
SCHOOL SAFETY & SECURITY TASK FORCE

REPORT TO THE BOARD OF EDUCATION

10/19/18



JEFFCO PUBLIC SCHOOLS

FOREWORD

On February 14, 2018, yet another terrible incident of school violence took place at Marjory Stoneman Douglas High School in Parkland, Florida. This shooting reverberated across the nation, but perhaps nowhere more so than in Jeffco. The Parkland shooting stirred up memories of the shootings at Columbine High School and Deer Creek Middle School in our own community, as well as school shootings in the nearby communities of Littleton and Bailey.

For weeks after the Parkland shooting, school staff and law enforcement here in Jeffco dealt with dozens of copycat threats. A terrifying and almost nightly cycle followed, with someone making a threatening statement on social media or a call to Safe2Tell. Each incident was followed by intense and rapid investigations, added safety procedures and security personnel at schools, and letters home to families to explain what was happening.

Suggested political responses emerged from all sides, ranging between national efforts to increase regulations on guns and suggestions that teachers and other staff in schools be armed. Jeffco Public Schools' systems of managing school threats was tested and scrutinized, and people in our community wondered if we were doing all we could to protect our students from school violence.

In response to this crisis, Jeffco Public Schools held a community forum and conversation on March 20, where experts from law enforcement, legal, and school safety spoke, and community members also had a conversation about additional steps we could take.

That night, the district created the Jeffco School Safety and Security Task Force. The purpose of this group was to review Jeffco's safety and security procedures and systems, then to recommend changes or improvements aligned with the values and priorities of the community. Approximately 100 applications were submitted and 50 representatives were selected to create a balanced group of people from different backgrounds and perspectives in Jeffco.

For the past six months, this group has wrestled with the complex and emotional issue of school safety. This report identifies their recommendations for our schools that cover items such as added mental health and counseling supports, additional school safety and law enforcement personnel, and improvements to our buildings and facilities.

These recommendations come with no new appropriations or additional capacity to make them happen. While there are some recommendations that are procedural in nature and can be implemented quickly, others have real costs associated with them.

As an addendum to the Task Force report, Jeffco Public Schools staff has created an accompanying implementation plan, which outlines an order by which each subcommittee's recommendations will be considered. These include short term, intermediate, and long-term steps. Ultimately, all these recommendations must be considered through the costs associated with them and available revenues to support them, current and emerging best practices in the area of school safety, and our community's values and decisions when it comes to school funding.

I wish to express my sincere appreciation to the members of the Task Force and the Jeffco Public Schools staff who supported them. Their recommendations are honest and create a set of clear next steps for our community to consider as we work towards making our schools safer and we are grateful for their time and service to Jeffco and our children.

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Jeffco Public Schools

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OVERVIEW OF SAFETY AND SECURITY TASK FORCE

Jeffco has a tragic history of school violence. As an organization, Jeffco has learned a great deal from its tragic past and has become a national leader in systems to protect students. The purpose of the Task Force was to prioritize what is important for Jeffco and recommend next steps for Jeffco Public Schools for the safety of the community's schools and children.

The School Safety and Security Task Force was organized into subcommittees based on the national school safety framework of Prevention, Preparedness, Response and Recovery. The committees within this framework were:

Climate and Culture subcommittee

This subcommittee coalesced around a desire to provide recommendations to the School Board related to norms, behaviors, social and emotional supports, programs, and best practices that focus on student and school safety at all grade levels across the District. The group's overarching goal was to identify strategies that would move the district from reactive responses to proactive responses to safety issues.

The subcommittee looked at existing programming, national standards for service provision, and the implications of climate and culture as they apply to school safety. It then generated prioritized recommendations based on these considerations. We described our prioritized recommendations in four broad interrelated categories: Mental Health, Training, Community, and Other. The categories are meant to identify climate and culture related interventions in a way that considers student safety in school, home, and community settings.

Threat Assessment and Threat Management subcommittee

This committee looked at precursors to violence as well as attack-related behavior and provided recommendations surrounding how the District manages threats, identifies students engaged in threatening behavior, creates safety plans, and communicates to families in schools impacted by the threat of violence. This group also examined partnerships with law enforcement agencies, the District Attorney's Office and mental health supports, and made recommendations to expand partnerships in some areas.

Target Hardening/Physical Security subcommittee

This committee provided guidance on the priorities of needs within Jeffco for safe school buildings and environments. This group identified priorities for infrastructure needs that include cameras, updated classroom locks, panic buttons, metal detectors, emergency mass notification systems and other technology and infrastructure needs that support safer schools or alert to an immediate threat.

Tactics and Response subcommittee

This committee looked at the current model of school safety and emergency response within the District and provided guidance and recommendations surrounding additional school resource officers, additional Jeffco School Security Personnel within the District in both armed and unarmed capacity, and in what if any capacity should armed staff exist outside of law enforcement or school security division.

CLIMATE AND CULTURE SUBCOMMITTEE

OVERVIEW OF DECISION-MAKING PROCESS

The group held a brainstorming session and ultimately divided ideas into six categories pertaining to school safety. These categories were: Mental Health (services and interventions), Training (faculty and staff, student, and family), Community, Resources, Communication, and Policy. Following this, committee members used techniques provided in the task force norms to discuss each item and draft language to be used in the final recommendations. Pros and cons for each item were considered and existing policies and resources were explored in detail with Jeff Pierson acting as district liaison. Categories were eventually condensed into four groups for the purpose of generating final recommendations: Mental Health, Training, Community, and Other.

Following this, individual subcommittee members independently provided prioritization feedback on each item on the working document using both a Fist to Five technique and in order from 1-15 where #1 indicates the highest priority items. This meant that in the 1-15 ranking approach lower total scores indicated higher priority for the group. Scores were tallied and items put in order by group priority number and added to the final recommendations.

RECOMMENDATIONS

TABLE 1. Priority of Recommendations from Climate and Culture Subgroup

Rank	Total Score	Category	Recommendation
1	14	Mental Health	Increase the number of well-qualified behavioral-health specialists to meet or exceed national standards
2	44	Mental Health	Increase the number of school counselors to meet or exceed national standards
3	46	Training	Provide quarterly training relevant to student safety and well-being to district staff, students, and families
4 (tie)	52	Mental Health	Change the participation policy for Universal Mental Health Screening / Healthy Kids Colorado Survey to opt-out (instead of opt-in)
4 (tie)	52	Training	Provide quarterly system-wide Safe2Tell training for staff, students, and families

6	66	Training	Provide training related to trauma including triggering effects of lockdowns
7	74	Training	Provide Youth Mental Health First-Aid training
8	84	Community	Develop standardized district-wide protocol for communication practices related to adverse events
9	97	Other	Bring back intentional community building within schools
10	106	Community	Develop systemic district-wide peer mentoring program
11	109	Community	Provide sufficient Jeffco security officers so that each officer is assigned to a school(s) versus a region
12	114	Other	Mitigate exclusionary practices (suspension / expulsion)
13	116	Other	Fund lockdown kits for every instructional space
14	122	Community	Improve relationship with law enforcement
15	132	Training	Involve SROs in training

OVERALL PRIORITY 1: INCREASING BEHAVIORAL HEALTH STAFFING:

Because mental health screening and intervention is integral to student safety, we ask the Board to increase the number of well-qualified behavioral health professionals to exceed national standards. We recommend a minimum of one full time psychologist or social worker per school, systemic throughout the district at all levels. Funds would be allocated on a categorical basis for these positions. Ensure that in larger schools the professional-to-student ratio is 1:500. This recommendation is far and away our top priority.

Designate a general fund category to fund mental health in the same way that physical health is funded.

Behavioral health specialists are to be available for the entire school population, not just students using special education services or with known circumstances or diagnostic criteria indicating mental health need. These are to be psychologists or social workers, NOT counselors.

***Increasing the number of well-qualified behavioral health professionals** received a composite score of 14 on our ranking, making it the highest priority recommendation from the committee. This

recommendation is ranked number one out of 15 recommendations. (The lower the score, the higher the priority recommendation.)

OVERALL PRIORITY 2: COUNSELOR-TO-STUDENT RATIO:

We ask the Board to increase the number of counselors in order to exceed the American School Counselor Association standard of 1:250 counselor-to-student ratio. We also ask for policies to enhance the extent to which counselors follow the same students over their school careers in order to increase continuity. These funds would be categorical in nature and must be spent on counselors. These changes will help ensure that the District can continue its move toward becoming proactive rather than reactive when it comes to providing students educational guidance.

***Increasing the number of counselors** received a composite score of 44 on our ranking, making it the second priority recommendation from the committee.

OVERALL PRIORITY 3: SAFETY AND SECURITY TRAINING:

The Climate and Culture Subgroup asks the Board to provide systemic, comprehensive training for staff, students, and families on topics relevant to safety and security, with training to be provided quarterly.

Topics would include but are not limited to:

FAMILY TRAINING FOR CURRENT SAFETY ISSUES IMPACTING STUDENTS:

- Social media education and support
- Safe home protocols for families, including weapon safety and storage, BeSMART gun safety training, and emergency procedures
- Suicide signs/self-harm recognition and prevention training
- Sexual harassment and sexting
- Social-media use/internet safety
- Juuling/vaping
- Drugs
- Safe2Tell use

STAFF TRAINING:

- Systemic progression for at-risk issues considering age/development
- Sexual assault and sexual harassment (Title IX) training
- Social media, sexting, and internet safety
- Suicide signs/self-harm recognition and prevention training
- Juuling/vaping
- Gun and weapon safety
- Drugs
- Safe2Tell use

STUDENT TRAINING (BY SRO OR STAFF EVERY YEAR AT EVERY LEVEL, INCLUDE WHEN AND HOW TO SEEK HELP):

- Sexual harassment

- Juuling/vaping
- Social media, sexting
- Gun and other weapon safety
- Drugs
- Safe adult
- Suicide risk/self-harm sign recognition
- Safe2Tell use

***Providing quarterly training on topics related to student safety and well-being** received a composite score of 46 on our ranking, making it the third priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 4 (TIED): UNIVERSAL MENTAL HEALTH SCREENING/HEALTHY KIDS COLORADO SURVEY:

Because safety issues are closely tied to health issues, we ask for a change in district policy of **opting-out** vs the current opting-in policy for Universal Mental Health Screening / Healthy Kids Colorado Survey. All students are to have annual screening.

***Changing policy to opt-out (instead of opt-in) for the Universal Mental Health Screening and Healthy Kids Colorado Survey** received a composite score of 52 on our ranking, making it tied for the fourth priority out of 15 recommendation from the committee.

OVERALL PRIORITY 4 (TIED): QUARTERLY SAFE 2 TELL TRAINING:

Because of the need for centralized, safe, accessible mechanisms for reporting and documenting safety issues, we ask that the District provide quarterly Safe2Tell training to students, staff, and families at all levels. We recognize that this training needs to be age/developmentally appropriate and used for all age/grade levels.

***Providing quarterly Safe2Tell training** received a composite score of 52 on our ranking, making it tied for the fourth priority out of 15 recommendations from the committee.

OVERALL PRIORITY 6: TRAUMA-INFORMED TRAINING (INCLUDING TRIGGERING EFFECTS OF LOCKDOWNS):

Because traumatic events result in brain changes that affect learning, behavior, and student well-being, we ask the Board to provide training for all existing staff within the next three years related to the effects of childhood trauma, with provisions for continuing education for all staff. This training should include management of triggering effects of lockdowns.

***Provide training related to trauma including triggering effects of lockdowns** received a composite score of 66 on our ranking, making it the sixth priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 7: YOUTH MENTAL HEALTH FIRST AID TRAINING:

Because of the importance of staff in recognizing and responding appropriately to youth mental health concerns, as well as the importance of mental and social well-being to the learning process and to the

maintenance of safe schools, the Climate and Culture Subgroup asks the Board to provide Youth Mental Health First Aid training for all existing staff within the next three years, with provisions for continuing education.

***Providing Youth Mental Health First-Aid training** received a composite score of 74 on our ranking, making it the seventh priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 8: STANDARDIZED COMMUNICATION PROTOCOL FOR ADVERSE EVENTS:

The subcommittee determined that communication is one of the most important facets of anticipating and learning from adverse events. Therefore, we ask that Jeffco develop a standardized district-wide protocol for communication at each stage of adverse events (before, during, after). This communication should be a multi-pronged approach, should include plans for timely communication with emergency and law enforcement services, students, and families, and should involve annual staff training on the protocol.

***Providing a standardized communication protocol for adverse events** received a composite score of 84 on our ranking, making it the eighth priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 9: CREATING INTENTIONAL COMMUNITY BUILDING:

Because ownership, pride, kindness, and inclusion are important tools in ensuring that students feel safe, cared for, and supported, we ask the District to consider ways to create intentional community building. Ways to work with PTA and other school-based groups should be considered.

***Creating intentional community building** received a composite score of 97 on our ranking, making it the ninth priority recommendation from the committee.

OVERALL PRIORITY 10: PEER MENTORING PROGRAM:

Because mentoring promotes connection and safety and because students are influenced by peer interactions, the group recommends developing a peer-mentoring program on a district-wide basis with guidelines for peer mentoring at each level.

***Developing a systemic district-wide peer mentoring program** received a composite score of 106 on our ranking, making it the tenth priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 11: INCREASING JEFFCO SECURITY OFFICER PRESENCE:

The subcommittee learned that Jeffco security officers are assigned to a region rather than a school. We believe that it is paramount to increase the number of Jeffco security officers to ensure one is designated per school rather than per region. This will ensure more positive contact between security and students in addition to increasing the likelihood of proactive security service rather than reactive.

****Increasing their number and assigning each Jeffco Security officer to a school*** received a composite score of 109 on our ranking, making it the eleventh priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 12: INCREASE SUPPORT FOR RESTORATIVE DISCIPLINARY PRACTICES/MITIGATION OF EXCLUSIONARY DISCIPLINE PRACTICES:

Because exclusionary discipline practices like suspension and expulsion remove students from the school setting and target marginalized populations disproportionately, we ask the District to consider ways to minimize the use of these exclusionary practices.

****Mitigating exclusionary discipline practices/supporting restorative justice*** received a composite score of 114 on our ranking, making it the twelfth priority recommendation from the committee.

OVERALL PRIORITY 13: LOCKDOWN KITS:

Because lockdown situations can be lengthy and require resources for comfort so students can remain secure in the room, we ask that funds be allocated to pay for a lockdown kit for each room in each building. These should be updated, replenished, or renewed on a regular basis.

****Lockdown kit funding*** received a composite score of 116 on our ranking, making it the thirteenth priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 14: IMPROVING RELATIONSHIPS WITH LAW ENFORCEMENT:

Jeffco Schools has a positive relationship with local law enforcement; a prime example being the Security Resource Officer program. The subcommittee seeks additional proactive relationship building with law enforcement agencies. One way to do this would be regular “coffee with a cop” times at schools with students or families. Other ways could also be considered.

****Improving relationships with law enforcement*** received a composite score of 122 on our ranking, making it the fourteenth priority recommendation out of 15 recommendations from the committee.

OVERALL PRIORITY 15: INVOLVING SRO'S IN SYSTEM-WIDE TRAINING WHERE LAW ENFORCEMENT CONSEQUENCES SEEM LIKELY:

Because youth interactions with law enforcement emerge from some common safety issues related to law-breaking, ideally SROs would take a more active role in training related to school safety topics. (See itemized lists in Priority #3.)

****Involving SROs in system-wide training where law enforcement consequences seem likely*** received a composite score of 132 on our ranking, making it the fifteenth priority recommendation out of 15 recommendations from the committee.

BUDGET ESTIMATES

*The budgetary estimates provided to task force members were intended to provide a rough estimate of resources required to implement task force recommendations. In the event that a

recommendation(s) are adopted, a more rigorous evaluation of resource impact will be conducted by district staff which may lead to changes in the estimates below.

Priority	Recommendation	Budget Estimate	Notes
1	Increase the number of well-qualified behavioral-health specialists to meet or exceed national standards	\$6.9M	
2	Increase the number of school counselors to meet or exceed national standards	\$2.5M	we already are below the national average as a state. In jeffco our average ratio is approximately 1:300 ASCA (American School Counselor Association) recommends a ratio of 1:250 Overall cost to get to this ratio would be - \$2.5 M
3	Provide quarterly training relevant to student safety and well-being to district staff, students, and families	\$175K	Central Coordinator plus Assistant and supplies, materials, mileage
4	Change the participation policy for Universal Mental Health Screening / Healthy Kids Colorado Survey to opt-out (instead of opt-in)	\$0	Change in BOE policy
5	Provide quarterly system-wide Safe2Tell training for staff, students, and families	\$0	with expectation to have a new position over time, campus supervisor coordinator will cover for now
6	Provide training related to trauma including triggering effects of lockdowns	TBD	Dependent on scale of training
7	Provide Youth Mental Health First-Aid training	TBD	Dependent on scale of training
8	Develop standardized district-wide protocol for communication practices related to adverse events	\$0	

9	Bring back intentional community building within schools	TBD	Dependent on the types of activities/events hosted
10	Develop systemic district-wide peer mentoring program	\$175K	Coordinator and Assistant to train/support local sponsors at each site - supplies, materials, mileage
11	Provide sufficient Jeffco security officers so that each officer is assigned to a school(s) versus a region	\$9.8M	\$8.6M - 137 district managed schools \$1.2M - 19 Jeffco Charters
12	Mitigate exclusionary practices (suspension / expulsion)	\$102K	Expand Student Engagement Office Diversity Specialist by 1 to support restorative practices/alternatives to suspension and expulsion trainings. Currently all sessions are overbooked and waitlists go into second semester
13	Fund lockdown kits for every instructional space	\$468K	\$411K 137 district managed \$57K 19 charters
14	Improve relationship with law enforcement	\$0	
15	Involve SROs in training	\$0	

CONCLUSION

The Climate and Culture Subgroup of the School Safety Task Force focused on the effects of climate and culture as they pertain to maintaining school safety. The group’s recommendations included mental health, training, community, and other items. Our highest priority item by a large margin was the provision of adequately qualified, full-time, single-school-based behavioral-health specialists to all students.

In addition to deploying more behavioral-health specialists, our Task Force work suggests the relative importance of the four recommendations that come next in priority. The four are closely clustered and separated by only eight points. Having more counselors, as well as providing training in a wide range of issues that lead to impaired safety for youth, are virtually tied and separated by only two points (44 and 46, respectively), while using an opt-out (instead of opt-in) policy for Mental Health Screening and training in Safe2Tell are tied for fourth (at 52). Below these top-5 recommendations, the ratings spread more rapidly. The overarching theme involves creating more inclusive, caring, connected communities in which students can grow, learn, and thrive in safety.

Implementation of these recommendations would benefit from consultation with community stakeholders who represent the diverse backgrounds of our students. This could be a request of the School District's Community Diversity Advisory Council.

DISTRICT RESPONSE: CLIMATE AND CULTURE SUBCOMMITTEE

The implementation plan below articulates the order in which recommendations from the Safety and Security Task Force will be considered and is contingent on available resources. The implementation plan is articulated in three phases:

- Phase I (Immediate) - These are recommendations that the district already has underway in some form, or will consider implementing within the next six months.
- Phase II (Short Term) - These are recommendations that the district will consider implementing within the next six months to two years.
- Phase III (Long Term) - These are recommendations that the district will consider implementing in the next two years and beyond.

The use of matrices (example below) is intended to summarize the phase in which recommendations are considered. The use of the matrices is for recommendations that require additional resources. The matrix distinguishes between resources that would be one-time expenditures and those that would require an on-going resource commitment. Recommendations that do not require resources may not be reflected in the matrices, but rather explained in the response from district staff.

Example:

	One-Time	On-Going
Phase I		X
Phase II	X	X
Phase III		

(In the above example, Jeffco Public Schools will consider the recommendations referenced in Phase I and Phase II. In Phase I, the implementation of the recommendations would require an on-going commitment of resources. In Phase II there are recommendations that will be considered that would require an allocation of one-time resources and on-going resources.)

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #1: INCREASING BEHAVIORAL HEALTH STAFFING

Currently, the district provides school psychologist/social worker support, 124 full-time employees (FTE), to all schools. Elementary schools generally receive 0.5 FTE (unless over 600 students are enrolled in the school) and secondary schools receive no less than a 1.0 FTE, with additional support based on school enrollment. These professionals are focused mainly on the support of students with identified

disabilities. Currently, 63 schools leverage student-based budgeting (SBB) dollars to fund additional mental health support, typically in the form of an additional 0.5 FTE.

PHASE I

Working through the Student Services Department, in partnership with the Special Education Department, a master implementation plan will be developed. This will include a review of current staffing levels provided through Special Education funding. We will cross-reference which schools are currently utilizing SBB dollars to use their school budgets to pay for additional mental health supports. Those schools currently choosing to do so will not be penalized, but will also be allocated support based upon a 1:500 (1 mental health professional per 500 students) ratio, with a minimum of one full-time psychologist or social worker per building. Schools, should they choose to do so, will still have the autonomy to purchase additional mental health supports above the base allocation working through their standard budgeting process including various stakeholders.

A Mental Health Focus Group, comprised of various stakeholders to include mental health professionals, parents, community members, and school administrators will be convened to advise on implementation considerations.

PHASE II

In order to support the dramatic increase in FTE, we are recommending that a central coordinator be added within Student Services to oversee the implementation of this work. This person would be responsible for coordination with schools, partnership with Human Resources for advertising/hiring, collaboration between Special Education and Student Services, and direct collaboration with the Special Education Mental Health Coordinator. The budgeting for these positions would be through general funds in the Student Services budget with the eventual goal of having them embedded in the SBB funds of each school with a categorical requirement that they be spent solely for this purpose. We will work in concert with our Finance Department to model this similarly to the work that was recently completed with social emotional learning specialists (SELS) at the middle school level. Hiring for these positions would likely be prioritized based upon available funding and available hiring pool. Prioritization would be determined by examining similar data points to those used in hiring SELS: truancy rates, drop-out rates, attendance rates, suicide risk assessments, threat assessment, etc. Priority will be given to hiring full-time support at elementary schools first.

PHASE III

As funding allows, complete the remaining hiring in secondary schools, as prioritized through the above criteria.

	One-Time	On-Going
Phase I		

Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #2:
COUNSELOR TO STUDENT RATIOS**

Currently, counselors (185 FTE) are housed at all grade configurations (i.e. K-8s, 6-8s, 7-8s, 7-12s, and 9-12s). Generally, counselor to student ratios are one to just over 300 (1:300). According to the American Association of School Counseling, Colorado’s ratio is lower than the national average and Jeffco’s ratio is lower than the state average (lower ratio indicates counselors have a smaller case load of students). In some cases, schools choose to add additional counseling staff leveraging SBB funds. Counselors are supported and trained through the Student Services Department as related to career and academic planning, social emotional support, suicide risk assessments, and crisis response. In addition to our career and academic counselors, the district currently supports Counselor Corp-trained counselors through state grant dollars.

PHASE I

Working through the Student Services Department, a master implementation plan will be developed. This will include a review of current staffing levels as compared to current enrollment trend data. We will cross-reference which schools are currently utilizing SBB dollars to “buy-up” counseling supports. Those schools currently choosing to do so will not be penalized, but will also be allocated support based upon a 1:250 ratio. Schools, should they choose to do so, will still have the autonomy to purchase additional counseling supports above the base allocation working through their standard budgeting process including various stakeholders.

A Mental Health Focus Group, comprised of various stakeholders to include mental health professionals, parents, community members, and school administrators will be convened to advise on implementation considerations.

PHASE II

In order to support the dramatic increase in FTE, we are recommending that a central coordinator be added within Student Services to oversee the implementation of this work. This person would be responsible for coordination with schools, partnership with Human Resources for advertising/hiring, and direct support of new employees. The budgeting for these positions would be through general funds in the Student Services budget with the eventual goal of having them be embedded in the SBB funds of each school with a categorical requirement that they be spent solely for this purpose. We will work in concert with our Finance Department to model this similar to the work that was recently completed with SELS at the middle school level. Hiring for these positions would likely be prioritized based upon available funding and available hiring pool. Prioritization would be determined examining data points

similar to those used in hiring SELs; truancy rates, drop-out rates, attendance rates, suicide risk assessments, threat assessment, etc.

PHASE III

Continue the hiring cycles as funding permits until ultimate ratio of 1:250 is attained.

	One-Time	On-Going
Phase I		
Phase II		X
Phase III		X

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #3:
SAFETY AND SECURITY TRAINING

Currently, the district provides several training opportunities for staff and students on several of these topics. Additionally, last year the Chief Legal Counsel attended the Youth Education and Safety Instructors Program designed to teach school resource officers (SROs) how to present trainings on these topics to students and parents in a positive way. After completing the course, the Chief Legal Counsel facilitated a meeting between representatives of the SRO group and the Chief Academic Officer so that the district could consider adding several of these courses as supplements to our curriculum. The hope was that Youth Education and Safety certified instructors would be permitted to present these courses with individual school coordination.

The Legal Services Department has made Title IX a priority over the last two years. They have attended numerous state and national trainings. Most recently, they attended the National School Board Association Council for School Boards and the Colorado Department of Education Title IX Coordinator training. After attending these courses, the legal team updated their Title IX Tool Kit which contains materials for school administrators conducting Title IX inquiries. These materials include checklists, letter templates, and a student rights handout to be provided to the parents of any student involved in a possible Title IX situation. These materials, as part of an annual training, were provided to administrators at every school last August. In September of this year, these materials were submitted to the U.S. Department of Human Services Office of Civil Rights for review and comment.

Additional Title IX trainings have been conducted for counselors, social emotional support staff, custodians and other school-based staff. Plans are underway for training food service and transportation staff. Plans are also underway for creating or purchasing a Title IX online webinar for wide distribution.

	One-Time	On-Going

Phase I		X
Phase II		X
Phase III		X

The Department of School Safety would need to increase our emergency management personnel by at least three additional members to cover the number of both drills and the training necessary for staff and students.

- Phase II and III would include the potential of additional personnel based on number of schools, drills, training, and expectations moving forward.

Any additional training that would be elevated and provided for our community would require one additional FTE completely dedicated to the communication, training, and marketing to our community.

	One-Time	On-Going
Phase I	X	
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #4:
UNIVERSAL MENTAL HEALTH SCREENING**

Currently, the district collects student perceptual data through our Make Your Voice Heard Surveys. While several of the items have been compared in detail with the Social Emotional Supports priority in the district’s Strategic Plan, we do not currently have comprehensive data sets to ascertain student risk-taking behaviors as can be found in the [Healthy Kids Colorado Survey](#). We have, on a voluntary basis, with parent opt -in, carried out the survey with a limited number of randomly selected classrooms. Data sets have been limited. Statistically significant, relevant, and reliable trends have not been identified with a high degree of confidence.

PHASE I

To increase response rates and strategically plan support structures for students, participation rates would need to increase. This priority would require a review of [District Policy JLDAC, Screening/Testing of Students](#) which currently requires active parent permission. In addition [District Policy IGB, Curriculum](#)

Research and regulation District Regulations IGB-R, External Research Review should also be included in this review. The Health Services Department, inclusive of Healthy Schools staff, will serve in a consultative role to the Board as they consider this request. This priority, should the Board desire, could be completed prior to the next Healthy Kids Colorado Survey window which will occur during the 2019-20 school year.

A Mental Health Focus Group, comprised of various stakeholders to include mental health professionals, parents, community members and school administrators, will be convened to advise on implementation considerations.

	One-Time	On-Going
Phase I	X	X
Phase II		
Phase III		

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #6: TRAUMA-INFORMED TRAINING

The district continues to expand its offerings for trauma-informed care. We currently host a professional development course called Trauma 101. This course is required of all new teachers in schools designated as Title I (determined by the percentage of students who qualify for Free or Reduced Lunch), as well as all new mental health staff. Additionally, any school interested in the training may access it through the Student Services Department professional development offerings. A Trauma 201 course is in the design phase.

PHASE I

Continue to expand trauma-informed offerings utilizing existing staff ensuring priority remains on induction courses supporting new staff entering the system. Gather master list of staff currently trained through induction courses and optional offerings to create gap list of those not yet trained.

A Mental Health Focus Group, comprised of various stakeholders to include mental health professionals, parents, community members, and school administrators will be convened to advise on implementation considerations.

PHASE II

In order to increase trauma informed offerings, we would need to increase our capacity through the addition of a central coordinator/trainer. This coordinator will first work in concert with existing SELS to expand our capacity to serve more sites simultaneously.

PHASE III

As capacity expands, offer additional base level trainings while continuing to build out additional more advanced courses. Ensure that this training is aligned to, and in concert with, Youth Mental Health First Aid courses.

	One-Time	On-Going
Phase I		
Phase II		X
Phase III		X

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #7:
YOUTH MENTAL HEALTH FIRST AID TRAINING

The district continues to expand its offerings for Youth Mental Health First Aid. We currently host professional development for all incoming teachers through Induction. Fifteen of our social emotional learning specialists (SELS) are nationally-certified trainers and are available through their current schools. This is an eight-hour course.

PHASE I

Continue to expand Mental Health First Aid offerings utilizing existing staff ensuring priority remains on induction courses supporting new staff. Gather master list of staff currently trained through induction courses and optional offerings to create a gap list of those not yet trained.

A Mental Health Focus Group, comprised of various stakeholders to include mental health professionals, parents, community members, and school administrators will be convened to advise on implementation considerations.

PHASE II

In order to increase Youth Mental Health First Aid offerings, we would need to increase our capacity through the addition of a central coordinator/trainer. This coordinator will first work in concert with existing Social Emotional Learning Specialists to expand our capacity to serve more sites simultaneously. This coordinator could be the same coordinator as is mentioned in Priority #6.

PHASE III

As capacity expands, offer additional base level trainings while continuing to build out additional more advanced courses. Ensure that this training is aligned to, and in concert with, trauma-informed courses.

	One-Time	On-Going
Phase I		
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #8:
STANDARDIZED COMMUNICATION PROTOCOL FOR ADVERSE EVENTS**

Emergency communications protocols are a key priority of the district Communication Services team. We utilize SchoolMessenger to notify all families and staff in the case of an emergency requiring outbound communications. Contact is made by email, phone, text as well as social media, website and media announcements dependent on the situation. An emergency response team is in place 24/7 to respond to school emergencies of any kind. Best practices in emergency communications protocols are followed at all times under the direction of law enforcement, district leadership, and the Department of Safety & Security.

	One-Time	On-Going
Phase I		X
Phase II		
Phase III		

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #9:
CREATING INTENTIONAL COMMUNITY BUILDING**

The Communication Services department coordinates and implements programs, as well as participates in, various community engagement activities on an ongoing basis. We concur that strong family, school, community partnerships are key to insuring safe, productive, and caring school environments. We also agree that building strong community relations with groups supporting the work of schools including

PTA/Os, Boosters, family outreach, Title 1 district teams, as well as community partners who provide valuable parent supports and education, will build a sense of caring and support necessary for insuring safe learning environments. This work is ongoing with district staff, as well as through the work currently underway within the Superintendent’s Community Engagement Task Force.

	One-Time	On-Going
Phase I		X
Phase II		X
Phase III		

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #10:
PEER MENTORING**

There is not a current, standardized, peer-mentoring system in place across the district. Several schools do take advantage of peer support programs such as Link Leaders, Peer Tutoring, BIONIC (Believe It or Not I Care), and several others.

PHASE I

Assess current practices in schools to determine programming options and alignment. Begin research on current peer-mentoring models.

PHASE II

Pilot a peer-mentor program in test sites, sampling all three levels, with the assistance of a district coordinator. Ensure that programming is aligned to the other efforts around mental health including assurance that any student training involves clarity around roles and responsibilities including when to get adults involved. Assess pilot sites to determine what adjustments are needed, including level specific adaptations. Use data to drive modeling for scaling up during Phase III.

PHASE III

Expand training and support for full scale implementation based upon pilots.

	One-Time	On-Going
Phase I		

Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY # 11:
INCREASING JEFFCO SECURITY OFFICER PRESENCE**

Currently, the Department of School Safety employs a team of 18 patrol officers. This includes one patrol commander, one sergeant, and 16 patrol officers. The patrol team operates 24 hours-a-day, seven days-a-week, 365 days-a-year. Because of the small makeup of this team, sector or articulation patrolling is conducted. An officer will cover up to 15 schools in their area of operation on any given day and respond to schools as needed. Our patrol team is trained as first responders with a specific emphasis in being student friendly. Officers are trained in crisis prevention and intervention skills, mediation, tactical casualty care, responding to an active shooter event, Safe2tell, managing student and adult behavior issues, missing student investigations, and many other areas that impact school environments.

In order to accomplish the recommendation of the task force, the district would need to hire an additional 157 officers. To support the dramatic increase in FTE, additional management staff including three additional supervisors/sergeant’s would need to be added to the department. This role would be responsible for coordination with schools, partnership with Human Resources for advertising/hiring, and direct support.

The significant cost of this recommendation without a funding mechanism does not allow for rapid implementation. The Department of School Safety agrees that an increase in uniformed officers would increase support to our schools. The department believes an increase of 12 officers would reduce the number of schools that an officer covers and enhances response time and greater support to individual schools. The additional officers would provide safety and security during many of the district’s 5,000 after-hours extracurricular and athletic events.

The impact of increased officer personnel on our dispatch department is significant. The department would need to increase personnel in the dispatch department by one per every five new officers hired and/or one per every new eight campus supervisors to include one additional lead dispatch for oversight.

The district is currently evaluating a potential long-term cyclical program for the increased volume of vehicles in the department. The lease program would allow the department to cycle automobiles more efficiently.

	One-Time	On-Going
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Phase I	X	
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #12:
INCREASING SUPPORT FOR RESTORATIVE DISCIPLINE
PRACTICES/MITIGATION OF EXCLUSIONARY DISCIPLINE PRACTICES**

Last year, the Legal Services Department refilled its open student discipline manager position with a restorative practices subject matter expert. This person has worked with other partners in the district to study disciplinary trends and they have developed programs to combat negative trends. For instance, over the last year their work resulted in an over 40 percent reduction in K-3 student suspensions. Their work, among other things, has included conducting two-day restorative practices training which has been attended by staff from over 100 schools, as well as they have conducted over 50 school visits where they worked directly with school teams to practice troubleshooting student disciplinary issues. They also initiated a regular meeting to review every school request for an expulsion to make sure that the requested action was appropriate. Recently, they have acquired grant money to hire three additional restorative practice team members to help with their endeavors.

	One-Time	On-Going
Phase I		X
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #13:
LOCKDOWN KITS**

Lockdown kits are essential for any major school safety threat. Approximately 1,000 out of 4,800 classrooms have lockdown kits in place. Most lockdown kits currently in schools were donated by a local business partners or school based extracurricular organizations (ex. Honor Society, International Baccalaureate, STUCO, etc.). The lockdown kit items include kitty litter, shower curtain, basic first aid kit, toilet paper, sanitizer, and smarties (sugar source for diabetics).

	One-Time	On-Going
Phase I	X	
Phase II		
Phase III		

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY # 15:
INVOLVING SROS IN SYSTEM-WIDE TRAINING WHERE LAW ENFORCEMENT
CONSEQUENCES SEEM LIKELY**

The State of Colorado mandates that all SROs attend a 40-hour basic training class in order to work as a school resource officer. The focus of SROs is on issues of school and community safety including many of the areas of focus the task force has identified. In Jeffco, SROs are funded 100 percent by our law enforcement partners and each agency provides additional training to their SROs based on the needs of the community in which they work.

Our implementation plan includes the development of an onboarding training protocol for new SROs and Administrators that provides guidance and support so both the SRO and administrator understand their role and responsibilities for a safe school environment.

The Chief Legal Counsel attended the Youth Education and Safety Instructors Program designed to teach SROs on how to present trainings on these topics to students and parents in a positive way. The Chief Legal Counsel facilitated a meeting between the SROs and the Chief Academic Officer so that the district could consider adding several of these courses as supplements to our curriculum. The intent is to allow Youth Education and Safety certified instructors to present these courses with local school coordination.

	One-Time	On-Going
Phase I	X	
Phase II		X
Phase III		X

THREAT ASSESSMENT AND THREAT MANAGEMENT SUBCOMMITTEE

OVERVIEW

Our committee's process began with a presentation from Maryann Peratt, who oversees the district's threat assessment process. She outlined what Jeffco does when a concern is reported, how they coordinate with multiple agencies, and explained that her office assigns a vortex (a centralized data collection point) for the information. The team uses various tools to evaluate and analyze concerns. She also discussed their emphasis on early intervention and the importance of Jeffco's partnerships with city and county agencies, including the district attorney's office, human services, and local law enforcement. In addition, she told the committee about the databases used to collect and share information and the training she provides to school personnel. Committee members asked questions about the process, expressed concerns, and brainstormed ideas for improving the process. The committee continued to discuss these ideas at subsequent meetings, and settled on the recommendations listed below.

RECOMMENDATIONS

Our recommendations are ordered in terms of priority. Please note that there is no such thing as "observation-only." All behaviors of concern should be followed by some sort of intervention or behavior mitigation.

PRIORITY #1: MORE MENTAL HEALTH SUPPORT IN SCHOOLS AT ALL LEVELS, WITH A SPECIFIC EMPHASIS ON ADDITIONAL INTERVENTION FOR EMOTIONAL SUPPORT IN ELEMENTARY SCHOOLS.

We recommend more mental health support in all Jeffco schools, and noticed there is a growing need for full-time school psychologists or social workers in Jeffco's elementary schools in particular. Many elementary schools are currently using SBB (school-based budgeting) dollars to fund a full-time school psychologist or social worker, but we recommend that Jeffco should fund a full-time mental health professional in each elementary school in order to aid in the process of identifying concerns and providing early intervention.

We also recommend that the district pursue additional opportunities to partner with the Jefferson Center for Mental Health and other community mental health services to provide additional support and services to more Jeffco schools and students.

- The goal would be to provide in-school services to students.
- It would also be helpful to grow a network of available mental health professionals available to students for additional services outside of school. Each network should consist of mental health professionals located near the school. The list of providers in the network would be available to families whose students need more support, and the nearby location of the providers would make it easier for families to ensure that students receive the additional support.

As a secondary priority, we also recommend increasing mental health services for middle and high schools.

PRIORITY #2: CREATE A DISTRICT THREAT ASSESSMENT Q & A PAGE.

The committee felt comfortable with the threat assessment process at the district level. We believe students are aware of Safe2Tell and feel comfortable using it. However, the committee identified a communication and awareness gap between the district and parents/caregivers about threat assessment and threat management that could lead to the district missing important threat assessment information. In addition, the threat assessment process is necessarily cloaked in confidentiality, which may lead to misunderstandings about what the district actually does about threats. We recommend more education for parents and guardians about the threat assessment process. Specifically, adults need information about the range of behaviors to watch for, how to report concerns, and how to follow up about continued concerns. Ideally, this would include an easy-to-find link on the Jeffco Schools homepage that allows parents and guardians to report threats and to access a district Q & A page about threat assessment that can be updated regularly as additional questions arise.

Questions and issues to be addressed in the district Q & A document include:

- What is the process of threat assessment at each level (elementary, middle, high school)?
- If I email the principal with a concern, what happens?
- What behaviors should I watch for and be concerned about?
- What behaviors should I report?
- Once I report, what happens with the information?
- Who should I report to?
- How does Safe2Tell work?
- When would I call Safe2Tell?
- What happens to the child I report on?
- How will I know my child is safe?
- Will I get follow up and find out what happens?
- What do I do if I am still concerned about an issue?
- What would a school consider a threat?
- What if I'm not sure if it's really a threat (veiled threat)?

PRIORITY # 3: COMMUNICATION FROM SCHOOLS TO FAMILIES ABOUT HOW TO ADDRESS CONCERNS, PLUS AN INFORMATION PACKET WITH A MAGNET.

While the committee recommends that the first step in this process is to develop district websites that address this information in a user-friendly way, we further recommend that each school talk to families about how to address concerns. In addition, we recommend each family receive an information packet and a magnet with the Safe2Tell information and other pertinent contact information to make it easy for them to report concerns.

PRIORITY #4: ADDITIONAL COMMUNICATION BETWEEN SROS, THE DISTRICT, AND LOCAL LAW ENFORCEMENT TO ENSURE CONTINUITY OF REPORTING AND TRACKING CONCERNING BEHAVIORS.

In order to ensure the safety of all students, staff, and community members, we recommend that the district encourage SROs and area law enforcement to adopt a protocol for passing information at shift change regarding students of concern — students identified during the day as a significant potential threat of attack, suicidal behavior, abuse/neglect, or other concerning behaviors. In addition, any law enforcement contact with a student during non-school hours should be reported to the district in which the student resides. This recommendation is intended to “connect the dots” and avoid situations in which either the district or local law enforcement lacks complete information on a student’s situation. This information should be a two-way street so that school administrators are apprised of out-of-school events in a student’s life that could affect his/her school day, in accordance with CRS 19-1303 and 19-1304. This is to ensure continuity of reporting and tracking concerning behaviors.

PRIORITY #5: ENSURE CONSISTENCY IN SCHOOL-LEVEL THREAT ASSESSMENT REPORTING.

At the ground level, we see some potential gaps in threat assessment consistency among school administrators. Some schools seem to underreport threats or characterize them at a lower level than other schools. We recommend that the threat assessment team address expectations in the annual training each year and follow up with individual schools as needed to ensure consistent execution of the threat assessment process. As this is based on an individual’s application of professional guidelines, this has been listed as our lowest priority. We recommend that the threat assessment team develop standards for school administrators and a process for following up and keeping school administrators accountable.

BUDGET ESTIMATES

*The budgetary estimates provided to task force members were intended to provide a rough estimate of resources required to implement task force recommendations. In the event that a recommendation(s) are adopted, a more rigorous evaluation of resource impact will be conducted by district staff which may lead to changes in the estimates below.

Priority	Recommendation	Budget Estimate	Notes
1	Full Time Psychologists and/or social Workers at all Elementary Schools	\$3.5M	Adding .5 Social Emotional Learning Specialist at all elementaries to be proactive with all students would require an additional \$2.9M)

2	Communication practices on Safe2Tell	\$0	
3	Safe2Tell mailer	\$20K	
4	Common Protocols	\$0	
5	Common Expectations and training for effective Safe2Tell practices	\$0	

DISTRICT RESPONSE: THREAT ASSESSMENT AND THREAT MANAGEMENT SUBCOMMITTEE

The implementation plan below articulates the order in which recommendations from the Safety and Security Task Force will be considered and is contingent on available resources. The implementation plan is articulated in three phases:

- Phase I (Immediate) - These are recommendations that the district already has underway in some form, or will consider implementing within the next six months.
- Phase II (Short Term) - These are recommendations that the district will consider implementing within the next six months to two years.
- Phase III (Long Term) - These are recommendations that the district will consider implementing in the next two years and beyond.

The use of matrices (example below) is intended to summarize the phase in which recommendations are considered. The use of the matrices is for recommendations that require additional resources. The matrix distinguishes between resources that would be one-time expenditures and those that would require an on-going resource commitment. Recommendations that do not require resources may not be reflected in the matrices, but rather explained in the response from district staff.

Example:

	One-Time	On-Going
Phase I		X
Phase II	X	X
Phase III		

(In the above example, Jeffco Public Schools will consider the recommendations referenced in Phase I and Phase II. In Phase I, the implementation of the recommendations would require an on-going commitment of resources. In Phase II there are recommendations that will be considered that would require an allocation of one-time resources and on-going resources.)

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #1: MORE MENTAL HEALTH IN ALL SCHOOLS AT ALL LEVELS, WITH AN EMPHASIS ON ADDITIONAL INTERVENTION FOR EMOTIONAL SUPPORT IN ELEMENTARY SCHOOLS

As is stated in the implementation plan for Climate and Culture Priority #1 – Currently, the district provides school psychologist/social worker support (124 FTE) to all schools. Elementary schools generally receive 0.5 FTE (unless over 600 students) and secondary schools receive no less than a 1.0 FTE, with additional support based upon school enrollment. These professionals are focused mainly on the support of students with identified disabilities. Currently, 63 schools leverage SBB dollars to fund additional mental health support, typically in the form of an additional 0.5 FTE.

In addition, we currently have 29 elementary schools being served half-time by SELS. Eleven of these schools are being served solely through grant dollars which will eventually expire and need replacing with other funding. In addition to the support being recommended through the Climate and Culture Subcommittee, we firmly believe the addition of half-time SELS in every elementary school will be a proactive, tier one support to assist students in attaining the non-content specific competencies defined in the Generations Vision. This will complement the tier 3 supports which will be gained through the addition of psychologists and social workers as defined through the Climate and Culture recommendations.

We continue to have a robust, and positive, relationship with Jefferson County Mental Health (JCMH). Each year, we spend close to \$750,000 with JCMH adding additional resources in schools through therapists and other practitioners.

PHASE I

Prioritize/rate elementary schools based upon those indicators used to create SELS positions in existing schools to include truancy rates, drop-out rates, attendance rates, suicide risk assessments, threat assessment, etc.

A Mental Health Focus Group, comprised of various stakeholders to include mental health professionals, parents, community members, and school administrators will be convened to advise on implementation considerations.

PHASE II

With the rapid expansion of SELS, an additional central coordinator within Student Services will be required to assist with training, implementation, oversight, and evaluation. Prioritized elementary schools will receive a 0.5 SELS first as funding allows.

PHASE III

Continue to expand SELS based upon prioritized list. Once all elementary schools have a 0.5 SELS in place, expand programming to include a 1.0 SEL at each high school.

	One-Time	On-Going
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Phase I		
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #2:
CREATE A DISTRICT THREAT ASSESSMENT Q&A PAGE**

The district uses a variety of mediums to communicate and educate families on threat assessment and response practices. The recommendations from the task force align with the vision and direction of the Threat Assessment Team and will be considered in Phase I.

	One-Time	On-Going
Phase I	X	
Phase II		
Phase III		

**DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #3:
COMMUNICATION FROM SCHOOLS TO FAMILIES ABOUT HOW TO
ADDRESS CONCERNS, PLUS AN INFORMATION PACKET WITH A MAGNET.**

The Department of School Safety would send home one Safe2Tell brochure that has all pertinent information and the Safe2Tell magnet for each student. Safe2Tell information is currently printed on the back of every student and staff ID card and information is included in parent communications letters that are sent out via SchoolMessenger following a school emergency situation.

	One-Time	On-Going
Phase I		X
Phase II		

Phase III		
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DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #4:
 ADDITIONAL COMMUNICATION BETWEEN SROS, THE DISTRICT, AND
 LOCAL LAW ENFORCEMENT TO ENSURE CONTINUITY OF REPORTING AND
 TRACKING CONCERNING BEHAVIORS.

The Department of School Safety, in accordance with our SRO/administrative protocol, will elevate the importance of full transparency with law enforcement team members, so any and all risks are shared and understood.

	One-Time	On-Going
Phase I		X
Phase II		
Phase III		

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIORITY #5:
 ENSURE CONSISTENCY IN SCHOOL-LEVEL THREAT ASSESSMENT
 REPORTING.

The Department of School Safety provides additional supports and protocols for administrators around threat assessments. The department will continue vetting our procedures and have consistent protocols that provides both transparency and accountability for our staff.

	One-Time	On-Going
Phase I		X
Phase II		
Phase III		

TARGET HARDENING/PHYSICAL SECURITY SUBCOMMITTEE

OVERVIEW OF DECISION-MAKING PROCESS

The subcommittee determined their recommendations using a “Street to Classroom” approach. This is a comprehensive approach. It includes thoughtful planning for target hardening before or during new school builds, and continues to determine how older established schools can most effectively implement target hardening into their own unique environment. Target hardening starts before the first student arrives in the morning, continues through daily classroom learning, and protects the school in the evening hours as well.

The Target Hardening and Physical Safety Subcommittee used recommended protocols for gathering ideas and making decisions including popcorn brainstorming and Fist-to-Five voting. The white board in the room was also used to visualize and organize ideas.

It is important to keep in mind that each school building has its own unique environment, and that they are wildly varied. Our goal was to be able to give recommendations which achieve target hardening in all schools, old and new. Many of these recommendations can be implemented immediately and with relatively low cost to the district. Others will require deeper discussion and a continuing commitment to student safety through funding, staffing and training.

RECOMMENDATIONS

RECOMMENDATION #1 INCREASE PERSONNEL SYSTEM WIDE

- a. It is the committee’s recommendation for Jeffco Schools to have a Campus Supervisor at all middle schools to monitor door entry points, exterior foot patrols, and interior security presence — especially as middle schools integrate sixth-grade students. Middle schools also have a deepening need for a consistent safety and security presence to help monitor, assist with discipline and educate students on security and safety.
- b. High Schools should have a minimum of one Dept. of School Safety trained Campus Supervisor and/or Campus Security Officer for every 425 students. Buildings with an additional entry, would have one additional Campus Supervisor or Campus Security Officer assigned to their location. Buildings, who have needs which exceed the recommendation, can request additional campus safety and security personnel through the Manager of Campus Safety and Security Operations and the Director of Safe Schools.
- c. Every door that has been determined as an entry point should have an appropriately trained campus security staff member staffed at that location throughout the day. This may be in addition to current staffing levels.
- d. School Resource Officers (SRO) coordinated with local law enforcement should be consistent across buildings. Middle schools are showing an increased need for an SRO daily. It is recommended that

district staff, Campus Supervisors and building administrators be involved in further discussion with local law enforcement and a system-wide approach be developed.

- e. Local law enforcement should be encouraged to increase their presence in and around school sites. Elementary schools would benefit from increased patrols as an initial deterrent, along with middle schools. The committee recommends that law enforcement officers be encouraged to write reports in school parking lots, increasing visibility.
- f. Campus Safety & Security Coordinator — The district should have a minimum of one Coordinator per 25 Campus Supervisors/Campus Security Officers to assist with the mentoring, hiring, training, and evaluation of Campus Supervisors and Campus Security Officer. Currently Campus Security Coordinators supervise 80 employees in 25 buildings. If Campus Supervisors are expanded to middle schools, it will increase another 23 buildings (17 traditional Middle Schools, 4 K-8, and 2 Option Schools - Jeffco Open, Manning)

RECOMMENDATION #2 - CONSTRUCTION RECOMMENDATIONS

Department of School Safety should be consulted before any and all construction that could affect the safety or physical security of a Jeffco school. This would include new school builds and remodel of existing structures. It is also important to mention at this time that we also recommend that all budgetary items related to safety and security be moved and managed by the Department of School Safety (Recommendation #6).

This expertise is essential to ensuring that schools are constructed with target hardening and physical safety of students at the forefront of decisions. Installation and implementation of target hardening materials is more cost effective when done while building new structures, as opposed to remodeling and installation after the fact, ultimately saving Jeffco schools money in the long run.

After consultation with the Department of Safety and Security, existing buildings should have target hardening enhancements installed to ensure safety and security of all members of the school community. Mandatory consultation prior to equipment install or remodel will ensure that the safety goals of the school will be met in the most effective way prior to money being spent.

The committee discussed the following enhancements and improvements for all school sites:

- a. Improve the structure, security design, and safety of Entry Vestibules - Every school should have a vestibule that is utilized as the first point of entry during the school day. The entry vestibules at the high school level should be designed to allow visitors into a controlled area, but still requires permission to gain access to the building. The entry vestibules should be staffed by trained personnel - such as Campus Supervisors, not paraprofessionals or administrative assistants, and never students.
- b. Secure and Staffed Entry/Exit Points - Beyond possible street and parking lot improvements, such as vehicle barriers and exterior cameras, the next level of building security starts at building entry points. Every school site should have limited access points through the entire school day, with zero doors propped open.

Elementary/Middle Schools — Schools should have one main entry point that is staffed by trained personnel only such as Campus Supervisors. This camera-based system should be utilized along with a

visitor management system such as Raptor (raptortech.com), to ensure that people have a true need to enter the building and are not a threat. Exterior doors should not be used at any point, and alarms should be installed (and batteries maintained as necessary) to eliminate their use. Additional doors, with a legitimate need for a “staff only” access could have a card / key fob entry installed, where access is limited to school personnel who need access to those doors during the school day. Sites with temporary classrooms should have staffed entry during transitions and those entry doors should remain locked at all other times.

High Schools - As with elementary and middle schools, access to the school site should be limited during school hours. If possible, one access point should be utilized for all entry and exits during the day. This main entry point must be appropriately staffed (Campus Supervisors, Campus Security Officers, or similarly trained personnel by the Department of School Safety only, not administrative assistants or paraprofessionals) at the point of entry when possible or in a place that provides a line of sight and/or vantage point (in close relation to the entry) — to monitor and process visitors, students, and staff who are entering the building more efficiently. Improved entry vestibules should be created, alarmed and correctly staffed as well. All other exterior doors should remain closed and alarmed at all times. Keycard/fob entry at strategic points should be determined based on staff, safety, or security needs. The current footprint of each building, how the site is used and specific needs of each access point should be determined by each school, in consultation with district staff from the Department of School Safety and consultants regarding fire code.

- c. 3M Bullet-Resistant Film on Windows — Using the street to classroom approach, the building exterior, especially near entry points, should have this film installed as soon as funding allows. Any window/glass that would allow access to a building should have this film installed to eliminate the potential for any type of unauthorized access. After this initial installation, classroom door windows should be protected, further reducing the risk of access to students in classrooms and potential casualties. Doors for classrooms that do not currently have an invisible or “out of sight” lockdown location for students should take first priority.

3M Bullet Resistant Window Film Demonstration Video:

<https://www.youtube.com/watch?v=96x2tO9Xuxw>

- d. CCTV (closed-circuit) Cameras — Every school site should have appropriate CCTV camera coverage on the exterior and interior of the site. At a minimum, this camera system should be digital, 8MB or higher, and monitored by appropriately trained staff. The subcommittee realizes that each building is not a “one size fits all” solution. The best way to ensure appropriate coverage is to have the Department of School Safety walk the site and make building based decisions. The following are general, minimum recommendations:

Elementary Schools — Minimum of 12 cameras, which cover the exterior of the building, entry points, and play areas. There should be cameras covering main hallways and common areas, as well as, new camera technology, including a camera installed at eye level at Elementary Schools main entrances.

Middle Schools — Minimum of 25 cameras, which cover the exterior of the building, main entry, common-use entry points (interior and exterior of the entry), gymnasium, cafeteria, commons areas, and hallways. This should also include new camera technology, including a camera installed at eye level at Middle Schools main entrances.

High Schools — Minimum of 60 cameras, which cover the exterior of the building, main entry points, exterior ball fields, parking lots, commons areas (multiple angles), interior cameras which face entry points, gymnasiums, hallways, and libraries.

- e. Improve Lockdown Locations — Every student learning space should have a specific, furniture free, designated location for lockdowns. This space should include an emergency bucket with a lid. This space needs to be purposefully and specifically designed into each space in new construction. It should also be added to lockdown locations in existing schools, as money allows, and with priority to the most exposed lockdown locations in classrooms, an example being temporary building classrooms. It should be marked so that all students and staff (including substitute teachers) know where to go quickly and easily.
- f. Interior Door Locks — Every door in a school building, where an occupancy of five can be expected, should have the same type of interior-door locking mechanism, with no exceptions. Many teachers move from classroom to classroom, so they should be ensured consistency with their lockdown procedures in each location. Interior door locks should be simple and functional, so in an emergency students or untrained staff can effectively utilize them. Neither staff nor students should have to guess in an emergency how to properly lock a classroom door. The practice of entering the hallway in a critical incident or emergency to lock a door should no longer happen. These door locks need to be installed as soon as possible at all sites, ensuring that fire codes are met or exceeded, regardless of cost.

California is expected to pass a similar law requiring inside classroom locks for rooms with 5 or more occupants (AB-3205, see details in link below).

https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB3205

- g. Exterior Doors Should Be Numbered — All exterior doors should be numbered. Numbering should start with the front door and then continue in a clockwise direction around the building. Numbers should be painted in a color that is contrasting to the door it represents. They should be large and visible from the street. Door numbers would help direct emergency responders to a location where help is needed quickly, as well as allow staff to alert emergency responders if students will be exiting the school through a particular door to get out of danger. Door numbering allows for better direction and communication between staff inside the building and law enforcement outside the building in an emergency.
- h. Exterior Door Alarms — All Jeffco Schools should have a localized alarm system, which is installed on all exterior doors. The alarms should be designed to retain the key used to disarm the door, until the door has been realarmed. Those alarms should be installed with magnetic contact strips. Exterior doors with an electronic lock, like a Fob entry, should have alarms installed on the push bar, to allow building wide alarm implementation.
- i. Vehicle Barriers or Bollards — We are seeing more often that violence is being carried out via the use of a vehicle. Vehicle barriers at a school entrance would offer students protection from vehicles with intent to harm. It would also prevent the use of a vehicle to gain entrance to a school.

- j. Remove Modular/Temporary Buildings Used for Classrooms — Temporary buildings should be eliminated from all school sites to meet prior plans and bond recommendations. If elimination cannot be achieved then we recommend at least updating existing structures with ballistic tiles/shielding to better protect the occupants (Please see m. Ballistic Shielding for further details).
- k. Emergency Power and Battery Backup — Schools are using updated technology, so they should have matching power and backup systems in place in case of emergencies. This should include calculations for POE (Power over Ethernet) devices such as phones and wireless access points.
- l. Crime Prevention Through Environmental Design (CPTED) — CPTED principles should be utilized at each new site, and enhancements to existing structures should be completed as funding and safety audits determine. The safety audits will be the driving force to determine which CPTED design principles would work best for each school. There will likely be issues that can be resolved quickly with little cost (trimming or removing bushes, replacing light bulbs with brighter options) and others that would cost more (redesigning an entry point to a school). The key is determining which CPTED designs would work BEST for each school by a staff member who is trained to see where there are vulnerabilities in that school environment.

CPTED Article

- m. Ballistic Shielding for lockdown locations and modular buildings — In new construction, lockdown locations should have shielding embedded in the walls, essentially hidden behind the drywall in lockdown locations to the height necessary to protect kids in lockdown as determined by the design/build professional with safety dept consultation. Existing schools should have ballistic shielding installed as determined by the safety audit and funding availability. Ballistic shielding can come in tiles made of fiberglass, wood based materials, or fibre-reinforced materials, as well as others.

RECOMMENDATION #3 — SAFETY AUDITS

Safety audits should be completed at every site by a trained member of the Department of School Safety, with the results and recommendations from the audit being made more public than current practice. This accountability to parents and community members will provide justification and clarification why specific funding for upgrades to safety and security is needed. Recommended school changes, upgrades and purchases should be brought to light. As these audits are completed, each school will have a prioritized list of improvements and changes that could be funded through a variety of sources (district, PTA, PTO, community, etc.). See the Safety Audit Checklist link here:

Safety Audit Checklist

RECOMMENDATION #4 — MASS TRAUMA KITS INSTALLED IN ALL SCHOOLS

Kits should be located near the automated external defibrillator (**AED**) in each building for a worst case scenario. They include items such as tourniquets, compression bandages, gauze packs, and sterile gloves, etc. Visit this link for more information on the critical role civilians play in emergency situations acting as “immediate” responders, until first responders arrive:

Stop the Bleeding Coalition

RECOMMENDATION #5 — MOVE MAJOR SAFETY BUDGETARY ITEMS AND CONSIDERATIONS UNDER DEPARTMENT OF SCHOOL SAFETY (I.E. CAMERAS, PERSONNEL, CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN - CPTED).

This allows for a formal, and continuing commitment of funding, staff and expertise to exist closer to the top of budgetary decisions. The Department of School Safety will have the greatest knowledge of the priority of needs regarding safety within our schools. They have a working knowledge of the types of target hardening already in place, and how it would be best enhanced or replaced to meet the safety goals of each school. The Department of School Safety should determine where money for school safety should be allocated.

TARGET HARDENING RECOMMENDATIONS THAT ARE ALREADY IN PROGRESS

MASS NOTIFICATION SYSTEM — THIS IS CURRENTLY IN RFP PROCESS AND DISTRICT PLANS.

Every school site should have multiple locations to trigger the lockdown alarm. At a minimum, each entry point must be a part of this system. This system would allow for each site to be locked down much quicker, allowing for students and staff to enter a lockdown scenario as needed. Our ultimate recommendation is that each building is equipped with multiple locations for an emergency lockdown notification to be triggered. School personnel should not have to call or radio the office, explain a situation, and then have the system triggered. Each staff member should have access to this system to be able to lockdown a building as quickly as possible. This group highly recommends a mass notification system, which partners with the District's IT department, which will fully integrate with the District's current phone, network, and server capabilities. This partnership will allow quicker activation of emergency procedures, by utilizing technology to initiate immediate responses.

Benefits of Mass Notification Systems in a School Setting

NOT RECOMMENDED BY TARGET HARDENING

These items were discussed at length but ultimately not recommended at this time. Each item is briefly discussed below.

- a. Arming Teachers — The subcommittee believes that this responsibility should remain with trained Jeffco Security and Law Enforcement personnel.
- b. Metal Detectors — This recommendation would require multiple full-time staff for each metal detector location. This is also something that does not contribute to an overall safe feeling from staff and students. The amount of time to move all school personnel and students into a building was also a discussion point.
- c. Badging System for Students — Badging into a school and classroom might be workable in a smaller setting or in different environments. This system would not secure entries into buildings

as each student could hold doors open for friends, family and community members, which then defeats the ultimate purpose of the system. There appears to be a number of false positives in this type of system.

- d. Ballistic backpacks — This is an expensive solution to a complicated problem, which adds weight to backpacks. This is also something that does not contribute to an overall safe feeling from staff and students and can create a false sense of security.

Finally, target hardening and physical safety recommendations were made with Jeffco students and faculty in mind. Our goal was to achieve the safest physical environment, while still maintaining an enriching learning environment where students can freely interact with faculty. The “Street to Classroom” approach allows for schools to implement common sense safety measures immediately as the district prepares to assist in larger scale measures.

BUDGET ESTIMATES

*The budgetary estimates provided to task force members were intended to provide a rough estimate of resources required to implement task force recommendations. In the event that a recommendation(s) are adopted, a more rigorous evaluation of resource impact will be conducted by district staff which may lead to changes in the estimates below.

Priority	Recommendation	Budget Estimate	Notes
1	Increase Personnel System Wide	\$1.5M	Add campus supervisors at all middle schools and increase campus supervisors at high schools
2	Ensure Consultation from Dept. of Safety/Security on every new school and remodel of existing structures	\$0	
2a	Lockdown Locations	\$0	
2b	Ballistic Shielding (such as tiles)	TBD	Cost dependent on size/location/material of ballistic shielding
2c	Emergency Power and Battery Backup	\$0	High schools and middle schools have emergency generators, emergency lighting in hallways and interior classrooms as well as exit lights in schools without generators have battery backup to those fixtures
2d	Improved Entry Vestibules	TBD	All new buildings and significant remodels have this configuration. The proposed bond has funding

			identified to reconfigure offices, entry vestibules or create sally ports.
2e	Vehicle Barriers or Bollards	\$1M	
2f	Crime Prevention Through Environmental Design	TBD	
2g	Exterior Doors	TBD	All exterior high school doors have local alarms. These were installed by Facilities and apparently are functioning properly. They have significantly reduced unauthorized exiting. Whereas a central alarm system will be remote from the exit point and only lets whomever is monitoring the central station of an unauthorized exit or door left open. The nuisance factor of a local alarm going off, requires the nearest staff member to reset the alarm and secure the door. Cost of this system will have to be worked out with IT, expect the cost to outfit all exterior doors throughout the district to be in the millions.
2h	Remove all temporary buildings	TBD	To date eleven have been removed or demolished. Modular classrooms will continue to be removed after this years' enrollment numbers become available. Also see a. above. On-going capital expense.
2i	Bullet Resistant Film on Windos	Total TBD \$5/square foot	We are unable to provide a cost projection as we don't have bids for this scope of work. The material and install is around \$5 per sq ft)
2j	Secure and Staffed Entry/Exit Points	\$5.8M	
2k	Closed Circuit Cameras	\$2.6M	
3	Safety Audits	\$60K	
4	Interior Door Locks	\$3M	High schools are planned to be completed by the end of the calendar year. Middle schools will follow and then elementary schools. The work is being funded by Facilities without relying on or requesting additional funding from the BOE. The

			installation is performed by district locksmiths. Cost to Facility Department.
5	Mass Trauma Kits installed in all schools	\$30K	\$30,000 includes 2 for every high school, one for each middle and elementary school and one for each JEFFCO facility.
6	Move major safety budgetary items and considerations under Department of School Safety (i.e. cameras, personnel, crime prevention through environmental design - CPTED)	\$0	if budget items or funding gets moved to the DSS then we would require personnel to help manage the budget

DISTRICT RESPONSE: TARGET HARDENING/ PHYSICAL SECURITY SUBCOMMITTEE

The implementation plan below articulates the order in which recommendations from the Safety and Security Task Force will be considered and is contingent on available resources. The implementation plan is articulated in three phases:

- Phase I (Immediate) - These are recommendations that the district already has underway in some form, or will consider implementing within the next six months.
- Phase II (Short Term) - These are recommendations that the district will consider implementing within the next six months to two years.
- Phase III (Long Term) - These are recommendations that the district will consider implementing in the next two years and beyond.

The use of matrices (example below) is intended to summarize the phase in which recommendations are considered. The use of the matrices is for recommendations that require additional resources. The matrix distinguishes between resources that would be one-time expenditures and those that would require an on-going resource commitment. Recommendations that do not require resources may not be reflected in the matrices, but rather explained in the response from district staff.

Example:

	One-Time	On-Going
Phase I		X
Phase II	X	X
Phase III		

(In the above example, Jeffco Public Schools will consider the recommendations referenced in Phase I and Phase II. In Phase I, the implementation of the recommendations would require an on-going commitment of resources. In Phase II there are recommendations that will be considered that would require an allocation of one-time resources and on-going resources.)

DISTRICT RESPONSE/IMPLEMENTATION PLAN RECOMMENDATION # 1: INCREASE PERSONNEL SYSTEM WIDE

- a. Campus supervisor (CS) – Implementation would include Phase I identifying eight middle schools across the county and one campus supervisor coordinator to oversee the work with the expectation over the course of next two to three years (Phase II) to have full implementation of one CS per middle school. This phase-in approach provides the department with the ability to

vet and hire quality candidates, expand our program thoughtfully, and improve our practice through each phase.

- b. Campus supervisor or security officer (CSO) for every 425 students at the high school level – Based on the expectation of 425 students per CS/CSO the department will evaluate current staffing resources and include specific problematic indicators that may lie outside the boundaries of 425 per school and require increased staffing due to needs (i.e. Jefferson Jr./Sr. High School and Alameda Jr./Sr. High School that have a middle/high school model).
- c. Entry point doors – Jeffco has adopted this model over the past year and all high school programs by the end of the current school year (2018-19) will have this practice fully implemented.
- d. SROs coordinated with local law enforcement – The Department of School Safety has an extremely valuable and important partnership with law enforcement that includes ongoing dialogue, training, review, and best practice scenarios that are vetted by both organizations collaboratively.
- e. Law enforcement increased presence in and around schools – This is an ongoing conversation, however, the ability to provide this coverage and consistency is based on the volume of work that each law enforcement agency handles on a daily basis.
- f. Campus safety and security coordinator – The Department of School Safety currently operates with this model (approximately 25 per coordinator). We'll continue to evaluate the model and its effectiveness on school programs related to the overall goal of safe and secure schools.

	One-Time	On-Going
Phase I	X	
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN RECOMMENDATION #2:
CONSTRUCTION RECOMMENDATIONS**

- a. Entry vestibules – The district has identified through the bond proposal, vestibule options for schools. Implementation will be based on the success of the bond election.
- b. All elementary and middle schools have fully secure entry doors, however the high schools do not. We have an expectation and are working with high schools to fully implement and secure all entry/exit doors not identified as main entry. Our patrol division routinely checks schools for potential concerns with open doors.

- c. The district has been evaluating the use of window film for approximately three years. Our analysis indicates that there are various window structures to which window film may be applicable. Our belief is that entryways would be a key component to provide additional securities, however high side and window doors would be less effective. Implementation to date has been on hold due to unavailable resources, and the installation must be district wide in nature. Success on the 2018 ballot questions would accelerate an implementation district wide.
- d. Closed circuit cameras have been identified and included in the bond proposal. Currently, the district has cameras in place at many of our sites; however, ongoing evaluation of our sites and the needs at each site continues to be elevated priority. Implementation of the minimum recommendations by level would be dependent upon the 2018 bond success and other budgeting support over the next three years.
- e. Improved lockdown locations – The Department of School Safety is responsible for facilitating, training, and conducting lockdown drills with schools across the district. Through training and communication an emphasis will be placed on working with educators to identify areas of opportunity for improved locations.
- f. Interior door locks – This has been pre-identified and ongoing work has been in place for the past six months and will continue until all doors have been fully retrofitted to the new mechanism. The district will seek grant opportunities to help offset the cost of new door locks.
- g. Exterior doors numbered – The Department of School Safety supports the numbering of both internal and external doors across the district in all buildings. We are evaluating size, color, and type of identification with our law enforcement partners to initiate consistent practices using current district resources.
- h. Exterior door alarms – Over the last two years, the district has installed exterior door alarms at all high schools. The district initiated an educational program within each high school for district staff related to the impacts and function of the alarm system. Middle schools are now the immediate focus and the implementation of these alarms in both middle and elementary schools are outlined in the five to seven-year capital improvement plan, a portion of which will be funded by a successful bond election.
- i. Vehicle barriers or bollards – The district will continue to evaluate a potential use of vehicles to intrude on our school buildings; however, at this time the use of vehicles to enter schools or created violent threats has been extremely rare. We believe that bollards provide a target hardening aspect for schools to secure both students and the building from intrusion by vehicle. Because we have an environment of new student drivers, bollards would be an additional safety aspect in consideration of those inexperienced drivers.
- j. Remove modular buildings – The district has been removing modular classrooms yearly and has a plan through capital improvement to house students permanently in a brick and mortar setting over the course of that five to seven-year plan. The district has developed a leasing program as opposed to direct purchase and continues to discuss safety upgrades for any buildings leased due to overcrowding in areas of the district.

- k. Emergency power and battery backup – All high schools and middle schools are equipped with limited circuit generators for emergency lighting. A small number of elementary schools have this same resource, however many do not. Implementation of this particular recommendation to equip all schools with backup power for all components of school operations as well as power over ethernet (for phones and wireless access points) would be a substantial cost to the district.
- l. Crime prevention through environmental design (CPTED) – The district is committed to including members of the Department of School Safety on the design team or planning team to implement and/or reference CPTED for any and all upcoming new builds and additions.
- m. Ballistic shielding – The district is committed to an evaluation of both new and existing buildings as to the recommendation of ballistic shielding. The following entities will be included in that evaluation, the Department of School Safety, department of facilities, design and construction and our law enforcement partners.

	One-Time	On-Going
Phase I		X
Phase II	X	X
Phase III	X	X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN RECOMMENDATION #3:
SAFETY AUDITS**

- Implementation of this would require one FTE to support all 155 schools. Their work would be dedicated to the audit, the findings, and then next steps in collaboration with school and district leadership on how to make adjustments/improvements on their findings.
- Our audit is based on the U.S. Department of Education Safe and Healthy Students that recognizes the elements of CPTED.

	One-Time	On-Going
Phase I		X
Phase II		X
Phase III		

DISTRICT RESPONSE/IMPLEMENTATION PLAN RECOMMENDATION #4:
MASS TRAUMA KITS INSTALLED IN ALL SCHOOLS

- In partnership with our director of nurses and the Chief Student Success Officer, we identified mass trauma kits and would be able to implement this immediately based on resources available.

	One-Time	On-Going
Phase I	X	
Phase II		
Phase III		

TACTICS AND RESPONSE SUBCOMMITTEE

RECOMMENDATIONS

PRIMARY RECOMMENDATION — ADDITIONAL STAFFING & TRAINING FOR SAFETY AND SECURITY PERSONNEL.

Beginning the 2018-2019 school year, sixth grade is being realigned to the middle school campuses. This increase is significant proportionally and creates additional needs for the campuses.

- a. The subcommittee recommends that a campus supervisor should be added to each middle school by 2019-2020 school year.
- b. The subcommittee also recommends that the district prioritize funding in order to help local law enforcement to fund the implementation of SROs at all middle and high schools.
- c. 2. The committee believes that R-1 Security should be expanded. Currently, Jeffco R-1 Security has 24 armed personnel (18 uniformed), 6 supervisors, and 78 unarmed campus security personnel.
- d. First, one campus monitor from each comprehensive high school should be promoted and trained to meet the armed R-1 security standards. This reclassification may be titled Campus Based R-1 Security Officer. This additional training and resources would provide immediate support to SRO and provide a highly regulated, highly supervised method for the district to add additional lethal protection to high school campuses under current district framework
- e. Second, the subcommittee recommends that all armed R-1 Security and including Campus Based Officers should also be certified as TASER operators and TASERs should be deployed as a less lethal force option. TASER weapons have a proven history as a lifesaving tool in a wide variety of environments, including school settings, and have proven to reduce risk of injury to all those involved. If additional armed security personnel is added to the district, so too should less lethal force options.
- f. The outdoor lab schools are isolated geographically and are particularly vulnerable. The subcommittee recommends that these distinct entities may need additional security and/or current staff should be armed.

RECOMMENDATION #2 — ADDITIONAL TRAINING FOR ALL STAFF AND SPECIFIC WORKGROUPS.

The sub-committee believes that the Standard Response Protocol is best practice and the appropriate model for Jefferson County R-1 school safety training and emergency response. Training of SRP principles needs improvement. The committee recommends:

- a. Mandatory training 3 times per year on SRP for all school based staff – Staff training could include on-line training modules, staff meetings, in-service training, drills, or other methods. Special attention needs to be paid to non-certified staff, support staff and substitute teachers.
- b. Currently JeffCo Policy requires one lockdown drill, per facility per year. Those drills are habitually conducted during instructional time periods. The committee recommends that each facility, to include administrative and support facilities, should be required to conduct two (2) Lock Down drills per school year. The first drill should be announced and should be instruction-focused. The second drill should be conducted during non-instructional times such as lunch/recess. Especially at the middle and high school levels, attention needs to be focused on conducting Lock Down drills during non-instructional times (passing periods, immediately before school, during lunch and recess periods.)
- c. The subcommittee believes that additional community education is needed and recommends that the district should post a standardized safety video for SRP and Reunification. Additional safety and security policies and procedures could be incorporated if needed. Video links should be put on the district website.

RECOMMENDATION #3 —IMPROVED ACCESS FOR LAW ENFORCEMENT

School emergencies evolve rapidly, are complex, and regularly involve multiple law enforcement, fire and EMS agencies as first responders. Pre-planning for these events is critical to improve access to and navigation within facilities, to reduce communication errors and to provide immediate tactical control/intervention. The subcommittee recommends that all R-1 facilities schools, support and administration should be pre-planned, all staff should be trained to SRP standards, and all facilities should be staged. Specifically;

- a. Maps to all facilities should be available and should be clearly marked.
- b. Room numbers should be posted inside all rooms visible from hiding locations.
- c. Room numbers should be posted, facing out on exterior windows.
- d. Doors (or groups of doors) should be numbered and labeled.
- e. Master keys should be easily accessed by Law Enforcement.

The subcommittee recognizes that there are school-based staff conceal carry weapons programs. The subcommittee recommends that district staff study successful programs where school staff is armed in order to determine if such programs would work for Jeffco. Prior to implementation any armed staff program must address: weapons handling and retention, de-confliction, mindset and critical decision-making, staff emotional wellness and resiliency, and a communications strategy, as well background checks and psychological evaluations for any staff who would participate. The program would also need to address continued training for participants to the same standard as uniformed R-1 security.

BUDGET ESTIMATES

*The budgetary estimates provided to task force members were intended to provide a rough estimate of resources required to implement task force recommendations. In the event that a recommendation(s) are adopted, a more rigorous evaluation of resource impact will be conducted by district staff which may lead to changes in the estimates below.

Priority	Recommendation	Budget Estimate	Notes
1	Additional Staffing & Training for Safety and Security Personnel	\$1.5M	The cost of Taser and training is approximately \$60,000 for the amount of personnel we currently have. Arming 1 campus supervisor per school would require additional \$8,000 in salary annually per person and \$8,000 in training and 1x equipment costs for 24 existing FTE is an approximate \$384,000 1st year cost. Second year cost would reduce to \$275,00 as equipment is not needed
2	Additional Training for All Staff and Specific Workgroups	\$55K	This would require an additional 1 FTE @ \$55,000 for the recommended additional SRP training for employees
3	Improved Access for Law Enforcement	\$150K	

DISTRICT RESPONSE: TACTICS AND RESPONSE SUBCOMMITTEE

The implementation plan below articulates the order in which recommendations from the Safety and Security Task Force will be considered and is contingent on available resources. The implementation plan is articulated in three phases:

- Phase I (Immediate) - These are recommendations that the district already has underway in some form, or will consider implementing within the next six months.
- Phase II (Short Term) - These are recommendations that the district will consider implementing within the next six months to two years.
- Phase III (Long Term) - These are recommendations that the district will consider implementing in the next two years and beyond.

The use of matrices (example below) is intended to summarize the phase in which recommendations are considered. The use of the matrices is for recommendations that require additional resources. The matrix distinguishes between resources that would be one-time expenditures and those that would require an on-going resource commitment. Recommendations that do not require resources may not be reflected in the matrices, but rather explained in the response from district staff.

Example:

	One-Time	On-Going
Phase I		X
Phase II	X	X
Phase III		

(In the above example, Jeffco Public Schools will consider the recommendations referenced in Phase I and Phase II. In Phase I, the implementation of the recommendations would require an on-going commitment of resources. In Phase II there are recommendations that will be considered that would require an allocation of one-time resources and on-going resources.)

DISTRICT RESPONSE/IMPLEMENTATION PLAN PRIMARY RECOMMENDATIONS: ADDITIONAL STAFFING & TRAINING FOR SAFETY AND SECURITY

STAFFING:

- a. Please refer back to campus supervisor implementation plan under the climate and culture recommendations.

- b. Our law enforcement entities fund an SRO at all high schools and most middle schools. Ongoing dialogue with our partners will be utilized to determine needs and next steps with this recommendation.

TRAINING:

- a. We've previously prepared a proposal and submitted it for review with a plan to implement this recommendation pending approval.
- b. The Department of School Safety will meet with our law enforcement officers and identify opportunities for joint training to ensure we understand the safe transition of arming our patrol officers with tasers.
- c. The Department of School Safety has identified our outliers to include Outdoor Lab and are evaluating the need to support and provide security for those programs/activities. We are developing a plan for this with input from risk management, Outdoor Lab schools, and leaders within the extracurricular programs.

	One Time	On-Going
Phase I	X	
Phase II		X
Phase III		X

DISTRICT RESPONSE/IMPLEMENTATION PLAN RECOMMENDATION #2:
ADDITIONAL TRAINING FOR ALL STAFF AND SPECIFIC WORKGROUPS.

- a. The Department of School Safety is committed to producing a pool of video vignettes that include all safety protocols for staff to train and learn from. Schools and leadership would have access to these videos for training and onboarding at any given time.
- b. The district has been moving toward this standard of additional lock down trainings during non-classroom times of the day.
- c. The department created a video for the standard response protocol (SRP) for students and staff to be seen during a lockdown drill. The department is committed to developing a community-based video that aligns with our protocol and provides parents information on the SRP without sharing tactical consideration critical to safety.

	One Time	On-Going

Phase I	X	
Phase II		X
Phase III		X

**DISTRICT RESPONSE/IMPLEMENTATION PLAN RECOMMENDATION #3:
(A-E) — IMPROVED ACCESS FOR LAW ENFORCEMENT**

We believe items “a” through “e” are high-priority items that do not require capital investment. We are in the process of discussing implementation strategies for each of the recommendations that would be in place by the spring of 2020.

However, the suggestion regarding a conceal carry program study has been an ongoing study and discussion for many years in Jeffco. We are committed to continued evaluation and research to base our decisions on what is safest for our community.

	One- Time	On-Going
Phase I	X	X
Phase II	X	X
Phase III		

CONCLUSION

This Task Force recommends that a School Safety Committee continue to be a part of the guidance that the Jeffco School District receives from the community.

As members of the Jeffco School Safety and Security Task Force, we support the above recommendations articulated by the subcommittee on which we served.

Climate and Culture	Threat Assessment and Management	Target Hardening/Physical Security	Tactics and Response
Sarah Davidon	Jacque Baker	David Benke	Riley Bowman
Shawna Fritzler	Heilit Biehl	Kristen Dobrowski	Sara Brunken
Tina Gurdikian	Lisa Cook	Rick Freeman	AJ DeAndrea
Theresa Howell	Dave Jeary	Will Hall	Katie Herrera
Gregg Kildow	Kristen Krueger	Laura Hartley	Gregory Hill
Meredith Lager	Shelly Morris	Cheryl Mosier	Jennifer Kendall
Jeff Pierson	John Nicoletti	Greg Nidy	Jonna Levine
Kelly Price	Laura Oliver	Mishan Pils	Caryn McCormick
Mary Stahl	Sari Weichbrodt	Jamie Robinson	Tim Read
Nick Taylor		Brandon Rood	Lang Sias
Karen Tonso		Mya Sapien	Al Simmons
Lori Young			Doug Stephens
			Jason Thompson

DISTRICT RESPONSE: CONCLUSION

In alignment with recommendations from the School Safety and Security Task Force, Jeffco Public Schools will establish a Superintendent advisory group on the topic of safety and security. The group will work alongside the Department of School Safety to advise on department and district policies and practices as they relate to school safety. The work of this group will include advisement on the implementation of recommendations presented by the School Safety and Security Task Force.

	One-Time	On-Going
Phase I		X
Phase II		
Phase III		

LETTER OF DISSENT

Board of Education
Jefferson County Public Schools
1829 Denver West Drive #27
Golden, Colorado 80401
September 20, 2018

Re: Letter of Dissent to the Jeffco School Safety Task Force Final Report

Dear Members of the Jeffco School Board:

I am a Jeffco Schools community member and had the honor of serving on the School Safety Task Force. In addition to my expertise that comes through having children and grand-children educated in the District, I am also an academic scholar (retired as a tenured faculty from a School of Education at a research university), with expertise not only about gun violence in schools, but also as a professor of research methods at the graduate level, and have served as a reviewer of educational research proposals seeking federal funding. Here, I write to share a concern that arises from a recommendation included in the Final Report of the Task Force.

Allow me to clarify that what I have to add to Task Force efforts, via this letter, have not been part of Task Force conversations. I was a member of the Climate and Culture subcommittee. I have no doubt whatsoever that the recommendation (with which I here take exception) was arrived at through deep conversations of the Tactics and Response Subcommittee. However, because of the structure of Task Force conversations, I was not party to their conversations, and thus expertise that I believe bears on this recommendation could not be shared.

In the document available to me for review as of 3 p.m. on Sept. 20, 2018, the Tactics and Response Subcommittee writes, “The subcommittee recommends that district staff study successful programs where school staff is armed in order to determine if such programs would work for Jeffco...” (underline added for emphasis). The language in the recommendation highlighted raises in my mind concerns about research bias. Please allow me to explain my thinking.

- First, at present, as far as I am able to ascertain, no systematic research studies of armed-school-staff programs have been published. Overwhelmingly, the position papers that exist were written by authors justifying a position grounded not in empirical research evidence, but in ideological affiliations. As such, these position papers fail to meet the federal standard of evidence-based research for school policy decisions.
- Second, the focus on “successful” programs begs the issue of how one ascertains what makes such an armed-school-staff program successful or not. What it means for any armed-school-staff program to be successful is far from settled, and would itself need to be part of research completed prior to examining armed-school-staff programs. Tonso, Letter of Dissent, p. 2
- Third, the recommendation in question suggests (by omission) that unsuccessful programs would not be studied, a limitation that is from the outset biased toward

“successful” programs. Based on my experience as an educational researcher, negative case analysis provides a necessary way that one examines test cases and early adoptors when making policy decisions about extending these programs more widely. That is, there is much to be learned from settings (in and out of schools) that include armed individuals who are not badge-carrying, uniformed law enforcement officers trained in that profession, and how such armed individuals contribute to the resolution or other outcomes related to armed-shooter situations, among other things.

- Finally, with all due respect for the skills of district employees, a research study of armed school-staff programs is a complex undertaking requiring skills that may fall outside the range of those normally found in a district. What is needed is careful research done by skilled educational or criminaljustice researchers and published via a peer-reviewed process in respected academic journals. Such a process provides ways to prevent research bias and to develop educational policy informed by empirical evidence.

Whether or not I agree with arming school staff, from the vantage point of an educational researcher who routinely vetted studies for their research methodology, the recommendation as currently worded seems unlikely to provide the kind of clear-cut evidence needed to make such a momentous policy decision related to the safety and well-being of our students. Ideally, research would be underway to study the implementation of armed-school-staff programs in other states and to consider such research to be pilot studies, because of the lack of prior research on armed-school-staff programs. However, I know of no such effort. In my humble opinion, this recommendation should not be implemented without considerable revision as suggested above.

Sincerely,



Karen L. Tonso, Ph. D.
Professor Emerita
Wayne State University (Detroit)