

School Safety Plan

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School Safety Plan

Within the contract between the Moffat Consolidated School District #2 as the authorizer for the Crestone Charter School (CCS), there is a requirement for the director to submit a Safe School Plan. The contract section 3.4.C.vii. Safe School Plan states, “The School shall comply with the Colorado Safe Schools Act and complete the required information annually by the end of August each year. The School shall provide the District’s Superintendent with an updated copy of School’s Safe Schools Plan within seven (7) days following adoption of any changes to such Plan.”

In prior years I have used Table 2 from the [Colorado School Safety Guide](#) (Goodrum, n.d.) which has factors including a safety audit, school climate assessment, student voice, bullying prevention, trusting relations, goals identification, collecting data, action planning, using evidence-based programming, training staff on indicators of violence, bystander reporting systems, threat assessment training, suicide prevention, crime prevention, and information sharing with outside resources. This prior report can be found here: [CCS MCSD#2 24.25 School Safety Plan](#) (submitted Aug 2024) including the full text of Table 2.

For this assignment, the “[Foundational Elements of School Safety](#)” (schoolsafety.gov, n.d.) including the survey which generates a [School Safety action-plan.pdf](#) was used. Based on the small rural school setting of CCS, some of the identified priorities needed to be re-ordered. The list, including an audit of strengths and needs, is outlined here:

Higher Priority

1. Reporting System for concerns
 - a. Current Strengths
 - i. [Safe2Tell Colorado](#) reporting systems (refers externally)
 - b. Needs
 - i. Implement and monitor a technology-based reporting system
 - ii. Develop a system for staff to process reported information,
 - iii. Create a school threat assessment team to process and respond to reports.

2. School Climate
 - a. Current Strengths
 - i. Active Restorative Practices in Education, Social-Emotional Learning instruction, a school culture of caring relationships with staff and among students
 - b. Needs
 - i. Administer surveys to monitor climate and adjust programs.
3. Site Assessment
 - a. Current Strengths
 - i. The sheriff and fire chief visited the school and provided feedback
 - b. Needs
 - i. Conduct assessments on a recurring basis with community partners

Medium Priority

4. Student training
 - a. Current Strengths
 - i. HS students get explicit trainings on behavior expectations and all students practice emergency drills and learn about personal wellness, sexual health, anti-bullying, substances, and suicide prevention
 - b. Needs
 - i. Provide age-appropriate trauma-informed trainings on emergency procedures and general school policies at the beginning and throughout the year.
5. Threat Assessment
 - a. Current Strengths
 - i. [CCS copy of Threat Assessment.docx](#) completed by the school director
 - b. Needs
 - i. Expand to a threat assessment team and provide training to members who meet regularly and establish documentation procedures
6. Recovery Plans (post-incident)
 - a. Create recovery procedures in relation to academics, physical needs, fiscal concerns, and psychological or emotional recovery
7. Emergency Operation Plans
 - a. Current Strengths
 - i. [Standard Reunification Method in an Emergency](#) listed in the [Parent Student Handbook](#)
 - ii. [Evacuation](#), and [Risk Managementa and Emergency Reunification plan](#)
 - b. Needs
 - i. Create a planning and review team, involve community partners, update plans.

Lower Priority

8. Designated Staff
 - a. Current Strengths
 - i. CCS facilities manager leads systems within the physical plant, coordinates drills and communicates with outside agencies (among other duties)
 - b. Needs
 - i. Single person with a single task: Safety (impractical in a small school; district?)
9. Staff and Faculty Training
 - a. Current Strengths
 - i. Extensive [Beginning of Year 2024 Training Schedule](#)
 - b. Needs
 - i. Expanded training schedule throughout the school year (currently 12 all day staff training days)
10. Exercises and Drill
 - a. Current Strengths
 - i. Over 40 continuous months of fire drills
 - ii. Installation of Battery backup for phone, internet, CCTV, and emergency lighting
 - iii. Three years of annual emergency reunification drills practiced
 - b. Needs
 - i. Define roles, responsibilities, policies, and procedures in the school EOP, and develop scenarios.

Lastly, from a link in the School Safety Guide (Goodrum, n.d.), the Colorado Revised Statute was accessed and summarized, since the act is specifically mention in the contractual requirement. C.R.S. 22-32-109.1 Colorado Safe Schools Act (Colorado Dept of Education, n.d.) lists the following required components of a Safe School Plan. These criteria were then included in the report to the district with supporting policies and procedures all of which can be found in this document: [CCS MCSD#2 25.26 School Safe Plan](#) (due August 2025).

- I. A concisely written conduct and discipline code which shall include:
 - A. General policies on student conduct, safety, and welfare.
 - B. General policies and procedures for dealing with students who cause a disruption, including a specific policy allowing a teacher to remove a disruptive student from

his or her classroom, after developing and implementing a behavior plan, contacting the parent, and parent attendance at a student-teacher conference regarding the removal.

- C. Provisions for the initiation of suspension or expulsion proceedings for students who qualify as habitually disruptive students.
 - D. Policies and procedures for the use of acts of reasonable and appropriate physical intervention or force in dealing with disruptive students.
 - E. General policies and procedures for determining the circumstances for which disciplinary actions, including suspension and expulsion, shall be imposed.
 - F. A specific policy concerning gang-related activities.
 - G. Written prohibition of possession or using weapons, drugs, or other substances.
 - H. Written prohibition of students from using or possessing tobacco products.
 - I. A written policy concerning searches.
 - J. A dress code policy that prohibits students from wearing apparel that is disruptive.
 - K. A policy concerning bullying prevention and education.
- II. In creating and enforcing a school conduct and discipline code, each school district board of education shall:
- A. Impose proportionate disciplinary interventions and consequences, designed to reduce the number of expulsions, out-of-school suspensions, and referrals to law enforcement.
 - B. Include plans for the appropriate use of prevention, intervention, restorative justice, peer mediation, counseling, or other approaches to address student misconduct, designed to minimize student exposure to the justice system.

In conclusion, by looking at the [Colorado School Safety Guide](#) (Goodrum, n.d.), the [Foundational Elements of School Safety](#) (schoolsafety.gov, n.d.), and finally C.R.S. 22-32-109.1 [Colorado Safe Schools Act](#) (Colorado Dept of Education, n.d.), a safe Schools Plan was developed for submittal to CSU Global, and the CCS district Authorizer.

References

Colorado Dept of Education. (n.d.). *Colorado Revised statute*. Colorado Safe Schools Legislation. Retrieved Feb 16, 2025, from

<https://www.cde.state.co.us/mtss/coloardosafeschoolsact>

Goodrum, S. (n.d.). *COLORADO SCHOOL SAFETY GUIDE*. Colorado Attorney General.

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https://coag.gov/app/uploads/2019/10/coloradoag_schoolsafetyguide_final_electronic_v2.pdf

Schoolsafety.gov. (n.d.). *Foundational Elements of School Safety*. SchoolSafety.gov. Retrieved

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<https://www.schoolsafety.gov/foundational-elements-school-safety>

At SchoolSafety.gov there are “[Foundational Elements of School Safety](#)”.

Review the article and consider the foundational elements. Reflect on your school district and your leadership role. Complete the following as a part of this assignment:

- Create a school-specific or district-specific School Safety Plan that addresses each of these foundation elements:
 - designated staff,
 - reporting systems,
 - emergency operations plans,
 - staff and faculty training,
 - exercises and drills,
 - school climate,
 - threat assessment,
 - site assessment,
 - student training, and
 - recovery plans.
- Consider if your specific school safety plan must require additional elements to support EL/CDLD students. If so, add the additional elements.
- Specifically, address how awareness of conflict management can be a proactive safety skill within your school safety plan.