M. Safety and Security by:			
Code	Explores	Implements	Designs, Evaluates, Improves
1.M.1	Learning about ways to develop and implement policies and procedures for safe and secure educational environments.	Demonstrating the ability to develop and implement policies and procedures for safe and secure educational environments.	Evaluating and determining the effectiveness of policies and procedures for safe and secure educational environments, revising where needed.
Q:	*What are your district's policies and procedures related to safe and secure learning environments? How have you ensured your programs are following district policies and procedures. What are safety and security issues related to your programs/services that are not addressed in district policies? How do you develop and implement policies and procedures? How do you evaluate the effectiveness of safety and security policies and procedures?*		
S-A or Goals			
1.M.2	Learning about policies and procedures for safety and security plans and how to implement and execute security procedures.	Formulating safety and security plans to implement security procedures including an articulated emergency chain of command, safety procedures required by law, law enforcement assistance, communication with the public, and evacuation procedures.	Demonstrating the ability to evaluate and lead improvement of safety and security plans to implement security procedures.
Q:	*What are your plans and procedures for safety and security issues/events (e.g., lockdowns, fire, weather, etc.)? What is required by law? When is law enforcement needed/required? What is your role in safety and security plans/procedures? How do you determine your preparedness and ability to respond?*		
S-A or Goals			
1.M.3	Exploring ways to identify areas of vulnerability associated with school buses, buildings, and grounds.	Identifying areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action.	Evaluating areas of vulnerability associated with school buses, buildings, and grounds and formulate a plan to take corrective action.
Q:			
S-A or Goals			

1.M.4	Learning about procedural predictabilities and how to plan variations.	Demonstrating an understanding of procedural predictabilities and plan variations where possible.	Analyzing and evaluating procedural predictabilities and effectiveness and scope of planned variations.
Q:	*What is your district's risk management process? What actions do you take to consider and plan for predictabilities and variations?*		
S-A or Goals			
1.M.5	Learning how to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.	Demonstrating the ability to develop plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.	Analyzing and evaluating plans that connect every student with a school adult, eliminate bullying and profiling, and implement recommended threat assessment procedures.
Q:	*How do you ensure children and adults build positive relationships with your program, school, staff, and other participants? What role does social-emotional learning play in addressing positive relationships. How do you analyze and evaluate the effectives of your plans and efforts?*		
S-A or Goals			

Professional Standards for Educational Leaders 2015

Standard 5. Community of Care and Support for Students

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of

Effective leaders:
  a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
  b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
  c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
  d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
  e) Cultivate and reinforce student engagement in school and positive student conduct.
  f) Infuse the school's learning environment with the cultures and languages of the school's community.

Goals, Resources