the appropriate local law enforcement agency.

Reporting Incidents of Violence: MCL [§380.1310a](#) (2000) requires local school boards, at least on an annual basis, to report to the superintendent of public instruction expulsions and incidents of crime occurring at school within the school district. Further, each school building, on a weekly basis, is required to collect and keep current information needed for the report. Additionally, the [Statewide Safe School Choice Policy](#) (2003) requires each school board to report to the State Superintendent of Public Instruction a report on each Persistently Dangerous School in its jurisdiction.

MCL [§380.1313](#) requires confiscated weapons be reported and turned over to a law enforcement agency for investigation. Similarly, MCL [§380.1308](#) requires school officials to report to law enforcement agencies when a school safety incident has occurred at school.

Mississippi

Response and Management Plans: Code [§37-3-83](#) (2001) requires that the school board of each school district shall adopt a comprehensive local school district school safety plan and shall update the plan on an annual basis.

Reporting Incidents of Violence: Code [§37-11-29](#) (1996) requires all school employees who has knowledge of any unlawful activity which occurred on educational property or during a school-related activity to report such activity to the superintendent. Unlawful activity includes possession or use of a deadly weapon, aggravated assault, simple assault, rape, sexual battery, and others. State Board Policy [JDF-1](#) (1994) developed a form to report school violence.

Missouri

Response and Management Plans: The [Missouri Violence Prevention Curriculum Framework](#) (2004) recommends guidelines for crisis management and emergency response preparation plans. Revised Statute [160.480](#) (2004) authorizes local school boards to adopt an emergency preparedness plan regarding the use of school resources which includes school facilities, foods, school buses, and equipment if a natural disaster or other emergency occurs.

Reporting Incidences of Violence: Revised Statute [160.261](#) (2004) requires school administrators to report acts of school violence to teachers and other school personnel who are directly responsible for the student's education or interact with the student on a professional basis. The Revised Statute also requires school administrators to report to the appropriate law enforcement agency any of the felonies listed in the Statute, including the possession of a weapon. Similarly, Revised Statute [167.117](#) (2000) requires the principal to immediately report to law enforcement officials and to the superintendent any instance of assault in the 1st, 2nd, or 3rd degree against a pupil or school employee, while on school property which includes a school bus that is servicing the district or while involved in school activities. Further, the principal is to report to the local law enforcement and to the superintendent any instances when a pupil has a weapon in his/her possession or placed elsewhere on school premise.

Montana

Response and Management Plans: Montana has a recommended [crisis management](#) response protocol, which includes the involvement of the Office of Public Instruction's Crisis Management Team to work with schools in the case of a crisis.

Reporting Incidents of Violence: Per federal requirements, public schools are required to use the [school discipline reporting manual and worksheet](#) as a standard method in Montana public schools for reporting incidents of violence.

Nebraska

Response and Management Plans: Administrative Rule [92-10.011.01C](#) (no date available) requires school systems to have a school safety and security committee which meets annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures.

Reporting Incidents of Violence: Statute [28-711](#) (no date available) requires a "nurse, school employee, social worker, or other person [who] has reasonable cause to believe that a child has been subjected to abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in abuse or neglect, [to] report such incident or cause a report to be made to the proper law enforcement agency or to the department".

Nevada

Response and Management Plans: NRS [394.1687](#) (2001) requires the development committee of every private school to develop a crisis response plan, to include provisions for communications, immediate response to a crisis, evacuation plans, enforcement of discipline, and maintenance of a safe and orderly environment. NRS [394.1688](#) (2001) requires that this plan be reviewed and updated at least once a year. NRS [394.1694](#) (2001) also requires, without limitation, that regulations requiring training and practice in crisis response procedures be adopted by all private schools.

Reporting Incidents of Violence: NRS [394.1696](#) (2001) requires the school principal of a private school, or the designee, to contact all appropriate local agencies in the event of a crisis.

New Hampshire

Response and Management Plans: No state policy.

Reporting Incidents of Violence: RSA [193-D:4](#) (2001) requires school employees or employees contracted by the school or school district who have witnessed or have information from the victim of an act of theft, destruction, or violence in a safe school zone to their supervisors in writing immediately. They in turn must forward such information to the school principal who must then file it with local law enforcement. Reports must include names and addresses, if known, of suspects and witnesses and the identification of the alleged act.

RSA [193-F:3](#) (2004) requires school employees or employees contracted by the school or school district to report witnessed incidents or reliable information of bullying or harassment to the principal, who must then report the incident to the superintendent and the school board.

RSA [631:7](#) (1993) requires educational institutions to report incidences of student hazing to law enforcement authorities.

New Jersey

Response and Management Plans: N.J.A.C. [6A:16-5.1](#) (2005) requires each district board of education to develop and implement comprehensive plans, procedures, and mechanisms that provide for safety in the schools of the district.

Reporting Incidents of Violence: N.J.S.A. [18A:37-15](#) (2002) requires all school districts to adopt a policy for reporting incidents of harassment, intimidation, or bullying. N.J.S.A. [18A:17-46](#) (2001) and N.J.A.C. [6A:16-5.3](#) (2005) require school employees who observe or have direct knowledge of an act of possession or distribution or being under N.J.A.C. [6A:16-4-3\(a\)1iii](#) (2001) and the influence of alcohol or other drugs must file an incident report. N.J.A.C. [6A:16-5.3](#) (2005) and Education Code [6A:16-6.3](#) (2001) require school employees who observe or have direct knowledge from a participant or victim of an act of violence to file a report describing the incident to the school principal on a form adopted for such purposes by the district board of education; however, the form must include all of the incident detail and offender and victim information reported on the State's Electronic Violence and Vandalism Reporting System. N.J.A.C. [6A:16-5.5](#) (2001) and [6A:16-5.6](#) (2001) further requires the principal to notify the appropriate law enforcement agency of the possible violation of the New Jersey Code of Criminal Justice, in all instances of firearms and assaults with weapon offenses.

N.J.S.A. [18A:37-9](#) (1995) and N.J.A.C. [6A:16-5.5](#) (2005) require the principal or their designee to report the removal of a pupil for violation of the Zero Tolerance for Guns Act to the district's chief school administrator and the appropriate law enforcement agency. N.J.S.A. [18A:37-2.3](#) (1995) and N.J.A.C. [6A:16-5.6](#) (2005) require the principal or his/her designee to report the removal of a pupil for an assault with a weapon to the district's chief school administrator and the appropriate law enforcement agency.

New Mexico

Response and Management Plans: [22-13-14](#) NMSA, per [SB 230](#), (2005) requires emergency drills in all schools to include: fire, shelter-in-place (lock down), and evacuation. Subsection M of [6.30.2.10](#) NMAC (2006) provides definitions and clarifications for requirement for emergency drills. The language in concerning "fire drills" is replaced with "emergency drills." Schools are required to perform an emergency drill at least once each week during the first four weeks of the school year and at least once each month thereafter until the end of the school year. Two drills during the year shall be shelter-in-place drills and one shall be an evacuation drill, as directed by the department. The remainder of the drills shall be fire drills.

[6.12.6](#) NMAC (2006) requires local school districts to adopt wellness policies that address student and school employee wellness through a coordinated school health approach including school safety plan at each school building focused on supporting healthy and safe environments that includes prevention, policies and procedures, and emergency response.

Reporting Incidents of Violence: [6.11.2.10](#) NMAC (2000) gives administrative authority the discretion, unless a local board policy provides otherwise, to notify law enforcement, the local Children's Court attorney, or district attorney when a search discloses evidence of a crime or delinquent act.

New York

Response and Management Plans: Education Law [§2801-a](#) (no date available) requires every school board to "adopt and amend a comprehensive district-wide school safety plan and building-level school safety plans regarding crisis intervention, emergency response and management".

Reporting Incidents of Violence: Commissioner's Regulation [100.2 \(l\)](#) (2001) requires each board of education to adopt and enforce a code of conduct, which includes adopting procedures by which violations are reported. Commissioner's Regulation [100.2 \(gg\)](#) (2001) requires school districts to annually report all violent or disruptive incidents that occurred in the prior school year. Education Law [§2801-a](#) requires school safety plans to contain "strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as... establishing anonymous reporting mechanisms for school violence".

North Carolina

Response and Management Plans: Statute [§115C-105.47](#) (1999) requires each local school board to develop a local school administrative unit safe school plan to provide that every school is safe, secure, and orderly. While crisis management/emergency response plans are not explicitly mentioned, they are implied as a component for school safety under this statute.

Reporting Incidents of Violence: Board Policy [SS-A-007](#) (2004) requires local school boards to develop and maintain policies and procedures to prevent, intervene, investigate, document, and report all acts of bullying, harassment, and discrimination. Statute [§115C-47](#) (2004) requires local school boards to report all acts of school violence to the State Board of Education.

Board Policy [SS-A-000](#) (1999) requires teacher to report to principals and principals to report to law enforcement violent incidents detailed in this policy. These violent incidents include assault with a weapon, robbery with a weapon, possession of a firearm or other weapon occurring on school property, and assault involving serious personal injury.

North Dakota

Response and Management Plans: No state policy.

Reporting Incidents of Violence: Code [15.1-19-13](#) (no date available) requires teachers with knowledge that a student "is using, is in possession of, or is delivering alcohol or a controlled substance while the student is on school property, involved in a school-related activity, or in attendance at a school-sponsored event" to notify the principal. Code [15.1-24-05](#) (no date available) grants immunity from liability for any individual who in good faith reports alleged chemical abuse to the chemical abuse preassessment team.

Ohio

Response and Management Plans: ORC [§3313.536](#) (2002) requires the local board of education and school district to adopt a comprehensive school safety plan for each school building under the board's control.

Reporting Incidents of Violence: No state policy.

Oklahoma

Response and Management Plans: Statute [§63-681](#) (2003) requires each school and administration building to have written plans and procedures in place for protecting students, faculty, administrators, and visitors from natural and man-made disasters and emergencies. Each school district must annually report to the local school board or board of regents on the status of emergency preparedness and identify each school's safety needs.

Reporting Incidents of Violence: No state policy beyond federal Title IV requirements.

Oregon

Response and Management Plans: School health services, per OAR [581-022-0705](#) (1996), are required to have a written plan for response to medical emergencies for each building in keeping with OAR [581-022-1420](#) (1996), which requires plans to also address any emergency situation.

Reporting Incidents of Violence: Chapter [617](#) Oregon Laws (2001) requires school districts to adopt policies for reporting incidents of bullying, harassment, and intimidation. ORS [339.315](#) (1999) further requires any school employee, director, or administrator, public or a private, with reasonable cause to believe a person, while in school, is or has within 120 days possessed a firearm or destructive device to report this information to law enforcement within the county.

Pennsylvania

Response and Management Plans: Pennsylvania has no specific state policy requiring crisis or emergency response plans, but the NCLB Act requires such plans for federal funding.

Reporting Incidents of Violence: [24 P.S. §13-1303-A](#) (1997) require all school entities to make at least one report per year of all new incidents involving acts of violence, weapon's possession, or possession, use, or sale of controlled substances by any person on school property to the Office for Safe Schools. [24 P.S. §13-1317.2](#) (1997) requires all district superintendents to report incidents involving the possession of a weapon to law enforcement officials and the department of education.

Rhode Island

Response and Management Plans: Statute [§16-21-23](#) (2003) requires the school committee to adopt a comprehensive school safety plan that includes crisis intervention and emergency response and management. The plan shall be developed by members of the school committee, students, teachers, parent organizations, school safety personnel, school administration, and law enforcement officials. Statute [§16-21-24](#) (2003) sets minimum requirements for school safety plans, school emergency response plans, and school crisis response plans. They are to include policies and procedures for responding to and preventing a wide variety of violent incidents. Emergency, crisis, and post-incident response teams are also to be created.

Reporting Incidents of Violence: General Law [§16-21-26](#) (2003) encourages school employees, pupils, and volunteers to report incidents of harassment, intimidation, or bullying to the appropriate school official designated by the district's or school's policy. Statute [16-21-16](#) (no date available) grants immunity from liability any teacher who reports suspicions about a minor student's abuse of narcotic drugs or other drugs to school officials pursuant to school policy.

South Carolina

Response and Management Plans: Regulation [R 43-166](#) (1997) requires emergency and disaster plans be developed by each school. The State Department of Education must also create a Model Safe Schools Checklist, which includes a comprehensive safety plan, to be used by public school districts.

Reporting Incidents of Violence: Code [59-63-130](#) (2004) requires school employees, students, and volunteers to report any reliable information about an act of harassment, intimidation, or bullying to an appropriate school official. Code [59-63-140](#) (2004) requires school districts to adopt policies for reporting harassment, intimidation, or bullying at school. A provision for reporting such acts anonymously must also be included.

The [Unsafe School Choice Option](#) of the NCLB Act (2003) also requires districts to report all school-level violent crimes to the State Department of Education.

South Dakota

No policies or legislation.

Tennessee

Response and Management Plans: No state policy.

Reporting Incidents of Violence: Code [49-6-4301](#) (2000) requires teachers who observe or have knowledge of an assault and battery committed by a student on school property must immediately report said action to the principal, who then must report to local law enforcement. Code [49-6-4209](#) (1995) requires school principals to report incidents or suspected incidents of illegal weapons possession on school grounds or within any school buildings or structure under the principal's supervision to the appropriate law enforcement officer. School personnel are required to report such incidents to the school principal, the designee, or the proper authorities if neither is available. Code [49-6-1016](#) (2005) also encourages districts to include in their policies a procedure for reporting acts of harassment, intimidation or bullying.

Texas

Response and Management Plans: Education Code [§37.202](#) (2001) states that the Texas School Safety Center is to provide information on school safety, including research, training, and technical assistance related to successful school safety programs. Education Code [§37.205](#) requires the Center to conduct a safety training program, addressing the following issues: (1) development of a positive school environment and proactive safety measures, (2) school safety courses for law enforcement officials, (3) discussion of school safety issues with parents and community members, (4) assistance in developing a Multi-Hazard Emergency Operations Plan.

Education Code [§37.108](#) (2005) requires school districts to adopt and implement a Multi-Hazard Emergency Operations Plan. The plan must address mitigation, preparedness, response and recovery, as recommended by the Federal Emergency Management Agency. It must include emergency response training for all school district personnel and mandatory drills to prepare students and all personnel for emergency response. It also requires measures to ensure coordination between local emergency management agencies, law enforcement and fire departments in the event of an emergency. In addition, districts must perform security audits of facilities every three years, with results reported to the district's board of trustees.

Reporting Incidence of Violence: Education Code [§37.020](#) (2003) requires each school district to report to the commissioner information, including name, race, sex, and date-of-birth, of all students placed in a disciplinary alternative program or who were expelled. This policy includes all violent offenses, and the information reported must also include whether the juvenile justice system was involved.

Education Code [§37.015](#) (2003) requires the principal of a public school to notify any school district police department and the police department if they have reasonable grounds to believe that the possession of a weapon occurred in school, on school property, or at school-sponsored activity on or off school property.

Utah

Response and Management Plans: [R277-400](#) (2000) "establishes general criteria for both Emergency Preparedness and Emergency Response plans required of schools and districts in the event of natural disasters or school violence emergencies".

Reporting Incidents of Violence: Code [53A-11-908](#) (1997) requires school employees to report when criminal violations, such as physical violence and hazing, to the principal, who then must report the incident and actions taken to the district superintendent within 10 working days.

Vermont

Response and Management Plans: No state policy.

Reporting Incidents of Violence: [16 VSA §565](#) requires school boards to establish procedures that direct students and staff to report hazing and harassment policy violations. [16 VSA §1166](#) requires each superintendent to annually report to the commissioner each firearms expulsion's circumstance, the total number of students expelled, and the type of firearm involved.

Virginia

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Response and Management Plans: Code [§22.1-279.8](#) (2004) requires each school board to develop a written school crisis and emergency management plan, which may be based on a model created and revised. School safety audits are also required to be conducted annually by every local school and the results made public. Code [§22.1-279.6](#) (2005) requires school boards to adopt a code of student conduct, which specifies the procedures for suspension and expulsion of students who violate the code and requires schools to have a contingency plan for emergencies according to [8VAC20-131-260](#) (2000).

Reporting Incidents of Violence: [8VAC20-560-10](#) (1992) requires the principal of each public school to collect and maintain information on incidence of crime and violence and the students involved in such incidence that occur on school property, on a school bus, or at a school-sponsored activity. This information is reported semi-annually to the division superintendent who files an aggregate report with the Department of Education annually.

Code [§22.1-279.3:1](#) (2005) calls school boards to adopt procedures that require reports to be made to the division superintendent and the principal on all incidents on a school bus, on school property, or at a school-sponsored event involving assault or assault and battery, any conduct involving controlled substances, threats against school personnel, the illegal carrying of a firearm, any illegal conduct involving explosives or threat to use explosives, or the arrest and charging of a student. The offending student's parents must also be informed of any such criminal offense committed and be referred to law enforcement for details. Code [§16.1-260](#) (2004) requires the intake officer of a juvenile court to file a report with the division superintendent of the school division in which any student is subject of a petition alleging they committed one of the listed offenses.

Law enforcement is also required to report any felonious offense to the school principal and the district superintendent, and the principal shall notify law enforcement when a student commits any of the fore-mentioned acts excepting assault or assault and battery that does in bodily injury.

Washington

Response and Management Plans: WAC [180-41-010](#) (1990) states that all public and private K-12 schools will receive instruction to leave their particular building in the shortest possible time in an emergency.

Reporting Incidents of Violence: RCW [28A.600.480](#) (2002) encourages school employees, students, and volunteers who have witnessed, or have reliable information about a student has been subjected to, harassment, intimidation, or bullying to report such an incident to an appropriate school official.

West Virginia

No policies or legislation.

Wisconsin

Response and Management Plans: The Department of Public Instruction's [Guidelines for Safe School Planning](#) encourages and requires schools to take steps to prevent, respond, and provide support to survivors of violent school crises.

The department established an assurance with the application and administration of federal education funds that it compels school districts to state it has a school safety plan in every building it operates within the district. This assurance describes the components of that safety plan which includes, but is not limited to, violence prevention, early intervention, and crisis response procedures.

Reporting Incidents of Violence: Statute [115.38](#) (2001) requires school districts to file an annual school performance report which reports the number of suspensions and expulsions in the district's schools. The offense, length of punishment, and grade, gender, ethnicity, and any disabilities of the offender are also to be reported.

Wyoming

Response and Management Plans: Rule [4362](#), Chapter VI, Section 17 (2001) requires school districts to adopt policies and procedures to address crises at both the district and individual school levels. Crisis management plans are to be developed and practiced on a regular basis.

Reporting Incidents of Violence: No state policy.

Appendix B:
School Safety Center Web Review

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
California Office for Safe Schools	Provides training, resources and technical assistance to establish a school/community environment which is physically and emotionally safe, well disciplined, and conducive to learning.	Cal. Dept. of Education	No information	No information	Unsure	No	Yes Crisis preparedness School Environment Violence Prevention	No	Unsure	Yes, both Provides resources on bullying and Hate Motivated Behavior Prevention	Every school required to have a comprehensive school safety plan
Colorado Center for the Prevention of Violence Safe Communities – Safe Schools Initiative	Developed the Safe Communities – Safe Schools Model to assist each school in designing an individualized safe school plan. The goal of this model is to create and maintain a positive and welcoming school climate, free of drugs, violence, intimidation and fear—an environment strongly supported by the community in which teachers can teach and students can learn.	University of Colorado	4 staff – Director, Asst. Director, Director of Training and TA, & Director of Communications	Started in Fall 1999	Yes	Unsure	Yes – the main training is the Safe Communities – Safe Schools Model	Yes Blueprints Conference (training on research-based model programs)	Unsure	Yes – bullying Created the Bullying Fact Sheet CO legislation around bullying	Center provides training, TA, a variety of publications, and clearinghouse of information Good model as MN moves forward

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
Connecticut Safe Schools and Communities Coalition & School Safety Center	Our goal is to provide leadership and support in maintaining a healthy school environment by offering up-to-date information and all-inclusive resources on hot topics and current events, and by facilitating networking of schools across Connecticut as they develop effective ways of dealing with violence and other safety-related problems.	A Governor's Prevention Partnership Undertaking	1 Director Unsure of other staff	Created in 1994 by the Governor's Prevention Partnership	Unsure	Unsure	Unsure	Unsure	Yes, Statewide surveys in 1995 & 1998. Surveyed school districts, L.E., and youth service bureaus	Yes, Bullying Prevention Programs	School & Community Safety Model with six components: School safety response plan School resources officers Parent and family involvement Mentoring Student Assistance System Peer Mediation & Bullying Prevention Programs
Indiana School Safety Specialist Academy	The Indiana School Safety Specialist Academy will provide on-going, certified training and information on national and state best practices, as well as exemplary resources for school safety, security, intervention/prevention, and emergency preparedness planning. School Safety specialists will be trained to lead the development and implementation of school safety practices which will provide safe educational environments for all students in Indiana.	Dept. of Education	3 staff Director, Program Coordinator, and Admin. Asst. (also has an advisory group)	No information	Unsure	Unsure	Unsure	Yes	Unsure	Yes to both Bullying Prevention Initiative (with an initiative director) Hosted a pandemic summit in 3/06	Focuses on training staff to be school safety specialists by providing on-going certified training on national and state best practices

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
Florida Office of Safe Schools	None given	FL. Dept. of Education	2 Emergency Planning Program Coordinators Senior Educational Program Director Educational Program Director Admin Secretary	No Information	Unsure	No	Yes, Critical Incident/ Emergency Planning	Bullying conference,	Yes, discipline and critical incidence data Other Title IV data	Yes, lists of proven anti-bullying programs used in Florida	Responsible for four main areas: Fed. Safe and Drug Free Schools Program Coordinated School Health Program Statewide Incidents of Crime and Discipline Reporting School Emergency Management Plans

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
Georgia School Safety Project	Legislation signed into law by the Governor on April 21, 1999 directs the Georgia Emergency Management Agency to provide training and technical assistance on the issues of school safety to the education, emergency management, and public safety communities of Georgia. These services are provided through the staff of the School Safety Project. Senate Bill 74 mandates all public schools to develop a safety plan addressing weapons, drugs, gangs, natural disasters, bomb threats and explosions....These plans must include students, parents, law enforcement, fire and emergency medical services.	Georgia Emergency Management	10 Area Specific School Safety Coordinators	Established by Leg 421.99 which is to provide training and TA on school safety issues to education, emergency management, and public safety communities	Yes	No	Yes Over 12 specific trainings offered ranging from 8 hours to 1 hour. Most trainings are 1 or 3 hours.	Unsure	No	Yes, trainings offered on both	Senate Bill 74 requires all schools to have a school safety plan which is submitted to a local emergency management agency

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
Kentucky Center for School Safety	Belief Statement: The Kentucky Center for School Safety supports the idea that school culture improves when a school-wide prevention plan consistently addresses the needs of all students to encourage a safe and healthy learning environment.	Eastern Kentucky University	3 – Post Secondary Education Staff 8 – Center Operations Staff 5 – Clearinghouse and Research Staff 4 – Training and TA Staff	House bill 330 in 1998 Governed by a 12 member board	Yes, but not mandated	No, there is a statewide crisis response team overseen by a Kentucky Community Crisis Response Board	Yes I-Safe Trainings (internet safety) QPR – Suicide prevention training Change of Heart Training Community/PTA Bullying Prevention Trainings	Yes, an annual conference and a truancy symposium	Yes	Yes, three levels of bullying trainings for both schools and community No - pandemic	Have a clearinghouse that answers data requests and questions Have 21 school safety associates state-wide who offer a variety of TA Have a comprehensive and well-designed assessment process
Mississippi Division of School Safety	The mission of the Division of School Safety is to provide the local school district and community with the most comprehensive resources available to assist the in the design, implementation, and maintenance of a safe and orderly educational environment. It also services as the lead state entity in school safety and acts as a clearinghouse for all school safety information and statistics	Dept. of Education	4 school safety specialists – experts in physical, information, and personal safety	No information	Yes, but not mandated	A crisis response team of four people (L.E., Emergency Services, Ed. Admin., and Behavioral Science) can be deployed by the superintendent of education	Unsure	No	Unsure	Unsure	Staff a 24 hour crisis hotline (Connections) and have developed the Mississippi School Safety Manual

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
Missouri Center for Safe Schools	The Missouri Center for Safe Schools promotes safe and orderly schools, which further advances academic achievement, by providing assistance in the identification of resources and by facilitating networking of schools across Missouri as they develop effective ways of dealing with violence and other safety related problems.	University of Missouri – Kansas City	Unsure	1995 – in the U of M School of Education with provisions from the Outstanding Schools Act	No	No	Yes, it certifies school district safety coordinators (2 pt. training)	No	No	Yes – bullying fact sheet and tips on picking an effective program Only provides tornado and bioterrorism information	Main focus seems to be the 2 part training and certification for school district safety coordinators
Nebraska School Safety Center	Unknown	Dept. of Education	Unknown	Unknown	Unknown	Unknown	Unknown	Yes, Annual School Safety Conference and Congress on School Bio-security	Unknown	Yes, has a comprehensive anti-bullying campaign (Positive Student Behavior)	Not sure how hands-on center is. Seems like a resource center only. Bad website
New York	The New York State Center for School Safety (NYSCSS) and its staff are committed to promoting research-driven, data-based solutions to school violence and promoting safe and healthy learning environments where students are secure in their pursuit of educational success and where teachers and administrators can make this a reality.	NYSCSS is a state government coordinating agency and information clearing-house	Unsure, but it is one of three statewide centers and nine regional centers that make up the Student Support Services Network . The Student Support Services Network is supervised by the Student Support Services Program (formerly the CHAPS program) of the New York State Education Department .				OLWEUS Bullying Prevention Training Please Stand Up! Training Safety Planning and Crisis Intervention Youth culture and voice Working with children of incarcerated parents Getting "high" off school				Publish a quarterly newsletter

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	Mission Statement/Purpose	Association	Staffing Information	Center Creation/History	Assessment Information	Crisis Response Team	Trainings	Conference	Data	Bullying/Pandemic	Other information
North Carolina Center for the Prevention of School Violence		Dept. of Juvenile Justice and Delinquency Prevention	5 – Manager, Proj. Assistant, Proj. specialist, Program assistant, program coordinator	Established 1993 by Governor after a task force recommendation	Unsure	No	Yes, about 19 independent trainings available	Unsure	Yes, Incidence data and school resource officer survey (annual)	Yes, developed a presentation/ Training on bullying No information on pandemic	
Ohio Resource Network for Safe and Drug Free Schools and Communities		U of Cincinnati College of Education,	Unsure – Resource Network seems entirely web-based	Unsure	Unsure	Unsure	Unsure	Unsure	Unsure	Unsure	Ohio early Warning Network (OEWN) - a non-emergency emerging issue alter network.
Oregon Institute on Violence and Destructive Behavior	To empower schools and social service agencies to address violence and destructive behavior, at the point of school entry and beyond, in order to ensure safety and to facilitate the academic achievement and healthy social development of children and youth.	U of Oregon, College of Education	16 staff 2 – Ph.D. co-directors 3 – associate professors; 2 – program coordinators; Business manager; Graphic designer; Research associate and assistant, eval coordinator, statistical analyst, Eval. Specialist, office assistant	Funded in 1994-95 with investment of U of O's Vice Provost for Research Currently have over 20 grant funded projects (more than \$11 million)	Unsure	No	Unsure	Unsure	Unsure	Unsure	Seems focused on academic research and model program development Not sure what kind of hands-on help, if any, is given to schools directly

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Pennsylvania Center for Safe Schools	The Center for Safe Schools seeks creative and effective solutions to problems that disrupt the educational process and affect school safety.	Dept. of Education	7 – one director and six coordinators	In 1995, Act 26, the Safe Schools Act, created an Office of Safe Schools within the Penn. Dept of Education. Under their direction the Center for Safe Schools performs many of the duties defined by Act 26. These duties include data collection, assisting schools in meeting the requirements of Act 26 and providing resources to educators on a variety of programs and issues.	Not really, the Center helps with crisis planning	No	Unsure	Yes, Annual Safe Schools Conference	Yes, not sure what	Unsure	Also provides grant administration to assist schools with comprehensive school plans
South Carolina Center for Safe Schools	To serve as primary point of contact for information, strategies, technical support, and research addressing school and community safety.	Dept of Ed.	Unsure	1999 – safe schools task force created	Unsure	No	Yes	No	Yes, Safe and Drug Free Schools Fed. Mandates and gun-free schools act Fed. mandates	Unsure	Center has a great Youth Advisory Board , which meets quarterly
Texas School Safety Center	None	Texas State University – San Marcos	7 staff – Program Director, School Safety Specialist, Program Specialist (2), Project Coordinator, Web information specialist, Research and Evaluation Manager	Unsure 12 member board of directors	Yes, Vulnerability Self Assessment Tool (VSAT) Also, two-day training courses for district teams enabling them to perform campus safety audits	No	Yes, 11 distinct trainings worth exploring more	Yes, School based Law Enforcement Safe and Drug Free Schools	Unsure	Yes, bullying prevention training Yes, bioterrorism but nothing on pandemic	On-line wizard for Emergency Operations Planning Newsletter

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Virginia Center for School Safety	The <i>Center's</i> mission is to provide Virginia's students with a safe and secure learning environment by assisting localities in their efforts to provide safe and effective schools. Staff members work to achieve the mission through the development of partnerships, new legislative initiatives, training programs, data collection, information-sharing and program evaluation. In doing so, it continually responds to the requests and needs of those who are already providing services for our children, our future.	Dept. of Criminal Justice Service	5 staff – Manager, Youth Safety Specialist, Project Coordinator, and Program Admin. Specialist, Admin Specialist	Started in 2003 from HB391	Every school is required to conduct a written safety assessment	No	Yes, a variety including search and seizure, drug recognition, SRO training, Critical incident response, School security officer training	Yes, Annual School Safety Conference	Yes, they have a number of pilot data collection projects	Unsure	School safety e-mail notification system School security office certification program and instructors course (train the trainer) Center also serves as lead coordinator for Youth Alcohol and Drug Abuse Prevention Project (YADAPP)

Overview of Minnesota All Hazards/Emergency Planning Trainings and Education Opportunities

Minnesota schools have had access to a range of trainings and educational sessions from a variety of sources to assist in emergency preparedness or safety planning. Many of these trainings focus on all hazards related to school safety, pandemics, and weather-related emergencies. The philosophy behind these trainings is that similar procedures, partners, and communication lines are involved in all of these types of crises and while it is important to discuss the specifics to each crisis, there is sufficient overlap in application to make comprehensive trainings useful.

On a statewide level, the Minnesota Department of Health, Office of Emergency Preparedness (OEP) provides a variety of trainings related to emergency planning, terrorism, and natural disasters. OEP coordinates preparedness activities and assists local public health agencies, hospitals, health care organizations and public safety officials in their efforts to plan for, respond to and recover from public health emergencies. These trainings include topic areas such as Chempack/SNS functions, Decontamination, Emergency Medical Services, Isolation Capacity, MN Responds (Volunteer Personnel), Patient Care Coordination Guidance, Surveillance, and Trauma & Burn Care, behavioral health and emergency preparedness, legal / legislative issues, pandemic influenza planning (for schools, health professionals, local public health, etc), emergency planning for special populations, risk communication resources, bioterrorism (Chemical Bioterrorism Radiation Nuclear Explosive (CBRNE) Incidents), family and personal emergency preparedness, and natural disasters (floods, fires, and trauma).

The Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management provides communities with trainings related to National Incident Management System (NIMS), infectious disease outbreaks, and emergency planning using local trainers who have taken the NIMS train-the-trainer class. NIMS classes can be modified or customized for agency specific training requirements, conferences or facilitated presentations. School officials may sign up for classes being offered locally or regionally along with other agency personnel involved in emergency response.

Minnesota State Colleges and Universities (MNSCU) offers approximately 8-10 courses related to emergency response planning. Specialized trainings are available through both the Hennepin Technical College's Hopkins Technical Center and Lake Superior College's Emergency Response Training Center.

Both MNSCU and DPS focus their trainings on public safety officials' responses to community incidents, including schools.

The following are examples of additional trainings in Minnesota provided to schools regarding preparedness, prevention, response and recovery.

All Hazards Trainings:

Through a grant from the Federal Emergency Management Agency (FEMA), St. Paul Schools provided trainings in partnership with DPS, Division of Homeland Security and Emergency Management on FEMA's "Multi-Hazard Planning for Schools." Approximately seventeen 2-day trainings were held between January and April, 2006. These trainings were hosted by emergency managers located in all of the HSEM regional areas of the state.

The Federal Emergency Management Agency (FEMA) offers many independent study (IS) web-based courses on numerous aspects of emergency planning and preparedness. Included are Incident Command and National Incident Management System (NIMS) courses for general audiences as well as specific emergency response groups. Certificates are issued showing CEU's earned from FEMA's Emergency Management Institute. Students may also apply for college credit for some of the offerings. They are available through FEMA's training web site at www.training.fema.gov/emiweb/is/crslist.asp. School-specific trainings are also available through FEMA.

The University of Minnesota, School of Public Health, in collaboration with the Minnesota Department of Health has developed MERET (Minnesota Emergency Readiness Education & Training), a comprehensive All-Hazard Individual and Family Preparedness training.

Pandemic Trainings:

The Minnesota Department of Health (MDH) provides several trainings regarding pandemics. MDH has numerous handouts on a variety of topic areas (children with special needs, school nurses, behavioral health responders, etc.) with response recommendations for pandemic influenza.

MDH also trained local public health departments to provide training on Pandemic 101: a basic overview of influenza viruses, the current avian H5N1 threat, and the possibility of pandemic, and what can be done to prepare individuals, families and communities. These trainings can be tailored to the specific needs of school personnel and issues within the school environment.

Also, Designs for Learning (www.designlearn.net) has hosted pandemic and quarantine meetings for charter schools to assist in the discussion on pandemic planning and preparedness and the special concerns that charter schools may have. Designs for Learning provides resources and technical assistance to operating Charter Schools in Minnesota.

Emergency Response Trainings:

Several entities in Minnesota have either hosted trainings or given trainings on emergency response, including the Minnesota Departments of Public Safety and Health. The Institute for Environmental Assessment has hosted regional trainings for school administrators. Also, Metro ECSU has provided trainings for its members on emergency response.

The University of Minnesota, Center for Public Health Preparedness provides several trainings and technical assistance opportunities for emergency preparedness and response for environmental health (EH) professionals. Free online trainings are provided on the following topics:

- Overview of Environmental Health Principles
- Communication as a Key Role for EH Professionals
- Responding to an emergency
- Minimizing Health Implications

The center has also hosted several roundtable discussions and web-forums to discuss the issues of emergency preparedness for EH professionals. The issues of schools are not directly discussed in these trainings.

Profession Specific Trainings:

Professional organizations also provide trainings aimed at their specific audiences. For example, the School Nurse Organization of Minnesota (SNOM) provides trainings with the National Association of Nurses. Two of these include "Managing School Emergency I" that includes emergencies on respiratory, circulatory and/or neurological; and "Managing School Emergencies II" that includes information on pre-hospital care, injuries, and mental health, and disaster preparedness for school nurses.

The National Emergency Medical Services for Children Resource Center provides school staff with a variety resources and trainings. Most of these trainings are aimed at medical services provided in the schools and related staff. The trainings and resources offered to schools include: Basic Emergency Life Saving Skills Training, Automatic External Defibrillator Program Development Training Minnesota Emergency Guidelines, Pre-hospital Response to Medical Emergencies Guidelines, School and Terrorism Information, Pediatric Advance Life Support Training, and an Emergency Nursing Pediatric Course.

Other Trainings:

The Minnesota Department of Health's Regional Behavioral Health Preparedness Program provides Psychological First Aid (PFA) training, which equips natural helpers to provide psychological support to survivors of critical events such as disasters, conflicts, accidents, etc., These trainings have been provided to EMS, hospitals, law enforcement, clergy, mental health, social services, public health, emergency management, community support organizations, tribal groups, military, some teachers, and interested community leaders. Train-the-trainer sessions have been held with the various professions to allow for adaptation by the various disciplines. School environment and child specific information has been developed and trainings sessions are currently being planned for school personnel.

MDH also provides a variety of other behavioral health preparedness and response training.

Several Minnesota institutions have All Hazards related trainings that are in the planning stages. The National Association of School Resource Officers is also looking into providing trainings specifically aimed towards School Resources Officers. Also, the Minnesota Department of Health hosts an annual, state-wide Emergency Preparedness Conference focusing on various emergency preparedness issue (currently scheduled for May 1-2, 2007).

1/16/2007

US Department of Education Emergency Response and Crisis Management TA Center

<http://www.ercm.org>

Helpful Hints

Helpful Hints is a series prepared by the Office of Safe and Drug-Free Schools and the Emergency Response and Crisis Management (ERCM) Technical Assistance (TA) Center. Helpful Hints provide a quick overview of school emergency preparedness topics that are frequently the subject of inquiries. Inquiries and [requests](#) for assistance can be sent to the ERCM TA Center at info@ercm.org or by calling toll-free (888) 991-3726.

- [The National Incident Management System \(NIMS\) and Schools Frequently Asked Questions and FY 2006 NIMS: Compliance Activities for Schools](#) [PDF, 257 KB]
- [Emergency "Go-kits"](#) [PDF, 225 KB]
- [Coming Soon!](#) Strengthening School Emergency Management Plans
- [Coming Soon!](#) Steps to Developing School Emergency Management Plans
- [Coming Soon!](#) Key Components of School Emergency Management Plans

Lessons Learned

Lessons Learned is a series prepared by the Office of Safe and Drug-Free Schools and the ERCM TA Center. Lessons Learned are brief recountings of actual school emergencies and crises. The focus is to spotlight the critical actions, decisions and events that took place before, during and after an authentic incident. Lessons Learned demonstrate what worked and what did not so that all school communities can strengthen their emergency management activities throughout the four phases of school emergency management (prevention-mitigation, preparedness, response and recovery).

- [Coming Soon!](#) Dealing With Weapons on Campus
- [Coming Soon!](#) After-Action Reports: Capturing Lessons Learned and Identifying Areas for Improvement
- [Coming Soon!](#) Violent Deaths in the School Community: A Coordinated Response Helps the Healing Begin
- [Coming Soon!](#) Hurricanes Katrina and Rita

ERCExpress Newsletters

The ERCExpress is a newsletter prepared by the Office of Safe and Drug-Free Schools and the ERCM TA Center. This newsletter provides information on emerging issues in emergency response and crisis management, as well as information on important resources available to schools. Contributors to newsletters include both ERCM grantees and national experts in school safety. Topic suggestions for future newsletters may be submitted through our [Suggestion Box](#).

- [Vol. 1, Issue 1 \(2005\)](#) [PDF 134 KB] – "New Technical Assistance Center Announced!" The inaugural issue also includes a feature on the Recovery stage.
- [Vol. 2, Issue 1 \(2006\)](#) [PDF 252 KB] – "Integrating Students with Special Needs and Disabilities Into Emergency Response and Crisis Planning"
- [Vol. 2, Issue 2 \(2006\)](#) [PDF 256 KB] – "The National Clearinghouse for Educational Facilities (NCEF)"
- [Vol. 2, Issue 3 \(2006\)](#) [PDF 227 KB] – "Emergency Exercises: An Effective Way to Validate School Safety Plans"
- [Vol. 2, Issue 4 \(2006\)](#) [PDF 239 KB] – "All Hazards National Oceanic and Atmospheric Administration (NOAA) Weather Radio Network"
- [Vol. 2, Issue 5 \(2006\)](#) [PDF 377 KB] – "Food Safety and Food Defense for Schools"
- [Vol. 2, Issue 6 \(2006\)](#) [PDF 458 KB] – "National Incident Management System"
- [Vol. 2, Issue 7 \(2006\)](#) [PDF 418 KB] – "Schools Respond to Infectious Disease"
- [Vol. 2, Issue 8 \(2006\)](#) [PDF 535 KB] – "Creating Emergency Management Plans"

Adopted: _____

MSBA/MASA Model Policy 806

Orig. 1999

Revised: _____

Rev. 2005

806 CRISIS MANAGEMENT POLICY

[NOTE: The Commissioner of Education is required to maintain and make available to school boards a Model Crisis Management Policy. See Minn. Stat. § 121A.035. By July 1, 2000, school boards were required to adopt a District Crisis Management Policy to address potential crisis situations in their school districts. Id. The district policies were to be developed in consultation with district and school administrators, teachers, employees, students, parents/guardians, community members, community emergency response agencies, including law enforcement and fire officials, county attorney offices, social service agencies, and any other appropriate individuals or organizations (such as Safe and Drug Free School coordinators and bus contractors). Id. This Model Crisis Management Policy is the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term "school districts" shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations. The school district will ensure that relevant first responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans.

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy.

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Emergency Planning and Procedures Guide for Schools to assist in the development of building-specific crisis management plans. Finally, all general crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental and mental health challenges.

[NOTE: More specific information on planning for children with special needs can be found in the United States Department of Education's document entitled "Practical Information on Crisis Planning, a Guide for Schools and Communities" at page 6.30. A website link is provided in the resource section of this Policy.]

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.
- c. Sheltering Procedures. Sheltering provides refuge for students, staff and visitors within school buildings during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[NOTE: The attached Emergency Planning and Procedures Guide for Schools has sample lock-down procedures, evacuation procedures and sheltering procedures.]

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

[NOTE: The attached Emergency Planning and Procedures Guide for Schools includes crisis specific procedures.]

3. School Emergency Response Teams.

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

[NOTE: The attached Emergency Planning and Procedures Guide for Schools has a sample School Emergency Response Team list.]

- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school

officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY:

A. Communication.

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire.

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion.
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess and during assemblies. State law requires a minimum of nine drills each school year. See Minn. Stat. § 299F.30.

[NOTE: The State Fire Marshal advises schools to defer fire drills during the winter months.]

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

[NOTE: The attached Emergency Planning and Procedures Guide for Schools has a sample fire procedure form.]

C. Facility Diagrams and Site Plans.

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots and utility shut-offs. All facility diagrams and site plans will be regularly updated and whenever a major change is made to a building. Facility diagrams and site plans will be available in the office of the building administrator and in other appropriate areas and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel. For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.

D. Emergency Telephone Numbers.

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county, and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones and cell phones may not be operational or may be dangerous to use during an emergency.

[NOTE: The attached Emergency Planning and Procedures Guide for Schools has a sample Emergency Phone Numbers list.]

E. Warning Systems.

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

It shall be the responsibility of the building administrator to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures.

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis

situation), will specify how closure decisions will be communicated to staff, students, families and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures.

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

[NOTE: The attached Emergency Planning and Procedures Guide for Schools has a sample Media Procedures form.]

H. Grief-Counseling Procedures.

Grief counseling procedures will set forth the procedure for initiating grief-counseling plans. The procedures will utilize available resources including the school psychologist, counselor, community grief counselors, or others in the community. Grief counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The grief-counseling procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures

U. School Emergency Response Team
School Emergency Response Team Functions

V. Emergency Phone Numbers

V. MISCELLANEOUS PROCEDURES:

A. Chemical Accidents.

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas and janitorial closets.

[NOTE: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]

B. Visitors.

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property.

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

[NOTE: No Child Left Behind Act, Title IX, Part E, Subpart 2, Section 9532 and the Unsafe School Choice Option, 20 U.S.C. § 7912, requires school districts to establish such transfer procedures.]

D. Radiological Emergencies at Nuclear Generating Plants. [OPTIONAL]

School districts within a ten (10) mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References:

42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)
Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, subd. 4 (Trespass on School Property)
Minn. R. 7510 (Fire Safety)
Title IX, Part E, Subpart 2, Section 9532 (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to the School District Buildings and Sites)

Summary in Brief: School Resource Officers

Purpose

Summary in Brief: School Resource Officers is a review of the data collected from the NCLB, Title IV: Safe and Drug Free Schools and Community End of the Year Reports. Each year, all Districts that receive Title IV funding are required to report about the required comprehensive program to address alcohol, tobacco, other drugs and violence in their schools. Included in this report are additional questions about the use of school resource officers. This summary in brief provides additional information around the following questions:

- How many school districts have school resource officers?
- Currently, how are schools funding school resource officers?
- Why districts do not have school resource officers?

This information was gathered from the 2005-06 End of the Year Report, Title IV: Safe and Drug Free Schools program.

School Resource Officers – Brief History

Over the years, schools have had several funding opportunities to have School Resource Officers (SROs). These grant programs provided an incentive for law enforcement agencies to build collaborative partnerships with the school community and to use community policing to combat school violence. These grant programs were intended to launch, not sustain, SRO activity.

State of Minnesota and federal grants were available from 2000 to 2003 to support School Resource Officers. The State offered a small grant program in 2000-2001 modeled after the federal COPS IN SCHOOLS (CIS) program offered by the Community-Oriented Police Office (COPS). CIS provided funding to 2,300 law enforcement agencies for over 4,900 School Resource Officers nationwide. Since 2004, the cost of SROs has been borne by local school districts, police departments and sheriff's offices.

School Resource Officers in Minnesota Schools

According to the 2005-2006 End of the Year Reports from the Title IV: Safe and Drug Free Schools program, approximately one-third of the school districts have School Resource Officers (88 school districts reporting having SROs out of the 349 schools reporting). Most school districts had one officer per district. Of those districts with SROs, 95% were planning on maintaining the same number of officers for the 2006-2007 school year, 2% were planning to increase the number officers, and, 2% were planning on decreasing the number of officers.

School districts use several sources of funding for School Resource Officers. Most districts do not use a single source, but multiple funding sources. (Therefore, the following percentages will not add up to 100%). 49% of the school districts reporting using the Safe School Levy to cover the costs of a School Resource Officer. 8% of the school districts used Title IV funds¹. 60% of the school districts reporting using other sources of funding. The following is a list of other funding sources school districts have used to pay for SROs:

- Local Collaborative Funding
- Share Local School District and Police Department / Sheriff's Office funds
- General District Funds
- Local city and county government Funds
- COPS Grant
- Other grants

In some cases, there is no cost to the district because the department volunteers the officer's time.

¹ Title IV limits school district to using only 40% of their total Title IV funds for security. 20% of that 40% can be used on equipment and hardware.

The reasons school districts cited for not having a School Resource Officer were:

- A small school district without a need for a SRO
- A need has not arose for a SRO (often due to size)
- Law Enforcement Offices are physically located close to the school, available as needed.
- Current partnership with the local law enforcement negates the need for a SRO
- Lack of funds

School Resource Officers in Every School

There are approximately 481 school districts (public and charter schools) in Minnesota, with approximately 1,500 school buildings. According the Minnesota Department of Public Safety, the cost of a SRO is between \$45,000 and \$70,000 depending on location and experience.

The cost to have a SRO in every school district: \$21,645,000.00 to \$33,670,000.00.

The cost to have a SRO in every school building: \$67,500,000.00 to \$105,000,000.00

**Project SERV (School Emergency Response to Violence) grant
awards to Minnesota Districts**

U.S. Department of Education Office of Safe and Drug-Free Schools and Communities

ROCCORI School District, Immediate Services grant of \$51,502, October, 2003

ROCCORI School District, Extended Services grant of \$279,717, January, 2005

Red Lake School District, Immediate Services grant for \$123,010, August, 2005

Prior Lake School District, Immediate Services grant for \$8,840, December, 2005

Cass Lake/Bena School District, Immediate Services grant for \$41,386, December, 2005

Red Lake School District, Extended Services grant for \$279,225, May, 2006

Emergency Response and Crisis Management Discretionary Grant Program – (18 month grants) 1/24/07
US Department of Education Office of Safe and Drug Free Schools and Communities
 www.ed.gov or www.ercm.org

2006	\$559,064	Hennepin	Minneapolis Public Schools-SpecSchlDist#1-	Lynne Krehbiel	lkrehbiel@mpls.k12.mn.us	(612) 668-0856	(612) 668-0855
2006	\$246,623	Stearns	St. Cloud Area School District 742	Jamie Nixon			
2006	\$399,627	Marshall	Stephen-Argyle (#2856) for NW Mental Health Collaborative Stephen, MN	Colleen MacRae	cmacrae@nwmhc.org	(218) 281-3940	(218) 281-6261
2005	\$200,150	Carver	Waconia Independent School District 110 24 Walnut Street Waconia, MN 55387	Rae Jean Madsen	rmadsen@co.carver.mn.us		
2005	\$486,712	Ramsey	Saint Paul Public Schools, ISD 625 360 Colborne Street St. Paul, MN 55102	William Waterkamp	william.waterkamp@spps.org		
2005	\$112,820	Beltrami	Red Lake Independent School District #38 PO Box 499 Red Lake, MN 56671	Malcolm Wax	wax@redlake.k12.mn.us		
2004			None				
2003	\$247,766	St Louis	Duluth Independent School District # 709 215 N. 1st Avenue Duluth, MN 55802	Cathleen Olson	Cathleen.Olson@duluth.k12.mn.us	(218) 723-4101	(218) 723-4174
2003	\$213,743	Hennepin	Osseo Area Schools 11200 93rd Avenue North Maple Grove, MN 55369-6605	Lorry Day	day1@osseo.k12.mn.us	(763) 391-7128	(763) 391-7070
2003	\$464,534	Ramsey	Saint Paul Public Schools 360 Colborne Street Saint Paul, MN 55102	Will Waterkemp	William.Waterkemp@spps.org	(651) 767-3370	(651) 228-3649
2003	\$227,628	Washington	So. Washington County School District 7362 East Point Douglas Road Cottage, MN 55016-3025	John Regan	Jregan@sowashco.k12.mn.us	(651) 458-3201	(651) 458-6312
2003	\$98,965	Sherburne	Elk River Area School District 327 King Avenue Elk River MN 55330-1391	Judy Johnson		(763) 241-3400	

The purpose of the Emergency Response and Crisis Management discretionary grant program is to provide funds for Local Education Agencies to improve and strengthen their emergency response plans. The Emergency Response and Crisis Management discretionary grant program will enable school districts to develop improved plans that address all four phases of crisis response: Prevention/Mitigation, Preparedness, Response, and Recovery. In reviewing and improving their plans, districts are required to work with community partners that include law enforcement, local government, public safety, public health, and mental health. Plans must also include training for school staff and students, a plan for communicating emergency response policies and procedures to parents, and must support implementation of the National Incident Management System. Typical activities included in grantee programs include reviewing existing crisis plans, conducting vulnerability assessments, training, tabletop exercises, and crisis simulation drills.

Safe Schools/Healthy Communities Initiative - (DHHS, DOE, DoJ)

<http://www.sshs.samhsa.gov/initiative/>

2006	St Louis	Duluth Independent School District #709 \$2,870,704						
2003	Carlton	Cloquet (#94) Project Northland 509 Carlton Avenue Cloquet, Minnesota 55720	http://sshs.arc.org	Linda Papison	lpapison@cloquet.k12.mn.us	218-878-3007	218-878-3013	
1999	Polk	Fertile-Beltrami School ISD #599, 603 Bruce St. Crookston, Minnesota 56716	www.councilofcollaboratives.org	Colleen MacRae	cmacrae@nw.mhc.org	218-281-3940	218-281-6261	
2002	Hennepin	Spring Lake Park School District #16 8000 Highway 65 NE Spring Lake Park, Minnesota 55432-2071	www.springlakeparkschools.org/havens	Barb Zandlo Hutchins on	bhutch@splpark.k12.mn.us	763-785-5535	763-786-9857	
2003	Stearns	St Cloud Public School District #742 233 12th Ave. South St. Cloud, Minnesota 56301	http://www.isd742.org/sshs	Michael Quesnell	michael.quesnell@isd742.org	320-252-2231 Ext. 3075	320-529-4322	
2002	Hennepin	Minneapolis Public Schools-Special School District #1 2225 E. Lake Street Minneapolis, MN 55407		Lynne Krehbiel	lkrehbiel@mpls.k12.mn.us	612-668-0856	612-668-0855	
2005	Kandiyohi	New London-Spicer Public Schools ISD #345, 2200 23rd St., NE, Suite 2030, Willmar, Minnesota 56201		Janice Madden	janice_m@co.kandiyohi.mn.us	320-231-7032	320-231-7033	
2002	Ramsey	St. Paul Public Schools ISD #625 1930 Como Avenue St. Paul, Minnesota 55108	http://studentsupport.spps.org/index.asp	Kevin Hogan	kevin.hogan@spps.org	651-603-4944	651-293-8769	
2003	Marshall	NW Collaborative (Stephen-Argyle) (11 districts in 5 counties) 603 Bruce St. Crookston, Minnesota 56716		Colleen MacRae	cmacrae@nw.mhc.org	218-281-3940	218-281-6261	

FY 2006 awards made from the pool of applicants that received high peer review scores, but did not receive funding in FY 2005.

Under the initiative, school districts in partnership with local law enforcement, juvenile justice and mental health agencies implement a comprehensive plan focused on six elements including safe school environments, mental health treatment services, and early childhood emotional development programs. Successful applicants proposed plans that addressed those issues with a thoughtful, well-coordinated strategy that linked existing and new services in a more systematic and effective manner.

Since 1999, the Education, Justice and Health and Human Services departments have administered the Safe Schools/Healthy Students Initiative, which has provided more than \$1 billion to local educational, mental health, law enforcement and juvenile justice partnerships.