D N A

School Safety & Climate Assessment Module

DNA School Safety & Climate Overview

The importance of school safety and climate cannot be overstated. It is essential for the success of students, staff, and the entire school community. School climate and safety are the foundation for a learning institution that is conducive to the best outcomes for students, staff and parents, including academic success, positive behavior, and overall school satisfaction.

The DNA School Safety and Climate Assessment Module is a powerful tool for schools to assess, monitor, and improve safety and climate. The assessment module allows schools to identify potential areas of concern that might be hindering their effectiveness or creating an unsafe or less than ideal learning environment, and then allows them to implement the necessary steps to correct the issues.

The module assesses the academic, behavior, and climate aspects of school safety and climate. Academic achievements are monitored to ensure quality instruction, appropriate expectations for student performance, and thorough feedback to students and parents. The module also considers the behavioral and social dynamics of the classroom, looking at the quality of relationships between staff, students, parents and any disparities in expectations and treatment.

The module comprehensively assesses school climate, including aspects such as building layout and appearance, innovative learning spaces, resource availability, student to teacher ratios, and overall security. The result of the module is an objective, comprehensive analysis of a school's climate and safety conditions. With this information, schools can take steps to improve the environment and create an atmosphere that is conducive to learning, safety, and overall academic success.

The DNA School Safety and Climate Assessment Module is a valuable tool for any school looking to create a positive and safe learning environment. With its comprehensive analysis and recommendations, it can be a catalyst for improvement and pave the way for higher student achievement and better overall school climate.

# School Safety & Climate Assessment Module

Areas of Focus

- Bullying and Cyberbullying

- Climate and Technology

- Emergency Planning

- Innovative Learning Spaces

- Physical and Cybersecurity

- School Climate

- Social Emotional Learning

- Targeted Violence

IMPROVE YOUR ABC's
ACHIEVEMENT BEHAVIOR CLIMATE

D

Distinguishing Practices as it relates to Attendance, Attitude, and Achievement.
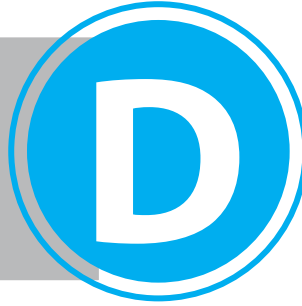
List 1 Distinguishing Practices to Build On: (i.e. After School Programs, Innovative Curriculum, Early Response System).

N

Needs and Challenges that impede student achievement and success.

List 1 Need or Challenges to Address: (i.e. Funding, Infrastructure, Safety, Attendance, Discipline).

A

Actions you are pursuing to improve achievement, behavior and climate.

List 1 Action Plan you are pursuing: (i.e. Targeted Professional Development, Grant Writing, Curriculum Development).

DNA Educational Solutions

DNA Probe: Is Your School Safe?

This is a question that every educational leader should think about every day. However, many educators are in the false security zone that their school is safe because nothing has happened like that in my school. All educators need a comprehensive all-hands-on approach to make sure that your school is safe and secure while improving your climate and culture.

Start with your safety audit, the purpose of the audit is to identify needs, challenges and to provide a framework to take action promoting a safer learning environment. The department of education and most state departments recommend that you conduct safety audits every three years.

Next Level: Safety Preparation make sure you include protocols for all stakeholders; students, parents, educators and the community. Safety training and targeted information helps to establish a safe discipline culture, promotes confidence and helps everyone to be more vigilant.

When it comes to Safety Measures, each school should recognize their own unique challenges and address priorities accordingly. We recommend an interactive walk-thru with your safety audit checklist. This information will verify and allow you to choose solutions customized to your school.

Additional Notes/Comments:

The Serious 7 Safety Probe

` 1. Do you conducted yearly safety audits?	**YES**	**NO**
2. Do you have a School 800-Hotline or other communication channels that allow students, parents and members of your community to anonymously report threats of violence, bullying, drug use, or any other problem at your school or in the community?	**YES**	**NO**
3. Do you have a school access control system that prevents unauthorized persons from entering, while alerting system users of suspicious activity?	**YES**	**NO**
4. Do you review the Student Code of Conduct Policy and updated annually, do you use a team approach?	**YES**	**NO**
5. Do you provide Tier I social emotional support and mental health support or referrals?	**YES**	**NO**
6. Do you have a licensed Resource Officer on campus full time and a school safety team?	**YES**	**NO**
7. Do you have up to date safety technology; two-way audio video, drones, push to talk cell with student data base?	**YES**	**NO**

Additional Notes/Comments:

Safety First! Make Sure Your School is Safe

- **Safety Audit**

- **Safety Preparation**

- **Safety Measures**

SCHOOL
SAFETY
SYSTEM

SAFETY AUDIT

Safety Preparedness
• Students
• Staff
• Parents
• Community

SAFETY
PREPAREDNESS

DRUGS

BULLYING

SAFETY MEASURES

4   Vision: Focus on the big picture of what you want to achieve. Start developing a mental picture of what you want to accomplish or achieve. For example, your vision may be to improve the graduation rate. Write down a one sentence vision statement.

5   Support: Make sure you have a commitment and the proper staffing to successfully implement your program.

Admin:

Teachers:

Parents:

Others:

6   Student Engagement: How are you going to engage students and diversify your program over time?

Analysis Overview

Various forms of data should be collected and reviewed as a part of improving your ABC's Achievement, Behavior and Climate..

A suggested list of data resources is provided to help you analyze your School's DNA.

The resources are not all inclusive; add other relevant data sources that are available to document trends and future planning and implementation.

VII. Discipline Refferals

Year	District	State	African American	Hispanic	Caucasian	Other	Male	Female
2022								
2021								
2020								
2019								

Expectations and Extra Help

What evidence can you collect to determine the level of expectations for students who are in the lowest performing subgroup? What programs are in place to help students catch-up on skills leading to success?

School Safety Assessment

The school has a Crisis Management Plan in effect that is reviewed and updated annually.				
The Incident Command System is an integral part of the Safety Plan .				
A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.				
The school has implemented pro-active security measures on campus, at school-sponsored activities, and on all school property (i.e., school buses).				
Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.				
Parents are an integral part of student discipline procedures and actions				
Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used.				
Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts.				
Parents are an integral part of the schools safety planning and policy making.				
Parents are an integral part of students discipline procedures and actions .				

Make Sure Your School is Safe

STANDARD™
RESPONSE PROTOCOL

Be proactive develop a Plan for all stakeholders
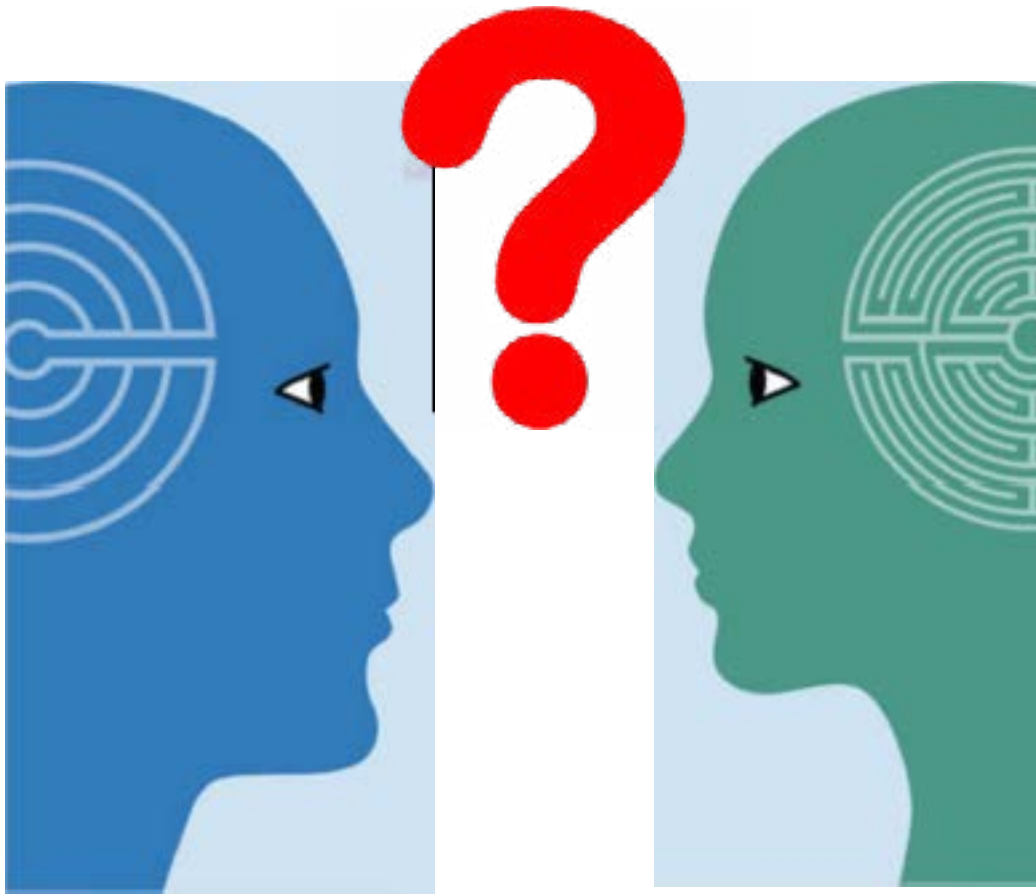
EVERY ACTION

Has specific instructions

Perimeter Security Points

DNA Drone training and certification to secure your school's perimeter DNA.

10 Warning Signs

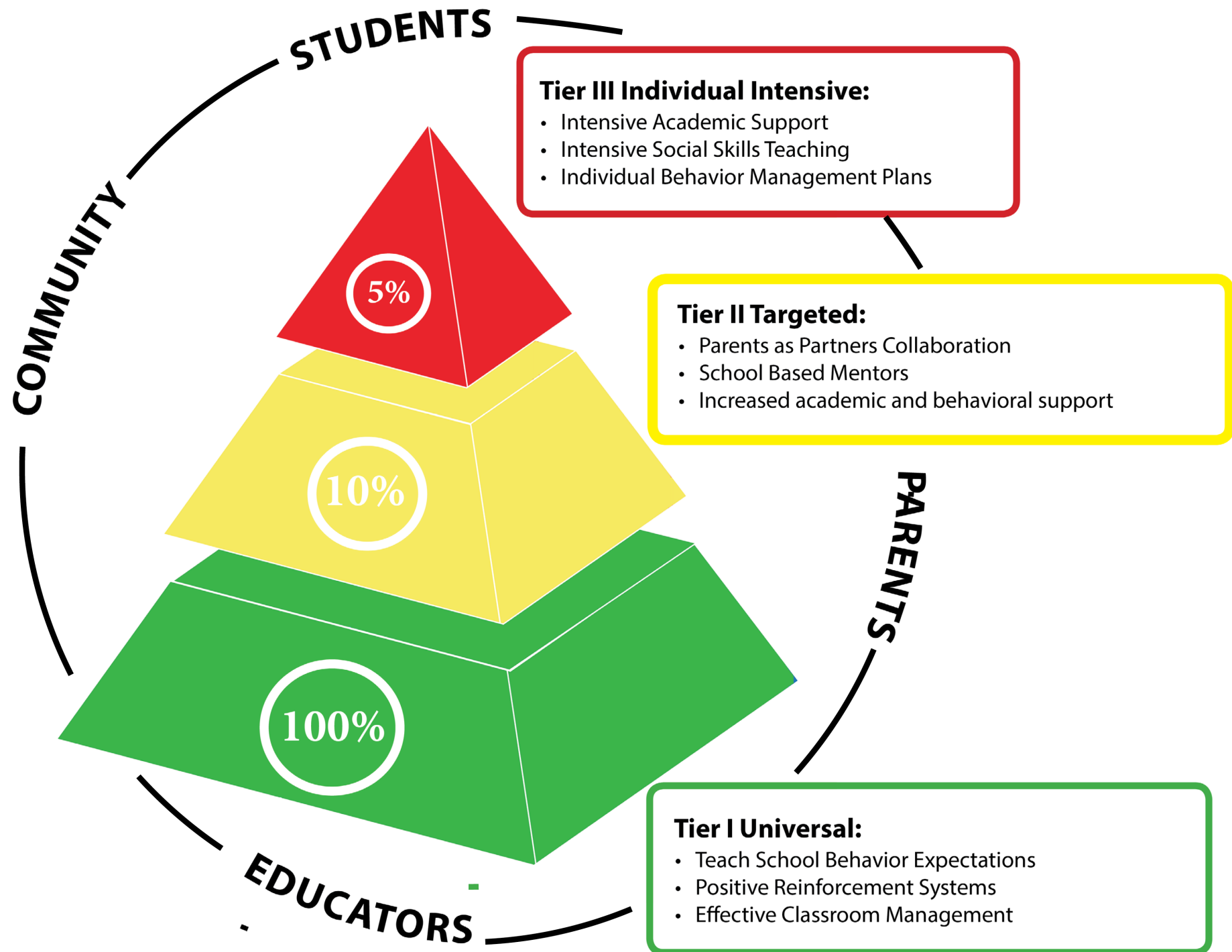## To Address Underlying Social Emotional Issues

Code of Conduct Audit

Engage All Stakeholders

Balance Proactive vs. Reactive

Connect the Code to the Culture

Create a Climate of Trust and Support

STUDENTS

COMMUNITY

PARENTS

EDUCATORS

5%

10%

100%

Tier III Individual Intensive:
- Intensive Academic Support
- Intensive Social Skills Teaching
- Individual Behavior Management Plans

Tier II Targeted:
- Parents as Partners Collaboration
- School Based Mentors
- Increased academic and behavioral support

Tier I Universal:
- Teach School Behavior Expectations
- Positive Reinforcement Systems
- Effective Classroom Management

Early Intervention System

List Your Interventions

_____
_____
_____

List Your Interventions

_____
_____
_____

List Your Interventions

_____
_____
_____

DO NOW

Today's Take Away

Classroom Climate Control

Ticket Out the Door

Improve Layout = Improved Climate

Rules

No Disrespect

No Disruption

No Disobedience

Uniformity = Improved Climate

Attendance Attitude Achievement

Improve Your Climate & Culture
AAA Economy

Rewards

LEVEL 1

LEVEL 2

LEVEL 3

Appendix A - Classroom Safety Checklist

☐ Classroom has room number displayed and easily read

☐ Classroom door opens inward into the classroom

☐ Classroom door lock works

☐ Classroom door can be locked without stepping into the hallway

☐ Classroom door glass has a cover present and available

☐ Classroom windows have blinds or other type of covering

☐ Classroom window locks function and can be secured

☐ Room lights are in working order with good illumination

☐ Telephone or intercom access is near the teacher's desk

☐ Phone directory or listing is current and accessible

☐ Emergency telephone numbers are readily accessible to all

☐ Telephone usage instructions are clearly posted

☐ First aid kit or supplies are stocked and location identified

☐ Severe weather and sheltering maps are posted (primary and secondary locations)

☐ Evacuation and sheltering locations have been discussed with students,

☐ Classroom rules and school code of conduct is posted and has been discussed with students

☐ Nearest fire extinguisher is located and more than one person knows how to use it

☐ Freestanding bookcases and cabinets more than five feet tall are secured to the wall

☐ Television and other large electronic equipment is secured to a wall mount or stable portable stand

☐ The room is free of any trip hazards or obstructions

Adapted from *Safe and Secure Schools: 27 Strategies for Prevention and Intervention*, Brunner, J. and Lewis, D.

Appendix B – Field Trip/Off Campus Travel Checklist

Event _____   Dates of Travel _____

Staff Member in Charge _____   Number of Students _____

Other Accompanying Adults _____

- ☐ Permission Slips Complete
- ☐ Emergency contact list and numbers
- ☐ Itinerary provided to students, parents, and school
- ☐ Pertinent maps
- ☐ Student medical and prescription information
- ☐ Student conduct expectations and rules provided to students
- ☐ Chaperone instructions distributed
- ☐ Supervision plans and rooming assignments (if applicable)
- ☐ Student statement forms
- ☐ School insurance information
- ☐ Student and teacher handbook
- ☐ First aid kit or supplies
- ☐ Accident or injury forms and procedures
- ☐ Camera for incident documentation
- ☐ Student belongings inspected

Adapted from *Safe and Secure Schools: 27 Strategies for Prevention and Intervention*, Brunner, J. and Lewis, D.

Appendix C – Substitute Teacher/Volunteer Information Checklist

Room #_____   Teacher Name _____

- ☐ Review of All Hazards Emergency Operations Plan
- ☐ Emergency Response Handbook, Flip Chart, Cards, etc.
- ☐ Evacuation and sheltering instructions
- ☐ Location of First Aid supplies
- ☐ Emergency backpack with supplies
- ☐ Map of school with legend
- ☐ Fire extinguisher locations
- ☐ Intercom and phone usage instructions
- ☐ Classroom Seating chart
- ☐ Student conflict issues
- ☐ Health and medical concern information
- ☐ Discipline policy and referral forms
- ☐ Teacher and student handbook review
- ☐ Lesson plans
- ☐ Buddy teacher/alternate buddy teacher
- ☐ Special instructions

Adapted from *Safe and Secure Schools: 27 Strategies for Prevention and Intervention*, Brunner, J. and Lewis, D.

Appendix D - Administration Preparedness Checklist (from Ready.gov)

Administration Supply Checklist

- ☐ Designated command post with student roster (and photos), emergency contact information, and staff roster (with photos) in the form of a sign in/sign out sheet.
- ☐ Reflective vests or other means of identifying key team members
- ☐ Whistles
- ☐ Small directory with emergency telephone numbers of local drugstores, etc.
- ☐ Walkie-talkies
- ☐ Pens, pencils, or wax markers
- ☐ Change for payphones
- ☐ Special needs roster
- ☐ Campus layout maps with evacuation sites, first aid sites, and parent reunification site
- ☐ First aid supplies
- ☐ First aid instruction manual
- ☐ Medical gloves
- ☐ Food
- ☐ Water supply
- ☐ Battery-operated flashlight or light sticks
- ☐ Extra batteries
- ☐ Battery-operated radio
- ☐ Blankets
- ☐ Portable toilets, makeshift toilets, or garbage bags
- ☐ Sanitary items (toilet paper and towelettes)
- ☐ Work gloves
- ☐ Plastic sheeting
- ☐ Breathing masks
- ☐ Can opener
- ☐ Waterproof matches and container
- ☐ Lighter
- ☐ Multipurpose tool, wrench or pliers, and knife
- ☐ Speaker or megaphone
- ☐ Utility turnoff procedures

Administration Go Kit Supply Checklist

- ☐ Clipboard with
    - ☐ List of students
    - ☐ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
    - ☐ List of school personnel
- ☐ List of school emergency procedures
- ☐ Whistle and hat for leadership identification
- ☐ Battery-operated flashlight
- ☐ Utility turnoff procedures
- ☐ Emergency communication device
- ☐ First aid kit with instructions

8

Ticket Out the Door

Beliefs

Name one school Belief you can commit to:

_____
_____
_____

Strengths

Identify one Strength you can build on:

_____
_____
_____

Struggles

Identify one Struggle you need to address:

_____
_____
_____

Additional items that schools may want to consider include: radio equipment, emergency communication mechanisms, battery chargers, cigarette lighter cords, two extra 3A fuses, gas, and LED lanterns.

Schools may wish to coordinate plans for emergency clothing and sleeping supplies with the American Red Cross or another agency responsible for mass care in a crisis situation. In many situations the school will already be designated as an emergency shelter with plans already in place for storage of cots and blankets, etc.

Stockpiling personal prescription medication is complicated by many factors, including expiration dates, insurance, expense of extra doses, and temporary versus long-term needs. Schools may be able to arrange to have on hand more "routine" medications like insulin or epinephrine that could be kept in a first aid kit. Some medications will already be stored in the school for the chronic use of individuals. This is an issue that must, at least, be discussed with parents, the school nurse, and the administrator.

Appendix E - Classroom Preparedness Checklist (from Ready.gov)

School Emergency Supplies and "Go Kits"
Every school, before and after care center, and day care center should store emergency supplies in preparation for either an evacuation or an emergency that requires students and staff to shelter in place. The safety team should select supplies that address the needs of the specific school, its population, climate, facilities, and resources. Because emergency supplies are so important, the school emergency operations plan should reference both the supplies to be stockpiled and staff role responsible for stocking and replenishing.

School Emergency Supplies
Every school should store emergency supplies in case its students and staff are required to shelter in place due to an emergency or a lockdown. All supplies should be securely stored in an accessible, central location. They should be labeled, protected, and maintained. Supplies that have expiration dates (such as batteries, food, water, and prescription medications) must be replenished over time. The safety team leadership should delegate the responsibility for making sure that these kits are properly stocked and replenished.

Schools should consider the following lists in light of their particular needs. Some items are easily stored while others are not. For example, extra clothing for young students is commonly stored in the classroom; older students could store extra clothes in their lockers.

Classroom Supply Checklist
- ☐ Clipboard with
  - ☐ List of classroom students (and photo)
  - ☐ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
- ☐ List of emergency procedures
- ☐ Whistle & hat (or other identifier) for teacher
- ☐ First aid supplies
- ☐ First aid instruction manual
- ☐ Medical gloves
- ☐ Food
- ☐ Water
- ☐ Battery-powered flashlight
- ☐ Batteries
- ☐ Blankets
- ☐ Bucket
- ☐ Sanitary items (towelettes & toilet paper)
- ☐ Work gloves
- ☐ Breathing masks
- ☐ Plastic sheeting
- ☐ Duct tape
- ☐ Can opener
- ☐ Hard candies
- ☐ Student activities

"Go Kits"

In case of an emergency evacuation, it is critical that every classroom and the administration maintain a "go kit," a self-contained and portable stockpile of emergency supplies, often placed in a backpack and left in a readily accessible but secure location so that it is ready to "go." The school safety plan should reference the go kits and note the personnel to whom responsibility is delegated for stocking and replenishing them. The contents of the go kits should reflect the safety team's consideration of the school's circumstances and resources.

Go Kit Supply Checklist
- ☐ Clipboard with
    - ☐ List of classroom students
    - ☐ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked confidential
- ☐ List of school emergency procedures
- ☐ Whistle and hat for teacher identification
- ☐ First aid kit with instructions
- ☐ Student activities (such as playing cards, checkers, inflatable ball)

Appendix F - Maintenance and Security Safety Checklist

Use the following checklist to assess the school's current level of safety related to the development of your EOP. If an element is in place, check YES. If changes need to be made, check IMPROVE. If the element is not in place, check NO. If the school plans to implement this missing element, check IMPLEMENT. In some cases, an element may be not applicable (N/A) to your school.

Checklist Element	Yes	No	N/A	Implement	Improve
1. All exterior doors have non-removable hinge pins.					
2. Exterior doors, unless designated for entry, have no exterior hardware.					
3. Exterior doors have a protective plate covering locks.					
4. Double doors have an astragal (plate) covering the gap between doors.					
5. All operable windows have hardware in working condition.					
6. Required exit doors are equipped with panic hardware.					
7. Hallways leading to required exit doors are kept clear and unencumbered with furniture.					
8. A master key control system is in place to monitor keys and duplicates.					

9. Doors accessing internal courtyards are tied into the central alarm system.					
10. The school has developed written regulations regarding access to and use of the building by school personnel after regular school hours.					
11. Staff members who remain after hours are required to sign out.					
12. Staff members must lock unoccupied classrooms when not in use.					
13. High-risk areas such as the office, cafeteria, computer rooms, music room, shops and labs are protected by high security locks and an alarm system.					
14. The security alarm system receives regular maintenance and/or testing.					
15. Building security at night is provided by either : • adequate exterior directional lighting, or • total blackout.					

16. All school equipment is permanently marked with an identification number.					
17. The school maintains record of all maintenance on doors, windows, lockers, and other areas of the school.					
18. One person is designated to perform the following security checks at the end of each day: • Check that all classrooms and offices are locked. • Check all restrooms and locker rooms to ensure that everyone has left the building. • Check all exterior entrances to ensure that they are locked. • Check all night-lights to ensure that they have been turned on. • Check the security alarm system.					
19. The school has a maintenance schedule for checking: • Lights • Locks and other hardware • Storage sheds/areas • Portable classrooms (trailers) • Other					

This checklist was modified from School Safety Assessment Protocol, Virginia Department of Education (www.sedl.org/secac/pdfs/safetyassessment.pdf)

Appendix G - Recommended Emergency Supplies for the Whole School Checklist

Water:

☐ One gallon per person per day times three days, with small paper cups

First Aid:

☐ 4 x 4" compress: 1000 per 500 students
☐ 8 x 10" compress: 150 per 500 students
☐ Elastic bandage: 2-inch: 12 per campus 4-inch: 12 per campus
☐ Triangular bandage: 24 per campus
☐ Cardboard splints: 24 each, sm, med. Lg.
☐ Butterfly bandages: 50/campus
☐ Water in small sealed containers: 100 (for flushing wounds, etc.)
☐ Hydrogen peroxide: 10 pints/campus
☐ Bleach, 1 small bottle
☐ Plastic basket or wire basket stretchers or backboards: 1.5/100 students
☐ Scissors, paramedic: 4 per campus
☐ Tweezers: 3 assorted per campus
☐ Triage tags: 50 per 500 students
☐ Latex gloves: 100 per 500 students
☐ Oval eye patch: 50 per campus
☐ Tapes: 1" cloth: 50 rolls/campus; 2" cloth: 24 per campus
☐ Dust masks: 25/100 students
☐ Disposable blanket: 10 per 100 students
☐ First Aid Books 2 standard and 2 advanced per campus
☐ Space blankets: 1/student and staff
☐ Heavy duty rubber gloves, 4 pair

Sanitation Supplies: (if not supplied in the classroom kits)

☐ 1 toilet kit per 100 students/staff, to include:
☐ 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
☐ Soap and water, in addition to the wet wipes, is strongly advised.

Tools per campus:

☐ 3 rolls barrier tape 3" x 1000"
☐ Pry bar, pick ax, sledge hammer, shovel, pliers, bolt cutters, hammer, screwdrivers, utility knife, broom, wrench

Recommended Emergency Supplies for the Whole School (Continued)

Other Supplies:

- ☐ 3' x 6' folding tables, 3-4
- ☐ Chairs, 12-16
- ☐ Identification vests for staff, preferably color-coded per school plan
- ☐ Clipboards with emergency job descriptions
- ☐ Office supplies: pens, paper, etc.
- ☐ Signs for student request and release
- ☐ Alphabetical dividers for request gate
- ☐ Copies of all necessary forms
- ☐ Cable to connect car battery for emergency power

Food:

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

The information on this form was provided by the American Red Cross. For more information, see http://www.redcross.org/disaster/masters/supply.html.

Resources

PARENT AND EDUCATOR GUIDE TO SCHOOL CLIMATE RESOURCES

https://www2.ed.gov/policy/elsec/leg/essa/essaguidetoschoolclimate041019.pdf

Find Resources to Create a Safer School
https://www.schoolsafety.gov/tools-to-get-started

U.S. Department of Education
Apply for a Grant
https://www2.ed.gov/fund/grant/apply/grantapps/index.html?src=ft