



COLORADO SCHOOL SAFETY GUIDE

Phil Weiser
Attorney General



2019

Prepared by

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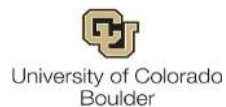
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in collaboration with the
Office of Community Engagement
Safe Communities Safe Schools



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CONTENTS

MESSAGE FROM ATTORNEY GENERAL PHIL WEISER	5
MESSAGE FROM ATTORNEY GENERAL CYNTHIA H. COFFMAN	6
ACKNOWLEDGEMENTS	7
I. INTRODUCTION	8
Purpose	8
School Safety Background	9
Guide Overview	10
Confidence Continuum for Programs	11
Key Components of School Safety	16
II. SCHOOL SAFETY PLANNING PROCESSES AND PROCEDURES	17
PHASE 1: PREVENTION AND SITE-BASED ANALYSIS	17
A. District and School Safety Teams	17
B. Safe Communities Safe Schools Model	18
C. Claire Davis Act School Safety Act (C.R.S. 24-10-106.3)	19
D. School and District Level Site-Based Analysis Tools	19
E. Student-Level Site-Based Analysis Tools	23
F. Community-Level Site-Based Tools and Resources	32
G. Evidence-Based Prevention Programs and Policies	34
H. Mental Health Toolkit	45
I. Prevention Resources for School Officials, Parents, and Students	45
J. Discipline Strategies	47
PHASE 2: PROTECTION	48
A. District/School Safety Emergency Response Team(s)	48
B. Standard Response Protocol	49
C. FEMA’s National Response Framework	50
D. National Incident Management System	50
E. Emergency “Go-Kits” for Administrators and Teachers	51
F. Standard Reunification Method from “I Love U Guys” Foundation	51

PHASE 3: MITIGATION	54
A. Standard Response Protocol (SRP)	54
B. Fire Drills	55
C. Safe2Tell	55
D. Interagency Information Sharing Agreement (IISA)	56
E. Law Enforcement Involvement	57
PHASE 4: RESPONSE	59
A. Lockdowns	60
B. Lockouts	60
C. Evacuate	60
D. Shelter	61
E. Fire Drills	61
F. Reunification	62
G. Communication Considerations	63
H. Psychological First Aid	64
PHASE 5: RECOVERY	66
A. Psychological/Emotional Recovery	67
B. Academic Learning Recovery	68
C. Physical/Structural Recovery	68
D. Business/Operations/Fiscal Recovery	69
III. SCHOOL SAFETY TOOLS AND RESOURCES	70
District Crisis Response Team Function and Staff List	70
Incident Command Team Organizational Charts	71
District and School Emergency Supply “Go Kits”	73
Emergency Preparedness Checklist (CSDSIP)	76
Building Security Checklist (CSDSIP)	86
Response Protocol for Death of a Student or Staff Member	94
Sample Letters to Parents and Media	96
Lockdown by Accident	96
Lockout by Law Enforcement	97

Lockout by Principal or Staff Decision	98
Threat Made by Student on Social Media	99
Evacuation, Stay-Reunify	100
Evacuation due to Gas Smell.	101
Threat Made by Outside Person on Social Media	102
Investigatory Trespass Notice	103
Permanent Trespass Notice	104
Student Death Named, No Reason Given.	105
Student Death Named, Suicide	106
Student Death Named, Accident	107
Safe Communities Safe Schools (SCSS) Action Planning Questionnaire	108
Trauma Screener Tool and Instructions	123
Child and Adolescent Trauma Screen (CATS) - Youth Report (Ages 7-17)	123
Child and Adolescent Trauma (CATS) Screener Instructions	126
Columbia-Suicide Severity Rating Scale	128
School Safety-Related Legislation in Colorado	130
SB 08-181	130
SB 11-173	130
SB 15-213.	130
SB 15-214	130
HB 16-1063	130
C.R.S. 22-32-109.1	130
Student Pre-enrollment Checklist Example.	131
Sample Language for District Policies	133
Safety, Readiness and Incident Management Planning	133
Disaster Planning	133
Report on the Arapahoe High School Shooting	133
Columbine Review Commission's Report.	134
Sandy Hook Elementary School Report.	134
IV. EVIDENCE-BASED PROGRAMS IN BLUEPRINTS REGISTRY	135

Elementary School Programs	135
Middle School Programs	139
High School Programs	143
V. REFERENCES	146

TABLES AND FIGURES

FIGURE 1: CONFIDENCE CONTINUUM FOR PREVENTION-BASED PROGRAM QUALITY	12
TABLE 1: COLUMBINE REVIEW COMMISSION’S RECOMMENDATIONS FOR SCHOOL SAFETY	13
TABLE 2: TOP 10 RECOMMENDATIONS FOR FOUNDATIONAL SCHOOL SAFETY	14
TABLE 3: SAFETY EXCEPTION UNDER FERPA	25
TABLE 4: TEN KEY FINDINGS FROM THE SAFE SCHOOL INITIATIVE	28
TABLE 5: JUVENILE ASSESSMENT CENTERS (JACs) IN COLORADO	31
TABLE 6: TIER 2 EVIDENCE-BASED PROGRAMS	40
TABLE 7: TIER 3 EVIDENCE-BASED PROGRAMS	42
TABLE 8: TIER 3 SUICIDE PREVENTION SCREENING AND ASSESSMENT TOOLS	43

MESSAGE FROM ATTORNEY GENERAL PHIL WEISER



Attorney General Of Colorado
Phil Weiser

April 2019

Dear Colleagues:

Twenty years ago, when the Columbine High School massacre rocked Colorado and our country, the question we asked was: “How could this possibly have happened?” Today, as school-related violence continues to increase, and in the wake of too many tragedies, the question has become: “Where will it happen next?”

This guide and these resources are meant to help you, our frontline school safety professionals, in your most important responsibility: keeping Colorado’s students safe from violence, and making sure that, to the greatest extent possible, there is no “next time.” Whether you are a teacher, a school safety officer, a counselor, an administrator, or simply a concerned citizen, this guide provides concrete, actionable, and evidence-based tools to protect our school communities.

I am truly grateful to my predecessor, Attorney General Cynthia Coffman, for her leadership in supporting school safety across our state. I am also thankful for the contributions of Dr. Sarah Goodrum, of the University of Northern Colorado, Bill Woodward of the University of Colorado Boulder, and the professionals listed in the Acknowledgments Section, all of whom worked diligently to make this guide a success.

The challenges posed by school-related violence cannot be solved by any one approach, any one agency, or any one solution. There is, in other words, no one-size-fits-all solution. But through collaborative, evidence-based problem solving – which is precisely what this guide represents – we as Coloradans can take on this epidemic and do our best to keep our students safe.

Sincerely,

Phil Weiser
Colorado Attorney General

MESSAGE FROM ATTORNEY GENERAL CYNTHIA H. COFFMAN



Attorney General Of Colorado
Cynthia H. Coffman

December 6th 2018

Dear Colleagues,

From threat to action, from risk to reality, our state and nation are experiencing an unprecedented rise in school-related violence. Those who work in school safety no longer are asked basic questions about what their jobs involve; instead parents and communities want to know, “Can you ensure our children are safe at your school?”

You shoulder a tremendous load whether you counsel students through crisis, participate in threat assessments, coordinate lockdown drills, intervene to prevent a planned school attack, or support parents struggling to raise healthy children in a stress-filled environment. Whatever your role in protecting kids, you operate in a world of “what if?” and “when?”

The Colorado School Safety Guide is offered in response to the need for more resources to support your work. It’s my hope that the practical safety tools and resources gathered here, along with information on best practices and evidence-based programs, will help you as you are helping others.

I have been honored to work on this project with Dr. Sarah Goodrum and Bill Woodward of the University of Northern Colorado and the University of Colorado Boulder, respectively. Together they applied their considerable knowledge and talent to take an idea and bring it to life in this first-of-its-kind document for school safety practitioners.

Thank you also to the dedicated professionals listed in Acknowledgments who volunteered their time and shared their perspectives to create a valuable reference guide for their peers.

In closing, allow me to offer a final appreciation to you for safeguarding our students and schools. Coloradans owe you a debt of gratitude that we cannot possibly repay.

Most Sincerely,

Cynthia H. Coffman
Attorney General

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If you would like to provide feedback on the Colorado School Safety Guide, please email ssg@colorado.edu.

I. INTRODUCTION

PURPOSE

The 2019 Colorado Attorney General’s School Safety Guide provides information on the best practices and evidence-based programs for promoting safety and preventing violence in school settings. The guide is breaking new ground by using lessons learned to identify and promote best practices for school safety. The guide prioritizes the programs and practices shown to be most effective based on research, making it both distinct from and a compliment to other school safety resources in Colorado (e.g., [Colorado School Safety Resource Center](#))¹. As an accompaniment to the Attorney General’s [Colorado School Violence Prevention: A Legal Manual](#) (2018), this guide should prove helpful to school administrators, district officials, teachers, counselors, psychologists, law enforcement officers, community officials, faith-based leaders, parents, and students.

Since the first edition of this guide in 1999, significant changes have emerged in school safety-related legislation and violence prevention research in Colorado and around the United States. This fifth edition provides updated information on state and federal legislation, including the Family Educational Rights and Privacy Act (FERPA), Colorado’s Claire Davis Act, Information Sharing Strategies, and Intelligence Gathering Strategies (e.g., Safe2Tell).

To create a user-friendly guide, we have compiled the best available resources on school safety. It is important to note that not every school or district faces the same safety challenges. Thus, district and school officials will need to first assess their needs and then select and implement the programs and policies to strategically address those needs. This guide seeks to address the needs of school districts of all sizes (e.g., rural, urban) so that schools can customize programs and procedures to meet their own safety needs.

¹It is important to note that the guide is not a consensus document; instead, the recommendations included in the guide are supported by research evidence.

SCHOOL SAFETY BACKGROUND

Like other states, Colorado has witnessed several tragic school attacks and emergencies over the last several years. In 2001, the [Columbine Review Commission](#) noted that the shooting at Columbine High School became “a defining moment for that generation” (Erickson, 2001, p. 136). The Columbine Review Commission’s (Erickson, 2001) recommendations for schools are still relevant today, and encourage schools to create: (1) emergency crisis plans, (2) emergency tool kits, (3) emergency response team rehearsals, (4) threat assessment teams, (5) trainings for SROs as first responders, (6) plans to mitigate the code of silence, (7) an anonymous reporting system for “tips”, (8) bullying prevention programs, and (9) interagency information sharing agreements (see Table 1). The [Colorado School Safety Resource Center](#), which was created by state legislation in 2008, offers an excellent source of information on school safety related tools and templates, trainings, and grant writing support.

The [Report on the Arapahoe High School Shooting](#) (Goodrum and Woodward 2016) identified information sharing, threat assessment, and adaptive leadership as critical to the prevention of violence and promotion of safety in schools. Indeed, over the last twenty years, schools and communities have made tremendous progress toward improving school safety, particularly in target-hardening and emergency response planning. Efforts to implement effective information gathering systems, threat assessment and management procedures, and school climate and mental health initiatives have proven more challenging (Elliott, 2009). The challenge arises, in part, from the large number of safety-related programs available to schools and the limited amount of time and resources school staff have to examine and adopt these programs. This guide seeks to mitigate that challenge by including information on the evidence-based programs and best practices for school safety and by “scoring” each program and practice on a confidence continuum (see Figure 1).

While parents, students, schools, and others can sometimes have competing or differing interests and standards, everyone recognizes that school safety is a priority. Indeed, schools have a legal obligation to students and parents have expectations that school officials will do what they can to keep their children safe. The Claire Davis School Safety Act (SB15-213) states that school districts, charter schools, and their employees have a duty to “protect students, faculty, and staff from foreseeable harm” (C.R.S. 24-10-106.3). In addition, schools have “a duty to exercise reasonable care to protect all students, faculty, and staff from harm”

(C.R.S. 24-10-106.3). School officials often ask “What is a reasonable standard of care?” These recommendations provide guidance on that reasonable standard of care for school safety. At the same time, school safety is a complex and changing issue both in Colorado and the U.S., which means that we are always learning more about our students’ needs. As a result, the guide will need to be updated as our knowledge of and the interventions for school and student safety improve.

Research repeatedly suggests that safety is dependent upon climate – in schools, business, and government agencies. Following a study of 37 school shootings, the U.S. Secret Service and Department of Education’s [Final Report and Findings of the Safe School Initiative](#) identified seven elements and tasks for creating a safe school climate, including: (1) assessing the school’s emotional climate, (2) emphasizing the importance of listening in schools, (3) adopting a strong, but caring stance against the code of silence, (4) preventing and intervening in bullying, (5) involving all members of the school community in the planning, creating, and sustaining of a culture of safety and respect, (6) developing trusting relationships between each student and at least one adult at the school, and (7) creating mechanisms for developing and sustaining safe school climates (Vossekuil et al., 2004). These elements help school officials create psychologically safe spaces and organizations, where people feel safe making mistakes, discussing problems, and questioning authority. [Simon Sinek](#) has argued that these safe spaces start with safe leaders, because when people feel safe to report concerns and admit mistakes, the culture and climate improves and people do better work.

GUIDE OVERVIEW

School safety is a comprehensive and cooperative endeavor, which requires the participation of school and district officials, emergency responders, teachers (who are often the first responders in a crisis), mental health providers, parents, and students. Knowing the plan and practicing the plan for a potential crisis can help everyone remain calm, execute their role, and behave as safely and efficiently as possible. A thoughtful plan and practice preparations can create a more effective response and a more functional recovery and restoration. This guide seeks to connect a standard of care for physical security with the culture and climate in schools.

The University of Colorado Boulder’s Center for the Study and Prevention of

Violence’s [Safe Communities Safe Schools](#) (SCSS) Model provides a comprehensive and integrated approach to school safety (see [Kingston et al., 2018](#)). The SCSS Model encourages school leaders to collect data at the student, staff, and community level to identify gaps and needs related to safety and behavioral concerns. The data can inform the selection of programs for the strategic prevention of violence and promotion of safety in schools.

Like FEMA, this guide identifies five components of school safety planning, including: (1) Prevention (i.e., actions taken to decrease the likelihood an emergency will occur) and Assessment (i.e., collection and analysis of data to identify gaps and select programs), (2) Protection (i.e., actions taken to prepare schools to respond in a rapid, coordinated and effective manner; developing a school emergency plan to identify who should respond in an emergency), (3) Mitigation (i.e., actions taken to eliminate or reduce risks, injuries during an emergency and to minimize or reduce the impact of an emergency), (4) Response (i.e., ability to quickly implement the phases outlined in the prevention and preparedness sections), and (5) Recovery (i.e., process of restoring the school’s learning environment and infrastructure).

CONFIDENCE CONTINUUM FOR PROGRAMS

Each program, policy, or practice listed in this guide is given a confidence continuum score (see Figure 1)². The scores range from 1 to 5, with a 1 representing a program with no or limited evidence supporting its effectiveness and 5 representing a highly effective evidence-based program. The goal is for schools and communities to only rely on high-quality evidence-based programs, but evidence-based programs do not exist for all social problems and safety concerns facing children and schools today (e.g., social media addiction, social media safety, infrastructure protection). Yet, school staff, parents, and students need resources to address and prevent these problems today, not tomorrow or next week. Thus, in the cases where no research currently exists on the practice, program, or policy, we provide information on “best practices.” Best practices represent well-regarded and widely used efforts to promote safety, but these will be given a lower confidence score than evidence-based programs, because research has not yet been conducted testing the effectiveness of these practices. Please note that it is strongly encouraged that

² This is a modified version of the confidence continuum developed by [Blueprints for Healthy Youth Development](#).

- whenever possible - schools and districts implement evidence-based programs to promote safety and prevent violence.

FIGURE 1: CONFIDENCE CONTINUUM FOR PREVENTION-BASED PROGRAM QUALITY

The programs listed in the guide are placed on the below-described confidence continuum (CC score) based on the evidence supporting the effectiveness of the program in improving outcomes for children, families, schools, and communities.

	CONFIDENCE CONTINUUM FOR PREVENTION-BASED PROGRAM QUALITY				
CONFIDENCE LEVEL	Very Low	Low	Moderate	High	Very High
CONFIDENCE RATING	1	2	3	4	5
QUALITY OF EVIDENCE	<ul style="list-style-type: none"> • opinion informed • anecdotal evidence 	<ul style="list-style-type: none"> • research informed • best practice 	<ul style="list-style-type: none"> • experimental evidence informed • promising approach 	<ul style="list-style-type: none"> • research-based • experimentally proven 	<ul style="list-style-type: none"> • rigorously evaluated and show to work
REASON FOR CONFIDENCE	<ul style="list-style-type: none"> • we've used it and we like it 	<ul style="list-style-type: none"> • we've used it and it appears to work well 	<ul style="list-style-type: none"> • preliminary evidence suggests this works, but we need a bit more research 	<ul style="list-style-type: none"> • this program is based on high-quality research evidence 	<ul style="list-style-type: none"> • this program has been rigorously evaluated and shown to work

TABLE 1: COLUMBINE REVIEW COMMISSION'S RECOMMENDATIONS FOR SCHOOL SAFETY (Erickson, 2001)

The Columbine Review Commission's report recommended that schools should:

- develop emergency crisis plans (e.g., incident command system, emergency drills)
- create emergency tool kits with school diagrams, alarm shut off procedures, and rosters
- conduct emergency response team rehearsals to facilitate communication
- create and train threat assessment teams
- train SROs as first responders in a crisis
- mitigate the code of silence
- create an anonymous reporting system for "tips"
- implement a bullying prevention program
- create an interagency information sharing agreement or memorandum of understanding

TABLE 2: TOP 10 RECOMMENDATIONS FOR FOUNDATIONAL SCHOOL SAFETY

Center for the Study and Prevention of Violence
University of Colorado Boulder (2018)

In an effort to provide parents, schools and districts with information on steps for promoting school safety, we strongly recommend that all schools and districts have the following programs, policies, and procedures in place:

1. Complete a school safety audit to evaluate the physical and non-physical aspects of campus security and student and staff safety, including lockdown and lockout drills, target hardening, and reunification planning (e.g., [Standard Response Protocol](#)).
2. Apply the [U.S. Secret Service's](#) seven major components and tasks for creating a safe and connected school climate (see pp. 19-20):
 - a. Assess the school's emotional climate;
 - b. Emphasize the importance of listening in schools (because students know about problems before adults; students and staff need to speak up and avoid group think);
 - c. Adopt a strong, but caring stance against the code of silence;
 - d. Prevent, and intervene in, bullying;
 - e. Involve all members of the school community in planning, creating, and sustaining a culture of safety and respect;
 - f. Develop trusting relationships between each student and at least one adult at school (e.g., ask how are schools building social emotional relationships in an academic environment, how are schools building a positive climate and culture; are teachers/administrators in the hallways greeting students);
 - g. Create mechanisms for developing and sustaining safe school climates (e.g., use multi-pronged approach to develop and sustain safe schools; use PIE = priority of life, intelligence, and environment).
3. Adopt a [Safe Communities Safe Schools Model](#) to create a safe and positive school climate and relies on adaptive leadership strategies; the model includes:
 - a. building a foundation and identifying goals for school and community safety;
 - b. collecting data on school climate, as well as student and staff needs;

- c. developing an individualized school culture and climate action plan to address data-identified gaps and needs;
 - d. implementing the plan, using evidence-based programs and practices; and
 - e. evaluating the impact of the plan, using data.
4. Train staff on the indicators for violence (e.g., concerning and attack-related behaviors, social isolation, weapons fascination, anger problems, violent writings or drawings, disciplinary problems and non-compliance, cruelty to animals, fire starting, Columbine fascination).
5. Implementation and training for students, community members, and staff on using an anonymous bystander reporting system to encourage the sharing of information and increasing the accountability of information sharing and action to prevent violence across stakeholders (e.g., Safe2Tell in Colorado). NO Silos; multidisciplinary teams.
6. Adopt a cognitive-skills based staff training program in threat assessment to provide a comprehensive safety and follow-up plan for students of concern, which follows the U.S. Secret Service and Department of Education's [*Threat Assessment in Schools*](#) (Fein et al., 2004) and has been empirically validated (e.g., Virginia-Student Threat Assessment Guide).
7. Install an evidence-based prevention program based on the findings of school climate data to address any concerning behaviors (see Section IV: Evidence-Based Programs in Blueprints Registry or <http://www.blueprintsprograms.com>).
8. Adopt an evidence-based suicide risk assessment tool (e.g., Columbia-Suicide Severity Rating Scale; MAYZE) and response system.
9. Adopt a [Crime Prevention through Environmental Design for Schools \(CP-TED\)](#) approach to physical safety to deter criminal behavior through environmental design.
10. Follow the [Colorado Attorney General's Opinion No. 18-01 on Family Educational Rights and Privacy Act](#) (FERPA) guidelines for information sharing and complete an Interagency Information Sharing Agreement with law enforcement, mental health, social service, court, and corrections agencies to detail information to be shared and not shared (e.g., Colorado legislation: CRS 22-32-109.1(3), CRS 19.1.303 and 304; see also <https://coag.gov/node/617>).

KEY COMPONENTS OF SCHOOL SAFETY

A comprehensive school safety plan addresses physical security, school climate, and student and staff needs (see [William Woodward's TedTalk on How to Prevent School Shootings](#)). Schools need to collect data on climate and use the data to identify needs, select programs, and monitor progress.

Because school safety represents a complex problem, school officials should consider using adaptive leadership strategies to build a culture and climate of safety. Adaptively oriented leaders facilitate work on comprehensive problems by working with multiple authorities, across organizational boundaries (e.g., schools, mental health, criminal justice), and navigate bureaucratic and cultural obstacles (Heifetz, Grashow, & Linsky, 2009). Up until recently, however, school safety has been addressed with technical solutions, which are implemented with one or two small adjustments by one authority and within organizational boundaries. Technical solutions to school safety include installation of metal detectors and video surveillance systems and the development of a threat assessment screening form. While these solutions may represent one aspect of a comprehensive approach to school safety, they can never address all of the elements or tasks for building a safe school climate.ⁱⁱ

II. SCHOOL SAFETY PLANNING PROCESSES AND PROCEDURES

PHASE 1: PREVENTION AND SITE-BASED ANALYSIS

In the Prevention and Site-Based Analysis phase of school safety planning, school officials should collect and analyze data on the school's climate and culture (e.g., student, parents, and staff surveys) and on the school's physical environment (e.g., environmental design, target-hardening). Prevention refers to the actions taken to decrease the likelihood an emergency will occur; site-based analysis refers to the collection and analysis of data to identify gaps and select programs. The below-listed District and School Safety Teams can help with the collection of the climate survey data. The findings from the collected data (e.g., student and staff climate surveys, [Safe2Tell](#) reporting data, threat and risk assessment reports, child fatality review data, school safety review, police reports, state-mandated notification of delinquency petitions, and CBI or DA-juvenile-school reports) should inform the selection and implementation of programs and policies. In the first section of Phase 1 of the School Safety Planning, the best practices for sited-based needs through data collection are listed in three parts: (1) school or district-level, (2) student-level, and (3) community-level. In the second section of Phase 1, the evidence-based programs for prevention, which districts and schools may choose to adopt based on their site-based results. It is important to note that a school's identified specialties (e.g., down's syndrome, alternative) should be considered prior to interpreting data on holds, suspensions, and threat assessments.

A. District and School Safety Teams

The U.S. Department of Education recommends that districts and schools identify and organize various teams to manage and respond to crises. School staff may serve on multiple teams and the functions of the below listed team are more important than the teams. Thus, some districts and schools may have one team serving multiple functions.

- District/School Safety Team (Incident Command System) – conducts safety planning for the district and schools, conducts school safety audits for individual schools, and assists with post-crisis recovery; this multi-disciplinary team may also be trained to respond to specific schools through the District Crisis

Response Team. The District/School Safety Team may also be responsible for the below team functions. See the Example Large School and Small School ICS Organizational Charts in the Tools and Resources.

Depending on the size, resources and needs of your district, your district or school may consider having the following additional teams:

- Multi-agency District Crisis Response Team (Incident Command System) – responds to crises within the district and executes an incident command system role during a crisis event. The Multi-agency District Crisis Response Team should work with community emergency responders (e.g., law enforcement, fire, EMS, community mental health services, victim advocates, and juvenile justice) to prepare and practice emergency response plans and protocols.
- Threat Assessment Team – a multi-disciplinary school or district-based team that includes four-to-five members with at least one administrator, one mental health staff member, one law enforcement professional, and one member knowledgeable about the student (preferably an adult in the school with a positive relationship with the student); this team should be trained on an annual basis on the district’s threat assessment and safety planning procedures.
- District Crisis Counseling Response Team – trains mental health professionals within the district; provides follow-up interventions for student and staff for any district or school in crisis.

B. Safe Communities Safe Schools Model

Following a study of 27 school attacks in the United States from 1974 to 2000, the U.S. Secret Service and Department of Education argued that:

*“The principle objective of school violence reduction strategies should be to **create cultures and climates of safety, respect, and emotional support**”*

(Fein et al., 2004, p. 11).

The Center for the Study and Prevention of Violence’s Safe Communities Safe Schools Model (SCSS) focuses on climate as the foundation for school safety. Research finds that the prevention of violence and the promotion of healthy youth development requires a comprehensive and integrated approach that brings together families,

schools, and communities as strong teams to implement and support the SCSS Model, which was developed at the University of Colorado Boulder’s Center for the Study and Prevention of Violence. Of course, not all schools and districts have the staffing and resources to implement this comprehensive and integrated model for school safety; however, it is a model we should work toward, as the SCSS Model can serve as the “gold standard” for building safe and positive school climates. To provide information on how to work toward that standard, the core elements and phases of the SCSS Model are described here.

The three core elements of the SCSS Model include: (1) engaging schools and communities in the effort, (2) gathering intelligence about individual students, school culture, and school climate, and (3) implementing a multi-tiered system of supports to address gaps and needs related to violence prevention and development intervention programs (www.colorado.edu/cspv). To maximize effectiveness of programs and make sure that programs meet schools’ needs (and are not the latest shiniest object), schools should use data to identify the gaps, select appropriate programs, and meet students and staff members’ needs.

C. Claire Davis Act School Safety Act (C.R.S. 24-10-106.3)

The [Claire Davis School Safety Act \(C.R.S. 24-10-106.3\)](#) places a limited waiver of governmental immunity for schools “if a school fails to exercise ‘reasonable care’ to protect all students, faculty and staff from ‘reasonably foreseeable’ acts of violence that occur at school or a school-sponsored activity” (see the [Colorado School Violence Prevention: A Legal Manual](#)).

D. School and District Level Site-Based Analysis Tools

1. School Safety Audit Checklist (CSDSIP)

The [Colorado School District’s Self Insurance Pool \(CSDSIP\)](#) provides several assessment tools for helping districts and schools evaluate their regulatory and policy compliance with safety-related issues. Two of these checklists are included in the Tools and Resources section of the guide: (1) Emergency Preparedness Checklist and (2) Building Security Checklist.

2. REMS

The [U.S. Department of Education's Readiness and Emergency Management for Schools \(REMS\)](#) has an app called Site Assess, which may help schools conduct a review of their emergency preparedness.

3. Crime Prevention through Environmental Design (CPTED) Survey

A [Crime Prevention through Environmental Design for Schools \(CPTED-Schools\)](#) survey evaluates a school's physical environment for vulnerabilities. A CPTED survey is different from a School Safety Audit Checklist, because it provides a detailed assessment of the physical (not the non-physical) aspects of campus safety. The CPTED principles include: (1) natural surveillance (i.e., to keep intruders under observation), (2) natural access control (i.e., use of doors, fences, landscaping to restrict access), and (3) territoriality (i.e., use of visible markers to encourage pride of ownership).

4. Colorado Information Analysis Center (CIAC)

The [Colorado Information Analysis Center \(CIAC\)](#), which is within Colorado's Department of Homeland Security, serves as the centralized resource for gathering, receiving, analyzing, and sharing threat-related information among entities within the private sector, as well as local, tribal, and federal partners in Colorado and the U.S. CIAC focuses on preventing and responding to acts of terrorism by taking an all-crimes, all-hazards approach. Like churches and government agencies, schools are considered a critical infrastructure. If a school or district seeks a more detailed assessment of its physical safety, CIAC can provide a vulnerability assessment. As part of the facility assessment, the team will conduct a full walk-through of the facility, identify vulnerabilities and develop mitigation strategies. As part of the assessment, the facility will receive a results dashboard that illustrates the facility's current security posture in comparison to the national average for similar facilities.

5. Safe Communities Safe Schools' School Climate Surveys for Students, Staff and Parents

The [University of Colorado Boulder's Center for the Study and Prevention of Violence's Safe Communities Safe Schools Initiative](#) offers school climate and violence prevention surveys to schools for a low cost recover fee. The purpose of the surveys is to identify: (1) strengths and challenges in the school climate, (2) risk and protective factors for violence and other problem behaviors, and (3) problem behavior outcomes. Results are aggregated to the school level and

presented in a report form. The data collected from these climate surveys can help set priorities for action in the school and community. After priorities for action have been determined, schools can identify evidence-based programs to address those priorities. The information can also be used to seek funding for prevention programs to address the school's needs and challenges. Follow up questions can be directed to the [Center for the Study and Prevention of Violence at the University of Colorado Boulder](#) at 303-492-1032 or safeschools@colorado.edu.

- a. Student. The [Safe Communities Safe Schools Student School Climate Survey](#) is an anonymous, web-based survey that can be conducted annually in either Fall or Spring. Student surveys collect information about school climate, risk and protective factors, problem and prosocial behaviors, and mental and behavioral health needs. The data is analyzed and reports are reviewed with school safety teams in order to help schools set priorities for action in the school and community or to monitor current efforts.
- b. Staff. The [Safe Communities Safe Schools Staff School Climate Survey](#) is an anonymous, online tool that can be conducted annually in either Fall or Spring. Staff surveys collect information about school climate, risk and protective factors, perceived student problem behaviors, and school safety preparedness measures. While the survey can be conducted as a standalone, it is intended to be used as a companion report to the SCSS Student School Climate report. The data is analyzed and reports are review with school safety teams in order to help schools set priorities for action in the school and community or to monitor current efforts.
- c. Parent. The [Safe Communities Safe Schools Parent School Climate Survey](#) is an anonymous, online tool that can be conducted annually in either Fall or Spring. Parent surveys collect information about school climate, risk and protective factors, perceived student problem behaviors, and school safety preparedness measures. While the survey can be conducted as a standalone, it is intended to be used as a companion report to the SCSS Student School Climate report. The data is analyzed and reports are review with school safety teams in order to help schools set priorities for action in the school and community or to monitor current efforts.

6. Safe Communities Safe School Action Planning Questionnaire

The University of Colorado Boulder's Center for the Study and Prevention of Violence's Safe Communities Safe Schools' Action Planning Questionnaire asks about the existing systems, processes and resources currently available at your school. This data can be used to inform the development of a school's action plan for the promotion of safety and a positive school climate, as well as the prevention of violence and problem behavior (See Section III: School Safety Tools and Resources).

7. Healthy Kids Colorado Survey

The [Healthy Kids Colorado Survey](#) is a comprehensive survey of middle and high school students' health and well-being that is administered every other year. The survey was created by the Centers for Disease Control and Prevention (CDC) and the Colorado Departments of Education (CDE), Human Services (CDHS), and Public Health and Environment (CDPHE). The data can be used to help schools and communities identify and support children's academic and health needs. The survey is free and includes questions on risk and protective factors; it does not include questions on school climate.

8. Youth Risk Behavior Surveillance System (YRBSS)

The [Youth Risk Behavior Surveillance System](#) (YRBSS) is a survey administered by the Centers for Disease Control to middle and high school students across the U.S. every two years in the spring. The survey collects information on risk behaviors and social problems, such as physical activity, tobacco use, alcohol and drug use, violence, injury, and sexual behavior. School districts can use the information to identify national, state, and local trends in problem behavior and risk factors among adolescents. YRBSS data are not available by zip code, census tract, or school, but are available for a small number of large urban school districts and counties.

9. Talking to Children about School Safety and Suicide

The [National Association of School Psychologists](#) provides recommendations for how to talk to children about violence, such as ensuring children they are okay, allowing time to talk, and making explanations age-appropriate. [Harvard's Medical School](#) provides guidance on what to tell young people about the Netflix series 13 Reasons Why (a young girl committed suicide).

10. Discipline Data

One of the criteria for a safe and positive school climate is students' perception that

discipline is administered consistently and fairly across students, regardless of race, ethnicity, gender, class, and other statuses (Elliott, 2009). To monitor this aspect of climate, school administrators should collect and analyze data on discipline. The Institute of Education Sciences' (2017) report [School Discipline Data Indicators: A Guide for Districts and Schools](#) provides a resource for helping educators collect and analyze their school and district's discipline data to determine whether racial and ethnic differences exist in the rates of suspension and expulsion. Summaries of district and statewide discipline data are available on the federal Civil Rights Data. There are concerns about the accurate reporting of discipline data, because schools and districts have concerns about. Zero discipline problems is a highest risk school. Schools that report low discipline issues (e.g., suspensions, expulsions) are perhaps high-risk schools. Also, schools with low [Safe2Tell](#) reports are redflag schools. Consistent practice for reporting discipline issues and we should also have a group that conducts audits on school discipline data.

E. Student-Level Site-Based Analysis Tools

1. Student Information Database or System

Schools and districts frequently rely on student information systems or databases to electronically document a student's academic records, individual education plans (IEP), behavioral detail reports, and disciplinary actions. To promote safety, schools and districts should establish clear guidelines on what behavioral and disciplinary information school staff should document and have access to when evaluating and monitoring student concerns. In addition, schools and district should conduct annual reviews to ensure that student information is consistently recorded and all relevant staff have access to the database. As discussed below in the section on the federal Family Educational Rights and Privacy Act (FERPA), schools and districts should err on the side of sharing safety related information with staff, as opposed to protecting safety related information. The database becomes a critical resource when evaluating a student's potential to cause harm to self and others during a threat assessment or suicide assessment.

2. Family Educational Rights and Privacy Act (FERPA) and the Safety Exception

The [Family Educational Rights and Privacy Act](#) (FERPA) protects students', parents', and guardians' right to privacy for a student's educational records (see Table 3). All school and district staff (e.g., janitors, teachers, bus drivers, cafeteria workers, campus security) should be trained in FERPA. The Department of Education

provides [informational videos](#) on FERPA. Under FERPA, parents and students can read and correct a student’s education records, and those records generally cannot be shared without the parent, student, or guardian’s permission. However, there are a number of conditions under which personally identifiable information from a student’s education records can be shared without first obtaining written consent, such as when the disclosure is to other school officials who have a “legitimate educational interest” and “in cases of health and safety emergencies” (34 CFR § 99.31). The [Colorado Attorney General’s Office’s \(2018\) Formal Opinion on the Family Educational Rights Privacy Act](#) clarifies confusion surrounding the safety exception of FERPA for Colorado school officials. The opinion states:

**“Educators should err on the side of safety. Neither a school nor a school employee can be sued for claimed violations of FERPA.”
(Colorado Attorney General, Formal Opinion No. 18-01, p. 2)**

In addition, the threat assessment team should be well-versed on the safety exception in FERPA.

3. Transfer Student Records

The Colorado Attorney General’s Office recommends that the student’s originating school be responsible for forwarding all information and records about a student to the next school. To ensure safety, the originating school should take reasonable steps to forward the student’s behavioral detail reports, threat and risk assessments, safety plan, and discipline records to the new school. When a student transfers, the receiving school or district should take reasonable steps to obtain all academic and behavioral records from the student’s prior school (see the Student Pre-enrollment Checklist Example in Tools and Resources). More specifically, when the receiving school conducts a threat assessment, the team should seek out information about the student’s behavior, conduct, and discipline records from the originating school(s), if those records were not provided at the time of the transfer.

4. Trauma Exposure Measure

When evaluating a student’s risk for behavioral or safety concerns or when developing a safety support plan for the prevention of violence or suicide, school officials can use the [Adverse Childhood Experience Questionnaire](#) to calculate their “[ACE Score](#).” The score can indicate level of risk and potential interventions.

TABLE 3: SAFETY EXCEPTION UNDER FERPA

As noted in Goodrum, Woodward, and Thompson’s (2017) article on “Information Sharing to Promote a Culture of Safety,” the FERPA safety exception states:

[U]nder the [the] health or safety emergency provision, an educational agency or institution is responsible for making a determination whether to make a disclosure of personally identifiable information on a case-by-case basis. (Family Educational Rights and Privacy Act and the Disclosures of Student Information Related to Emergencies and Disasters, 34 CFR 99.36; 34 CFR 99.32(a)(5))

The U.S. Department of Education has tried to clarify confusion and alleviate fears about FERPA by stating:

This is a flexible standard under which the Department defers to school administrators so that they may bring appropriate resources to bear on the situation. (Family Educational Rights and Privacy Act and the Disclosures of Student Information Related to Emergencies and Disasters, 34 CFR 99.36; 34 CFR 99.32(a)(5))

Since the shooting at Virginia Tech University in 2007, which left 33 dead (including the shooter), the U.S. Department of Education has encouraged school staff to err on the side of sharing information, not protecting information, to address safety concerns and prevent violence. To further clarify this shift, the Colorado Attorney General’s Office’s (2018) Formal Opinion on FERPA states, in part, that:

- Not all student information is an “educational record” subject to FERPA’s privacy restrictions. For example, without implicating FERPA, educators may share the following information with other educators and with law enforcement personnel:
 - observations and other personal knowledge about a student’s behavior (e.g., teacher sees or overhears behavior);
 - reports, whether written or spoken, about a student from a student’s friends or peers;

- threats of violence or other information shared on social media platforms, like Facebook or Twitter;
 - records created and kept by school security personnel.
- Even “education records” may be disclosed without parental consent in certain circumstances. For example:
 - FERPA does not prevent schools staff from sharing education records with other school personnel who have “legitimate educational interests.”
 - In response to health or safety emergencies, schools may share FERPA-protected education records with those outside the school who can help protect the school and its students.
- Educators can and should err on the side of safety.
 - Neither a school nor a school employee can be sued for claimed violations of FERPA. Only federal officials have the right to enforce FERPA and, in so doing, they must focus on systemic violations, not good-faith mistakes.
- Amendments to FERPA regulations have broadened the emergency exception, making clear that federal regulators will defer to the reasonable judgment of educators confronted with potential safety risks.
- Colorado law encourages law enforcement agencies and school districts to share information. Schools may obtain a variety of information from state law enforcement and juvenile justice agencies to help keep their campuses safe.

5. Threat Assessment

Threat assessment represents one part of a comprehensive approach to school safety, where students and staff are supported in a positive and fair climate, where students feel comfortable reporting concerns about safety, and where physical aspects of campus safety (e.g., one entry point, lockdown drills, lockout drills) are established and practiced. The threat assessment process seeks to evaluate the likelihood a person will perpetrate “targeted violence” (i.e., toward a specific person or group), such as an assassination or a school shooting. In schools, threat assessment procedures seek to evaluate a student’s risk of targeted violence and build a safety plan to support the student. In cases where the threat assessment process indicates there is a risk for violence, the safety plan can delineate

expectations for appropriate behavior, outline benchmarks for progress (e.g., no outbursts, respectful behavior) or decline (e.g., dropping grades, disrespectful behavior, aggression), and support for and recognition of meeting behavioral goals. A successful threat assessment should enhance the connection between the student and school and discourage suspension and expulsion. It is the threat assessment team's responsibility to exercise best efforts to obtain the entirety of the student's academic and behavioral records from all prior schools and districts, including when there is a transfer situation.

The Colorado Attorney General's Office has clarified that schools can and should share information about a student's threat assessment and behavioral records when a public safety concern exists.

If you are a professional whose field of practice typically involves confidentiality (i.e., nursing, psychology, social work) the same considerations that would apply if you were in private practice do not apply when you are a school employee or when you are contracted by the school to provide services as part of a student's educational programming. Schools provide education for students, not treatment, even though the services provided by certain professionals may seem similar to private treatment, such as counseling or therapy (for more guidance on FERPA, information sharing, and school safety, see the [U.S. Department of Education's Law and Guidance on FERPA](#) and [Protecting Student Privacy](#), and the [Colorado Attorney General's Opinion on FERPA](#)). As a result, professionals in such fields should not promise students confidentiality nor should they allow confidentiality to create a barrier to sharing important information related to the safety of the student or others.

Colorado law even allows mental health providers in private practice to share confidential communications made by clients when a client makes an articulable and significant threat against a school or the occupants of a school or exhibits behaviors that, in the reasonable judgment of the mental health provider, create an articulable and significant threat to the health or safety of students, teachers, administrators, or other school personnel.ⁱⁱⁱ

TABLE 4: TEN KEY FINDINGS FROM THE SAFE SCHOOL INITIATIVE (Vossekuil et al., 2004)

1. Incidents of targeted violence at school are rarely sudden, impulsive acts.
2. Prior to most incidents, other people knew about the attacker's ideas and/or plan to attack.
3. Most attackers did not threaten their targets directly prior to advancing the attack.
4. There is no accurate or useful "profile" of student who engage in targeted school violence.
5. Most attackers engaged in some behavior, prior to the incident that caused concern or indicated a need for help.
6. Most attackers were known to have difficulty coping with significant losses or personal failures; many had considered or attempted suicide.
7. Most attackers felt bullied, persecuted, or injured by others prior to the attack.
8. Most attackers had access to and had used weapons prior to the attack.
9. In many cases, other students were involved in some capacity.
10. Despite prompt law enforcement responses, most shooting incidents were stopped by means other than law enforcement intervention.

Threat assessment procedures were first developed by the U.S. Secret Service to evaluate the risk an individual would assassinate a government official, and it is now also used to evaluate the risk an individual may perpetrate "targeted violence" to harm the self or others. Using findings from a study of 37 school shootings, the Safe School Initiative identified ten key findings about school attacks (see Table 4), six principles and eleven questions for threat assessment, and threat assessment guidelines (Vossekuil et al., 2002).

In a threat assessment, it is recommended that only two levels of threat be used: (1) student is a potential threat or (0) student is not a potential threat. The Threat Assessment Safety Plan for a student identified as posing a threat should include an "information vortex coordinator." The coordinator should be the person responsible for following up on the student's progress or decline, monitoring academic and

behavioral performance, and proactively seeking out and reporting additional information. It is important to note that threat assessment is a process, not an ending or a label. Thus, following the threat assessment meeting, the team should develop a reinstatement safety plan to provide clarity on the timeline for the return, documentation needed to facilitate the return (e.g., counselor's note, psychiatrist's report), and expectations for academics and behavior (e.g., meetings, classroom behavior, building access). Peter Langman's typology for school shooters and the Adverse Childhood Events score may inform the threat assessment team's development and implementation of the safety plan. School officials may need to explore the need for a mental health hold if the threat appears serious (e.g., Columbia-Suicide Severity Rating Screen for Schools items that indicate the emergency room).

The U.S. Secret Service and Department of Education (Fein et al., 2004) say that the eleven questions to ask during and after a threat assessment include:

1. What are the student's motive(s) and goals?
2. Have there been any communications suggesting ideas or intent to attack?
3. Has the subject shown inappropriate interest in any of the following – school attacks or attackers, weapons, mass violence?
4. Has the student engaged in attack related behaviors (e.g., developing an attack idea or plan, acquiring or practicing with weapons)?
5. Does the student have the capacity to carry out an act of targeted violence (access to weapons, organized thinking)?
6. Is the student experiencing hopelessness, desperation, and/or despair?
7. Does the student have a trusting relationship with at least one responsible adult?
8. Does the student seek violence as an acceptable or desirable or the only way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions?
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?

The U.S. Secret Service and Department of Education's (Fein et al., 2004) questions to ask during a threat assessment include:

1. What facts drew attention to the student, situation and possibly the target?

2. What information do you have about the student?
 - e.g., interest in or access to weapons
3. What information do you have about any attack-related behaviors?
4. What are the student's motives?
5. Does the student have a specific or general target?

The U.S. Secret Service and Department of Education's (Fein et al., 2004) list of sources to use in a threat assessment include:

1. school information
 - e.g., disciplinary record, academic record, suspensions
2. school contact interviews
 - e.g., teachers, coaches, staff and students
3. student of concern interview, as well as parents
4. potential target interview

Other sources of information to use in a threat assessment can include:

1. social media (e.g., digital footprint, publicly broadcast)
2. Departments of Human Services
3. law enforcement contacts
4. fire department (e.g., fire starting behavior)
5. EMS
6. premise history check (i.e., law enforcement visits to home)
7. transportation (e.g., district bus system, uber)
8. before and after school programs
9. Juvenile Assessment Centers (see Table 5)^{iv}

To help school officials locate and use information from social media accounts and to evaluate a student's risk for violence, Safer Schools Together offers a [Digital Threat Assessment Training](#) (one-day, \$399). The program helps school staff use information from an individual's digital footprint to prevent violence and promote safety.

TABLE 5: JUVENILE ASSESSMENT CENTERS (JACS) IN COLORADO

Adams County - The Link

8461 Delaware Street
Thornton, CO 80260
Phone: 720-292-2811

Boulder County - Juvenile Services

1777 6th Street
Boulder, CO 80306
Phone: 303-441-3690

Denver County - The Denver Juvenile Service Center

303 West Colfax Avenue
Denver, CO 80204
Phone: 720-913-8970

Jefferson County - Juvenile Assessment Center

11011 W. 6th Avenue, Suite 120
Lakewood, CO 80215
Phone: 720-497-7770

Weld County - Youth and Family Connections

2835 W. 10th Street
Greeley, CO 80631
Phone: 970-351-5460

6. Check the Welfare

When safety concerns about a student arise, law enforcement officers can conduct a welfare check at the student's residence to inquire about: (1) weapons in the home, (2) medications in the home, (3) scans of social media accounts, and (4) extent of family support and cooperation. As an example, the State of Wisconsin relies on the "emergency doctrine" to allow law enforcement officers and child welfare workers to enter private premises without an arrest or search warrant to conduct a welfare check (e.g., "emergency aid exception to the Fourth Amendment," see

Bringham City v. Stuart, 2006). The reasons for entrance must fall under one of the following categories: preserving life or property, rendering first aid and assistance, or conducting a general inquiry into an unsolved crime. Under the general inquiry section, entrance is only permitted if entities can prove that they have reasonable grounds to believe that there is an urgent need for such assistance and protective action.

7. Safety Planning following a Threat Assessment

When developing a safety and support follow-up plan as required by the district, the threat assessment team should consider using Peter Langman's Typology of School Shooters (Langman, 2009, 2013) to select and identify the most appropriate support services and resources for the student. It is important to note that the below typology should not be used before a threat assessment has been conducted and before a substantial threat has been determined. Langman's typology identified three types of school shooters; each type requires a different type of support and resources:

1. traumatized shooters – came from broken homes, suffered abuse or neglect, and had a parent with a criminal record (e.g., Adverse Childhood Events (ACE) score may suggest the support plan should include counseling, therapy, support, and protection)
2. psychotic shooters – showed symptoms of schizophrenia, paranoid delusions, or delusions of grandeur (e.g., plan should include external supports, external controls, and, if needed, medication)
3. psychopathic shooters – displayed a lack of empathy, contempt for others, and sadistic delight in inflicting pain on others (e.g., plan should include external controls sufficient to monitor activities and behavior in the school)

F. Community-Level Site-Based Tools and Resources

1. Child Fatality Data

The Colorado's Department of Public Health and Environment houses the Child Fatality Prevention System (CFPS), which is a multidisciplinary, multiagency team that includes the Child Fatality Review Committee (CFR) team that conducts reviews of all preventable childhood deaths to recommend prevention efforts based on child fatality data. Since 2014, the CFPS creates an [Annual Legislative Report](#), which reports the most recent statewide data regarding child fatalities.

2. Police Reports

Schools districts should work with local law enforcement agencies to obtain information on crime statistics in the community and surrounding the school. The data can raise awareness about crime patterns and prevention, which could impact students, school staff, parents, and communities. Colorado Information Sharing laws allow superintendents or an authorized designee to receive un-redacted law enforcement reports on juveniles.

3. Hospital Emergency Room Visits

Schools districts should also work with local medical providers and facilities to obtain information on emergency room visits for children in the community – at the aggregate level (not at the individual patient level) – about the frequency of cases of child abuse, child sexual abuse, drug overdoses, and suicidal ideation. These data can provide school officials with information about increases or decreases in risky behavior or victimization, which schools may want to seek to address through prevention programs. Medical and mental health providers have a duty to inform others when a patient indicates a plan to harm another person (see *Tarasoff v. Regents of the University of California*, 1976).

4. Duty to Share

C.R.S. 12-43-218 allows mental health providers to share confidential communications made by clients when a client makes an articulable and significant threat against a school or the occupants of a school or exhibits behaviors that, in the reasonable judgment of the mental health provider, create an articulable and significant threat to the health or safety of students, teachers, administrators, or other school personnel.³ For the purposes of this section, a “mental health provider” is “a psychologist, social worker, clinical social worker, marriage and family therapist, licensed professional counselor, or addiction counselor licensed pursuant to this article [12]” or “a psychologist candidate, marriage and family therapist candidate, or licensed professional counselor candidate registered pursuant to section 12-43-304 (7), 12-43-504 (5), or 12-43-603 (5), respectively, or a registered psychotherapist” or “an addiction counselor.”

³ In *Tarasoff v. Regents of the University of California* (17 Cal. 3d 425, 551 P.2d 334, 131 Cal. Rptr. 14), the Supreme Court of California ruled that mental health professionals hold a duty to protect individuals who are being threatened by a patient with bodily injury. The duty can be exercised with a notification to law enforcement, a notification to the intended victim(s), and/or by taking other reasonable steps.

Furthermore, C.R.S. 13-21-217 imposes on mental health providers a duty to warn when a patient has communicated to the mental health provider a serious threat of imminent physical violence against a specific person or persons, including those identifiable by their association with a specific location or entity. Many practitioners know this duty under the name of the California case that gave rise to it, Tarasoff. The duty to warn requires that the mental health provider make reasonable and timely efforts to notify the person or persons, or the person or persons responsible for a specific location or entity, that is specifically threatened, as well as to notify an appropriate law enforcement agency or to take other appropriate action, including but not limited to hospitalizing the patient. For the purposes of this section, a “mental health provider” means “a physician, social worker, psychiatric nurse, psychologist, or other mental health professional, or a mental health hospital, community mental health center or clinic, institution, or their staff.”

G. Evidence-Based Prevention Programs and Policies

To promote a safe school climate, school and district officials should address varying levels of behavioral and safety risks. Here, we provide information on evidence-based programs by the Tier addressed (Tier 1, 2, or 3) within the Multi-Tiered System of Support (MTSS), as well as the school level served (e.g., elementary, middle, or high school). MTSS can help schools build and maintain a safe school climate while also meeting the needs of each student.

The school data (e.g., climate surveys, discipline, screening and assessment tools) can inform the school’s MTSS, which should include universal prevention efforts (Universal - Tier 1) for all students, targeted or selective intervention efforts (Selective - Tier 2) for students with identified risks, and intensive intervention efforts (Indicated - Tier 3) for the few students with high-risk behaviors. The Tier 1 programs are listed below, and the Tier 2 and 3 programs are listed in Tables 5, 6 and 7. Each program, policy, or practice listed below is given a Confidence Continuum (CC=?) score (see Figure 1).⁴ The scores range from 1 to 5, with a 1 representing a program with no or limited empirical evidence supporting its effectiveness and 5 representing a highly effective evidence-based program.

⁴ This is a modified version of the confidence continuum developed by Blueprints for Healthy Youth Development (www.blueprintsprograms.com).

1. Safe2Tell (CC=4)

[Safe2Tell](#) is an anonymous reporting system that allows people to report anything that concerns or threatens them, others, or communities. Reports can be submitted by:

- calling 1-877-542-7233 (24 hour, 7 days/week),
- submitting a web-tip at <https://safe2tell.org>,
- or downloading the Safe2Tell mobile app on the Apple App Store or Google Play.

Founded after the Columbine High School massacre, Safe2Tell recognizes that prevention and early intervention are critical components of a safe school and community. Safe2Tell allows students, parents, school officials, and community members to anonymously and safely report their concerns about a person's potential to harm themselves or others. The Safe2Tell system seeks to dismantle the bystander effect and the code of silence, which both tend to discourage people from speaking out about concerning or risky behavior.

Schools are strongly encouraged to provide students and staff with annual role-play-based training on how and when to use Safe2Tell to report a concern. To evaluate the number of concerns and the quality of the training program, districts and schools can request that Safe2Tell provide them with data indicating the number of reports submitted about students in the district or school. These reports can reveal whether students and staff have been adequately trained on Safe2Tell; it is important to note that a small number of Safe2Tell reports within a school or district can suggest two things: (1) students and staff have received inadequate training on Safe2Tell or (2) few safety-related behavioral concerns have been observed or noticed within the school or district.

2. Life Skills Training (CC=5)

LifeSkills Training (LST) is a classroom-based universal prevention program designed to prevent adolescent tobacco, alcohol, marijuana use, and violence. LST contains 30 sessions to be taught over three years (15, 10, and 5 sessions), and additional violence prevention lessons also are available each year (3, 2, and 2 sessions). Three major program components teach students: (1) personal self-management skills; (2) social skills; and (3) information and resistance skills specifically related to drug use. Skills are taught using instruction, demonstration, feedback, reinforcement, and practice.

3. Olweus Bullying Prevention (CC=5)

In general, it is important to note that bullying prevention programs train students and staff in how to recognize concerning behaviors. These programs give people the tools they need to provide early interruption into bullying behaviors. In addition, by setting the cultural norm that bullying will not be tolerated in this school or community, the school staff establish a norm that - bullying is never okay to perpetrate or watch. If you ignore bullying and allow concerning behaviors to continue, you are inadvertently saying that bullying is okay. And it's not okay; students and teachers need to take action to disrupt concerning behaviors.

The Olweus Bullying Prevention Program is a multi-level, multi-component program designed to reduce and prevent school bullying in elementary and middle schools. Secondary goals include increased awareness and knowledge about bullying, involvement of teachers and parents in bullying prevention, development of clear rules against bullying and providing support and protection to victims. The program includes school level, classroom level, and individual level components. The school level components consist of an assessment of the nature and prevalence of bullying in the school, the formation of a committee to coordinate the prevention program, and development of a system ensuring adult supervision of students outside of the classroom. Classroom components include defining and enforcing rules against bullying, discussions and activities to reinforce anti-bullying values and norms and active parental involvement in the program. Individual components intervene with students with a history of bullying and/or victimization.

4. Steps to Respect Bullying, Bystander, and Harassment Prevention (CC=3)

The Steps to Respect Program is designed to reduce school bullying problems through: (1) increasing staff awareness and responsiveness, (2) development of socially responsible beliefs, and (3) teaching social-emotional skills to counter bullying and promote healthy relationships. All school staff receive an overview of program goals and key features, while teachers, administrators, and counselors receive additional training on how to coach students who are involved in bullying. Students, in grades 3rd-6th, partake in a 12-14 week curriculum that contains skill and literature based lessons.

5. Big Brothers Big Sisters (CC=5)

The Big Brothers Big Sisters of America (BBBSA) program matches adult volunteer mentors with an at-risk child, with the expectation that a caring and supportive relationship will develop. Mentors are selected, screened, and matched by BBBSA

staff, and staff monitor the relationship and maintain contact with the mentor, child, and parent/guardian throughout the matched relationship. Matches are made based on shared goals and interests of the child and adult volunteer. Mentors are expected to meet with the child at least 3-5 hours per week for a period of 12 months or longer. Ongoing case management by BBBSA staff provides supervision of the relationship, and can provide advice and guidance to the mentor, as well as support and encouragement.

6. Communities That Care (CC=5)

Communities That Care (CTC) is a prevention system, grounded in science that gives communities the tools to address their adolescent health and behavior problems through a focus on empirically identified risk and protective factors. Led by the Colorado Department of Public Health & the Environment, CTC is being implemented in more than 45 communities across Colorado. CTC provides a structure for engaging community stakeholders, a process for establishing a shared community vision, tools for assessing levels of risk and protection in communities, and processes for prioritizing risk and protective factors and setting specific, measurable, community goals. CTC guides the coalition to create a strategic community prevention plan designed to address the community's profile of risk and protection with tested, effective programs and to implement the chosen programs with fidelity. CTC instructs the coalition to monitor program implementation and to periodically reevaluate community levels of risk and protection and outcomes, and to make adjustments in prevention programming if indicated by the data. Implementation of CTC is organized into five stages, each with its own series of "benchmarks" and "milestones" to help guide and monitor implementation progress. CTC is installed in communities through a series of six training events delivered over the course of 6 to 12 months by certified CTC trainers.

7. Good Behavior Game (CC=5)

The Good Behavior Game (GBG) is a classroom-based behavior management strategy for elementary school that teachers use along with a school's standard instructional curricula. GBG uses a classroom-wide game format with teams and rewards to socialize children to the role of student and reduce aggressive, disruptive classroom behavior, which is a risk factor for adolescent and adult illicit drug abuse, alcohol abuse, cigarette smoking, antisocial personality disorder (ASPD), and violent and criminal behavior.

In GBG classrooms, the teacher assigns all children to teams, balanced with regard

to gender; aggressive, disruptive behavior; and shy, socially isolated behavior. Basic classroom rules of student behavior are posted and reviewed. When GBG is played, each team is rewarded if team members commit a total of four or fewer infractions of the classroom rules during game periods. During the first weeks of the intervention, GBG is played three times a week for 10 minutes each time during periods of the day when the classroom environment is less structured and the students are working independently of the teacher. Game periods are increased in length and frequency at regular intervals; by mid-year the game may be played every day. Initially, the teacher announces the start of a game period and gives rewards at the conclusion of the game. Later, the teacher defers rewards until the end of the school day or week. Over time, GBG is played at different times of the day, during different activities, and in different locations, so the game evolves from being highly predictable in timing and occurrence with immediate reinforcement to being unpredictable, with delayed reinforcement so that children learn that good behavior is expected at all times and in all places.

8. Positive Action (CC=5)

Positive Action (PA) is a school-based program that includes school-wide climate change and a detailed curriculum with lessons 2-4 times a week—approximately 140 15-minute lessons per grade K-6 and 82 15-20 minute lessons per grade 7 and 8. Lessons for each grade level are scripted and age-appropriate. All materials necessary to teach the lesson are provided including posters, puppets, music, games, and other hands-on materials integrated into the lessons. Students' materials include activity booklets, journals and other lesson aids. The content of the program is included in six units that form the foundation for the whole program. The first unit teaches the philosophy of the program and the Thoughts-Actions-Feelings about Self Circle, and provides an introduction to the nature and relevancy of positive and negative actions/behaviors. Units 2-6 teach the positive actions for the physical, intellectual, social and emotional areas. There are two school-wide climate development kits (elementary and secondary) and a Counselor's Kit. The contents delivered through the climate development and counselor kits reinforce the classroom curriculum by coordinating the efforts of the entire school in the practice and reinforcement of positive actions.

9. Safe Dates (CC=5)

Safe Dates is a ten-session dating abuse prevention program for middle/high school students consisting of both school and community components. The school component has a curriculum that is implemented in schools by regular classroom

teachers and targets primary prevention, while the community component targets secondary prevention by providing support groups and activities for youth as well as information for parents. The curriculum in the school component can also be presented by community resource people outside of the school setting. Each session is 45-50 minutes in length and includes the following topics: defining caring relationships, defining dating abuse, why people abuse, helping friends, overcoming gender stereotypes, equal power through communication, how we feel/how we deal, and preventing sexual assault. Booster sessions can also be offered after the initial administration of the curriculum.

10. Positive Behavioral Interventions and Supports (PBIS) (CC=5)

The [Positive Behavioral Intervention and Supports](#) (PBIS) program is a multi-level social, behavioral, and emotional support program for schools. The program improves social and academic outcomes, as well as climate and culture within schools. The Department of Education offers technical assistance for PBIS implementation.

11. Social Emotional Learning (CC=4)

[Social Emotional Learning](#) addresses ways for children and adults to learn, appreciate, and apply the skills needed to understand and handle emotions, establish positive goals, build positive and supportive relationships, and experience and express empathy for others. SEL can be incorporated into a school's PBIS program.

12. Sources of Strength for Suicide Prevention (CC=1)

[Sources of Strength](#) is a suicide prevention program that uses evidence-based practices aimed at the prevention of violence, substance abuse, bullying, and suicide. While widely used, the empirical evidence does not support the use of Sources of Strength in schools. Overall, the program seeks to empower students to be peer leaders, while also connecting them to adult advisors within their school and community. Peer leader meetings, guided by adult advisors, are utilized to discover appropriate messaging activities, which peer leaders then employ with fellow students (e.g., one-on-one meetings, posters, public service announcements, presentations, videos). The messages provide support, education, empowerment, and hope. The program seeks to increase the acceptability of seeking help, develop healthy coping behaviors among youth, and reduce the acceptability of suicide as a response to distress (see Wyman et al., 2010).

TABLE 6: TIER 2 EVIDENCE-BASED PROGRAMS for Students with Identified Risks

Project Towards No Drug Abuse (TND) (CC=5) is a drug prevention program for high schoolers at risk for drug use and violence-related behavior. The Project curriculum contains twelve 40-minute interactive sessions taught by teachers or health educators over a 3-week period. Sessions provide instruction in motivation activities to not use drugs; skills in self-control, communication, and resource acquisition; and decision-making strategies. The program is delivered universally and has been used in both traditional and alternative, high-risk high schools.

Treatment Foster Care Oregon (TFCO) (CC=5), formerly Multidimensional Treatment Foster Care, is a cost-effective alternative to group or residential treatment, incarceration, and hospitalization for adolescents who have problems with chronic antisocial behavior, emotional disturbance, and delinquency. Community families are recruited, trained, and closely supervised to provide TFCO-placed adolescents with treatment and intensive supervision at home, in school, and in the community; clear and consistent limits with follow-through on consequences; positive reinforcement for appropriate behavior; a relationship with a mentoring adult; and separation from delinquent peers. TFCO utilizes a behavior modification program based on a three-level point system by which the youth are provided with structured daily feedback. Placement in foster parent homes typically last for about six months. Aftercare services remain in place for as long as the parents want, but typically last about one year.

Incredible Years (CC=5) is a series of programs that addresses multiple risk factors across settings known to be related to the development of conduct disorders in children. In all three training programs (parent, teacher, child), train facilitators using videotaped scenes to encourage group discussion, problem-solving, and sharing of ideas. The parent and teacher components of the series are described in separate write-ups. The child training component for children aged 3-8 years is comprised of weekly two-hour sessions for 18-19 weeks during which two therapists work with 6-7 children and focus on social skills, conflict resolution, empathy-building, problem solving and cooperation. Teachers and parents receive weekly letters explaining the concepts covered and strategies to reinforce skills taught.

Parent Child Interaction Therapy (CC=5) is an intervention for children (ages 2-12 years) and their parents or caregivers that focuses on decreasing externalized child behavior problems (e.g., defiance, aggression), increasing positive parent behaviors, and improving the quality of the parent-child relationship. It teaches parents traditional play-therapy skills to improve parent-child interactions and problem-solving skills to manage new problem behaviors. Parents are taught and practice communication skills and behavior management with their children in a playroom while coached by therapists. The standard treatment consists of 12 one-half hour weekly sessions, with a one-hour booster session one month after treatment ends.

Strengthening Families (CC=5) is a seven-session program for families with young adolescents that aims to enhance family protective and resiliency processes and reduce family risk related to adolescent substance abuse and other problem behaviors. The weekly, two-hour sessions include separate parent and child skills-building followed by a family session where parents and children practice the skills they have learned independently, work on conflict resolution and communication, and engage in activities to increase family cohesiveness and positive involvement of the child in the family. These sessions are led by three-person teams and include an average of eight families per session.

Strong African American Families (SAAF) (CC=5) is a 7-week interactive educational program for African American parents and their early adolescent children, age 11. The intervention program is based on an empirical model of the processes linked to psychological adjustment, substance use and high-risk behavior in rural African American youth. The SAAF program is designed to strengthen positive family interactions and to enhance parents' efforts to help their children establish and reach positive goals during this critical transition between childhood and adolescence.

TABLE 7: TIER 3 EVIDENCE-BASED PROGRAMS for Students with High-Risk Behaviors

Functional Family Therapy (CC=5) (FFT) is a short-term (approximately 30 hours), family-based therapeutic intervention for delinquent youth at risk for institutionalization and their families. FFT is designed to improve within-family attributions, family communication and supportiveness while decreasing intense negativity and dysfunctional patterns of behavior. Parenting skills, youth compliance, and the complete range of behaviors (cognitive, emotional, and behavioral) domains are targeted for change based on the specific risk and protective factor profile of each family. FFT should be implemented with a team of 3-8 master's level therapists, with caseloads of 10-12 families, with oversight by a licensed clinical therapist.

Multisystemic Therapy (CC=5) is a juvenile crime prevention program to enhance parenting skills and provide intensive family therapy to troubled teens and delinquent teens that empower youth to cope with the family, peer, school, and neighborhood problems they encounter - in ways that promote prosocial behavior while decreasing youth violence and other antisocial behaviors.

Multisystemic Therapy for Problem Sexual Behavior (CC=5) is an intensive family- and community-based treatment that addresses the multiple causes of serious antisocial behavior across key systems within which youth are embedded (family, peers, school, and neighborhood). MST for sexual offenders (MST-PSB) focuses on aspects of a youth's ecology that are functionally related to the problem sexual behavior and includes reduction of parent and youth denial about the sexual offenses and their consequences; promotion of the development of friendships and age-appropriate sexual experiences; and modification of the individual's social perspective-taking skills, belief system, or attitudes that contributed to sexual offending. The intervention is individualized for each family; families are provided family therapy, youth are provided individual therapy and services are delivered over a period of 5-7 months. Therapists have 3-5 families on their caseloads, and rotating members of the team are available to respond to crises 24 hours a day, 7 days a week.

TABLE 8: TIER 3 SUICIDE PREVENTION SCREENING AND ASSESSMENT TOOLS for Students with High-Risk Behaviors

A screening tool offers a brief evaluation to identify potential risk and protective factors, and it can indicate whether a more comprehensive assessment is needed to identify potential risk and develop a plan for support, treatment, and follow-up.

Columbia-Suicide Severity Rating Scale (C-SSRS) (CC=3) is an assessment tool that utilizes a series of simple, plain language questions to measure the suicide risk of an individual (see <http://cssrs.columbia.edu/the-columbia-scale-c-ssrs/about-the-scale/>). Answers to these questions allow, which can be asked by anyone, indicate if someone is at risk for suicide, gauge the level of severity and immediacy of that risk, and determine the level of support that individual needs. Questions asked using the assessment tool indicate if an individual has thought about suicide, has planned for a suicide, or has either been interrupted during a suicide attempt or stopped on their own desire. The C-SSRS screens for a wide range of risk factors without becoming overwhelming for both parties. The C-SSRS prides itself on being simple, efficient, effective, evidence-supported, universal, and free.

Two additional suicide screener tools include:

- Global Appraisal of Individual Needs – Short Screener (GAIN-SS) (see www.gaincc.org/gainss)
- Massachusetts Youth Screening Instrument-Second Version (MAYSI-2) (see www.nysap.us/MAYSI2.html).

Applied Suicide Intervention Skills Training Program (ASIST) (CC=1) is a fourteen-hour workshop that teaches participants to connect, understand, and assist persons who may be at risk for suicide. Almost one million persons in twenty-two countries have been ASIST trained since its development in Calgary, Alberta, Canada in the early 1980s. This program has some positive outcomes⁹. However, the ASIST program is not included in the BlueprintsPrograms.com registry of evidence-based programs and practices nor has it been submitted for review. If this program is implemented, we recommend it be implemented with a sound research design to enhance the probability it will be included in the BlueprintsPrograms.com registry.

Tables 6 through 8 present evidence-based programs by the level of the tier addressed, but school officials and parents may also want to identify evidence-based programs by level of schooling (e.g., elementary, middle, or high school). Thus, Section IV: Evidence-Based Programs in Blueprints Registry of this Guide presents three tables listing evidence-based programs by school level – elementary, middle, and high school.

As mentioned in the Overview for this Guide, all schools are encouraged to the extent possible to use evidence-based programs. Admittedly, a school or community's local conditions (e.g., high poverty, school funding) may inhibit the adoption of an evidence-based program; however, when adopting a program not yet empirically evaluated, schools and districts should collect data before and after the program's implementation to monitor the effect (e.g., increase in bystander reporting, decrease in bullying, increase in drug use). In addition, the research on evidence-based programs is continuously expanding and even contracting, which means our knowledge of and recommendation for programs gets updated. Thus, schools should rely upon the most recently released research on evidence-based programs at <https://www.blueprintsprograms.org/>.

H. Mental Health Toolkit

Funded by the Colorado Attorney General's Office, the [School Mental Health Toolkit](#) is an excellent resource for school mental health services in the state. The toolkit guides community members, schools, local leaders, and districts through 10 best practices for mental health resources and programs, including strategies for implementing, funding, and sustaining mental health services in schools in Colorado.

I. Prevention Resources for School Officials, Parents, and Students

Please note that the below-listed programs are not currently included in the Center for the Study and Prevention of Violence's [Blueprints for Healthy Youth Development](#) registry, which contains research on more than 1,500 prevention programs (see Section IV: Evidence-Based Programs in Blueprints Registry for Elementary, Middle, and High Schools). As a result, we cannot place the below resources on the Attorney General's School Safety Confidence Continuum. Thus, before investing in one of the below resources, we suggest that there be an independent review of the program. And if not, that when any program is adopted, a robust assessment of its effectiveness be included in the implementation process. In addition, it may be that a program makes no claim to prevent bullying, substance abuse, assault, or delinquency - in which case there is no need for an independent verification of those outcomes. Some resources are simply class management strategies or school policies - in which case no independent verification may be needed. The resources and programs listed below seek to make schools safer, and some schools and parents have found these resources helpful for offering another framework or approach for dealing with school safety-related issues.

1. NetSmartz

[The National Center for Missing and Exploited Children's NetSmartz](#) provides training, resources, and videos on internet safety for various audiences, including parents, teens, and young children. The materials include information sheets, lessons plans, and games to offer an interactive internet safety curriculum.

2. Capturing Kids Hearts 1

[Capturing Kids' Hearts 1](#) is a school management program, developed by Flippen Group, which emphasizes connecting kids and teachers. Their website states that they have decreased discipline referrals, increased student achievement, increased

attendance rates, increased graduation rates and increased teacher satisfaction.

3. Rachel's Challenge

[Rachel's Challenge](#) seeks to make schools safer, more connected places where bullying and violence are replaced with kindness and respect and where learning and teaching are awakened to their fullest.

4. Talking to Kids about School Safety

School violence and the resulting intense media coverage bring school safety issues to the forefront for all of us. However, children, in particular, may experience anxiety, fear, and a sense of personal risk. Knowing how to talk with your child about school safety issues could be critical in recognizing and preventing acts of violence, and will play an important role in easing fear and anxieties about their personal safety.

5. The Pillowcase Project

[The Pillowcase Project](#), developed by the American Red Cross, seeks to create a generation of children who understand the science of hazards, are empowered to take action preparing for emergencies, and are excited to help create a prepared community by sharing what they have learned with family and friends.

6. Beneath the Surface

[Beneath the Surface](#) is a mental health campaign with a series of posters, developed by students at Cornell University, to reduce the stigma associated around help-seeking for mental health concerns. The campaign encourages people to see that asking for help is an indication of intelligence and strength.

7. National School Boards Association Fostering Safer Schools Guide

The National School Boards Association (NSBA) has produced a guide called [Fostering Safer Schools](#) that is intended as a first step towards helping school board members find solutions that make sense for their communities as they navigate the complex world of emergency preparedness and response to instances of school violence.

J. Discipline Strategies

Discipline should be part of a district and school's overall prevention and intervention strategy. In addition, discipline should adhere to the district's code of conduct policy and promote a positive school climate, discipline should be administered fairly across students (e.g., gender, race/ethnicity, socioeconomic class). See the Attorney General's [Colorado School Violence Prevention: A Legal Manual](#).

C.R.S. 18-9-109 – Colorado law gives authority to school districts to issue a notice of no trespass. See the Tools and Resources section for examples of letters of notice of trespass investigation and letter of notice of permanent trespass.

PHASE 2: PROTECTION

Protection refers to the effort to “secure schools against acts of violence and manmade or natural disasters” (U.S. Department of Education, 2013, p. 2); it focuses on continuing efforts to protect students, staff, visitors, and property from a hazard or threat.

A. District/School Safety Emergency Response Team(s)

The **District/School Safety Team**, which originates from Senate Bill 08-181, respond to crises within the district and execute an incident command system role during a crisis event. The [Colorado Association of School Board’s \(CASB\) position paper](#) on Senate Bill 08-181: The National Incident Management System and Colorado School District Compliance may help schools interpret the law. The paper explains that only schools receiving federal preparedness funds need to complete FEMA’s Incident Command Training programs – [FEMA’s ICS 100Sca: An Introduction to ICS for Schools and IS 362: Multi-Hazard Emergency Planning for Schools](#). It is important to note that the ICS 100Sca may undergo revisions in 2018-19; schools and districts should work to ensure they have the most recent ICS training.

To plan the roles and responsibilities, the team should identify the function, assigned staff, and back-up staff member to perform the function during the crisis. There should be at least three people on each team, and the teams should be multi-disciplinary.

As noted in Phase 1: Prevention and Site-Based Analysis section, the U.S. Department of Education recommends that districts and schools identify and organize various teams to manage and respond to crises. School staff may serve on multiple teams and the functions of the below listed team are more important than the teams. Thus, some districts and schools may have one team serving multiple functions.

- **District/School Safety Team** (Incident Command System) – conducts safety planning for the district and schools, conducts school safety audits for individual schools, and assists with post-crisis recovery; this multi-disciplinary team may also be trained to respond to specific schools through the District Crisis Response Team. The District/School Safety Team may also be responsible for the below team functions.

Depending on the size, resources and needs of your district, your district or school may consider having the following additional teams:

- **Multi-agency District Crisis Response Team** (Incident Command System) – responds to crises within the district and executes an incident command system role during a crisis event. The Multi-agency District Crisis Response Team should work with community emergency responders (e.g., law enforcement, fire, EMS, community mental health services, victim advocates, and juvenile justice) to prepare and practice emergency response plans and protocols.
- **Threat Assessment Team** – a multi-disciplinary school or district-based team that includes four-to-five members with at least one administrator, one mental health staff member, one law enforcement professional, and one member knowledgeable about the student (preferably an adult in the school with a positive relationship with the student); this team should be trained on an annual basis in the district’s threat assessment and safety planning procedures.
- **District Crisis Counseling Response Team** – trains mental health professionals within the district; provides follow-up interventions for student and staff for any district or school in crisis.

B. Standard Response Protocol

The Standard Response Protocol (SRP) is a safety procedure that seeks to simplify and standardize the actions and language used by stakeholders facing a safety emergency (<http://iloveuguys.org/srp/SRP%20V2.pdf>). Each standardized action is implemented during a specific safety emergency, and the directive is communicated using standardized verbal commands. The lockdown directive, implemented in the event of a threat/hazard inside the building, is followed by the verbal command, “Lockdown! Locks, lights, out of sight!” The lockout directive, implemented in the event of a threat/hazard outside the building, is followed by the verbal command, “Lockout! Secure the perimeter.” The evacuate directive, implemented when students and staff need to move from one location to another, is followed by the verbal command, “Evacuate! (To the announced location).” The shelter directive, implemented when the need for personal protection is necessary, is followed by the verbal command, “Shelter! (For a hazard using a shelter strategy).” Execution of each action is performed by all active participants, including students, teachers, and first responders.

School districts may use a customized protection program developed in partnership with local law enforcement and emergency responders.

C. FEMA's National Response Framework

The [2016 National Response Framework](#) (NRF) outlines key response principles, participants, structures, and roles that direct the nation's emergency response operations. The NRF describes best practices for managing emergencies. The NRF has fifteen core capabilities that include planning, public information and warning, critical transportation, environmental response, health and safety, search and rescue, and situational assessment.

D. National Incident Management System

The National Incident Management System (NIMS) offers a comprehensive approach to emergency planning. NIMS provides a framework for local, state, federal and private agencies to work together to plan responses to crises using a key set of terms, principles, and procedures. NIMS allows school officials to work with first responders to plan the response to major emergencies. NIMS provides two documents to help districts and schools collaborate with first responders to plan emergency responses (see www.ercm.org):

- The National Incident Management System, ECRMExpress, Volume 2, Issue 6, 2006
- The National Incident Management System (NIMS) and Schools: Frequently Asked Questions (<https://training.fema.gov/nims/nimsfaq.aspx>)

NIMS includes six key components: (1) Command and Management, (2) Preparedness, (3) Resource Management, (4) Communications and Information Management, (5) Supporting Technologies, and (6) Ongoing Management and Maintenance. The Command and Management component includes three response systems: (a) Incident Command System (ICS), (b) multi-agency coordination systems, and (c) public information systems. An Incident Command System refers to a coordinated command process when multiple agencies share responsibility for responding to an emergency situation. Each agency shares responsibility for:

- identifying objectives for gaining control of the incident;
- choosing strategies for achieving those objectives;

- planning collaboratively for tactical responses;
- integrating tactical operations;
- using available resources efficiently and effectively.

In general, if a crime has occurred, law enforcement is in charge of the scene; most other emergencies will be handled by the first department or local emergency responders to arrive on the scene. School staff should be knowledgeable of their local jurisdiction's ICS to prevent confusion when responding to a crisis. In addition, schools should identify a liaison officer for the school (e.g., principal).

FEMA provides a several courses on emergency response for K-12 school personnel (see <https://training.fema.gov/programs/emischool/emischool.aspx>).

See Tools and Resources for examples of emergency phone numbers and local resources lists for classrooms.

E. Emergency “Go-Kits” for Administrators and Teachers

Schools are encouraged to organize and store emergency “go-kits” with supplies (e.g., first-aid kit, student attendance rosters, secure drive with student information, small bullhorn and other supplies), sometimes referred to as DIRT bags (District Incident Response Team). The kits should be easily located and carried in the event of an evacuation or other emergency. The [American Red Cross’s Recommended Emergency Supplies for Schools](#) offers a checklist. The Tools and Resources section of the guide includes lists of items to include in a school’s Emergency “Go-Kit.”

F. Standard Reunification Method from “I Love U Guys” Foundation

When students have been locked out or evacuated and cannot return to the classroom or campus, reunification with parents and guardians should be a priority. Reunifying students and parents/guardians at a location off-site can be a complicated process. School officials should plan to give parents specific information about reunification location and procedures as they call the school and arrive to the building. A member of the District Crisis Response Team should be at the reunification location to coordinate with parents, students, and the media liaison (to communicate information with parents). With planning, the reunification

location can stay organized.

Preparedness should include plans for response and recovery because when you start the response process, recovery should also be taking place. Guidelines need to be provided on school officials' roles, responsibilities, policies, victims. Schools should not be making death notifications. You need a plan for how to respond, and the Communication Considerations in Phase 4: Recovery provide some guidance on Internal and External Organization Communication.

The ["I Love U Guys" Foundation's Standard Reunification Method](#) (SRM) provides school and district safety teams with proven methods for planning, practicing, and achieving a successful reunification. The SRM – Pre K-12 toolkit may work well for large schools, but it may not work well in smaller districts and schools). The SRM process is laid out in several steps for schools to follow, including:

1. Establish a parent check-in location;
2. Deliver the students to the student staging area, beyond the field of vision of parents/guardians;
3. Once students are on site, notify parents of location;
4. Greeters" direct parents/guardians to the parent check-in location, and help them understand the process;
5. Parents/guardians complete Reunification Cards;
6. Procedure allows parents/guardians to self-sort during check in, streamlining the process;
7. The "Reunifier" recovers student from the student staging area and delivers to the parent;
8. Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety;
9. Medical, notification, or investigative contingencies are anticipated;
10. Pedestrian "flows" are created so lines don't cross;
11. When it's all said and done, successful reunification is about managing the student and parent experience.

The SRM manual lays out the various positions that educational institutions will have to fill and provide in order to efficiently handle the reunification process.

An organizational chart, as well as list of organizational roles and duties, is provided for educational institutions to mirror.

Also, please note that toolkits should be kept in either vehicles that can easily access the scene or a centralized location easily accessed during the crisis (e.g., school or district property).

In addition, districts and schools should have made arrangements with neighboring school districts, non-profit organizations, and government agencies to provide necessary support for reunification. Districts are recommended to have MOUs/IGAs with local emergency managers and if applicable the Red Cross (depending on location) to provide sheltering sites and resources.

PHASE 3: MITIGATION

Mitigation refers to the actions taken to eliminate or reduce risks and injuries during an emergency, as well as the actions taken to minimize or reduce the impact of an emergency. Schools should have protocols and training procedures to undertake during an emergency, and these protocols and procedures should be communicated in clear and consistent language. These actions are best standardized across districts and developed in collaboration with local emergency response agencies (see <https://www.casb.org/site/handlers/filedownload.ashx?moduleinstanceid=649&dataid=750&FileName=SB%2008-181%20Position%20paper.pdf>).

A. Standard Response Protocol (SRP)

As an overarching emergency response program, the [I Love U Guys' Standard Response Protocol](#) (SRP) is a safety procedure that seeks to simplify and standardize the actions and language used by stakeholders facing a safety emergency. Each standardized action is implemented during a specific safety emergency, and the directive is communicated using standardized verbal commands. Students and staff should be trained in how to respond to each of the SRP's directives. The **lockdown directive**, implemented in the event of a threat/hazard inside the building, is followed by the verbal command, "Lockdown! Locks, lights, out of sight!" Lockdown directive is not meant to be passive; it's an options-based directive that allows for lockdown, self-evacuation, barricading, and/or preparing to defend (not preparing to fight). The **lockout directive**, implemented in the event of a threat/hazard outside the building, is followed by the verbal command, "Lockout! Secure the perimeter." The **evacuate directive**, implemented when students and staff need to move from one location to another, is followed by the verbal command, "Evacuate! (To the announced location)." The **shelter directive**, implemented when the need for personal protection is necessary, is followed by the verbal command, "Shelter! (For a hazard using a shelter strategy)." Execution of each action is performed by all active participants, including students, teachers, and first responders. Here's more information on each action. Detailed information on each of these responses are listed in the section on PHASE 4: RESPONSE of this guide.

Senate Bill 08-181 requires schools to conduct two non-fire emergency drills per year; examples of non-fire emergency drills include lockdown, lockout, shelter, or evacuation following a lockdown.

B. Fire Drills

During fire drills and fire emergencies, the best practice is that staff assess the situation, gain situational awareness, and determine next steps. The OODA Loop (i.e., Observe, Orient, Decide and Act) can be used to identify the best approach in chaotic situations.

Colorado has adopted the 2015 edition of the International Fire Code (IFC) for Public Schools, Charter Schools, and Junior Colleges. [Colorado's Fire Code](#) requires schools to conduct a fire drill within ten days of the first day of school and once a month thereafter. The Code does not allow for the substitution of any other type of drill (e.g., lockdown, lockout, shelter) for a fire drill. Moreover, most standard schools are required to conduct 10 fire drills a year; schools with a preschool program or stand-alone preschools are required to have one fire drill per month. It is important to note that Article 3 of the Code includes information on the door locking requirements.

School officials are required to maintain a fire safety drill log (see the Colorado Division of Fire Prevention & Control's fillable PDF for [Fire Drill Records](#)). The school's annual safety plan should identify safety team members and contact numbers and the scheduled dates for all safety drills. Schools should not conduct fire drills when the school is not occupied.

Finally, schools should recognize and train on the difference between an alarmed fire/fire drill versus a live shooter (see ["Is It a Fire or Is It a Shooter? Responding to Fire Alarms in Schools"](#)).

C. Safe2Tell

Purpose. As described in Phase 1: Prevention and Assessment, [Safe2Tell](#) Colorado is a reporting system that ensures every student, parent, teacher, and community member has access to a safe, and anonymous, way to report any concerns about

their safety or the safety of others. Reports can be made at 1-877-542-7233, the Safe2Tell website, or Safe2Tell app. These reports are then distributed to local responders and officials for investigation and follow-up. Safe2Tell Colorado receives thousands of reports each year concerning issues such as suicide, bullying, drugs and alcohol use/abuse, planned school attacks, mental health concerns, sexting, fighting, weapons, dating and domestic violence, child abuse, and more. Safe2Tell Colorado works to improve the culture and climate of schools through education and awareness initiatives, thus trying to break the code of silence exhibited in most educational institutions.

District/School Contacts. In regards to schools, Safe2Tell Colorado explains that it is vital that every school submit their administrative contact information to the organization. This ensures that the correct individuals are notified in the event of a Safe2Tell Colorado report involving their school.

Student/Staff Training. Raising awareness about Safe2Tell Colorado occurs in two ways; through staff awareness and education, as well as student awareness and education. Online resources to educate students on the importance of reporting concerns, as well as how to anonymously report to Safe2Tell Colorado, have been created and are available on the Safe2Tell Colorado [website](#). PSA videos, supplemental materials for classroom discussions, and parent engagement materials are available on the Safe2Tell Colorado website as well.

D. Interagency Information Sharing Agreement (IISA)

School districts should complete an [Interagency Information Sharing Agreement](#) and form relationships with community agencies, including law enforcement agencies, mental health service providers, social services agencies, and the criminal justice system, as recommended by the Columbine Review Commission, stated in C.R.S. 22-32-109.1(3), and outlined by the [Colorado Attorney General's Office](#). The agreement is meant to help schools and agencies share information and data to promote school safety and prevent violence. And more critically, this agreement allows schools and agencies to define information that is a “public safety concern.” Because the data that falls into this category at the discretion of the agency that possesses it and because so much data can potentially come under this category, it is crucial that local jurisdictions adopt a common definition of a “public safety concern.” Again, local standards may vary. The following is a non-exhaustive list of

the types of information or incidents that local jurisdictions may want to include in such a definition:

- any act of violence or intimidation on school grounds or at a school sponsored event.
- any act that compromises school or community safety, such as threats or expressed desires to commit violence at a school, or in a way that involves a risk of injury to multiple people, or to a student or school employee.
- any act involving a firearm or explosive device.
- any act involving sexual assault.
- any act involving arson.
- any act involving cruelty to animals.
- any act of violence executed pursuant advance planning.
- any act involving the distribution of narcotics.
- information concerning a student's affiliation with a gang.
- information concerning a student with a history of acts falling within the above categories.

As the result of this agreement schools become eligible to receive the above information and therefore are much better able to manage and protect the school. And for these purposes a school is considered a "criminal justice agency."^{vi} And furthermore, without these kind of agreements, schools may well miss important information during the threat assessment of a given student. And communities may well not receive valuable information about a student who is expelled or suspended – thus putting the community at risk.

E. Law Enforcement Involvement

As a critical aspect of building a safe school climate, law enforcement should have full access to all information about students and situations presenting a "public safety concern." Moreover, schools should have access to all the criminal justice information relevant to a specific student, since schools are considered a criminal justice agency in many circumstances (as noted above). Without such an exchange of information, both the schools and the community are less safe. Law enforcement and schools should develop partnerships to plan mitigate, drill and

otherwise cooperate in promoting school safety and safe school climates.

Districts and schools also need to collaborate and partner with law enforcement agencies, fire departments, and emergency responders. School resource officers are often the first on the scene and therefore in addition to the IISA noted above additional Intergovernmental Agreements (IGA) for the use of SROs (and MOUs) should be in place with the DA, law enforcement, criminal justice agencies, and DHS.

Confidentiality agreements should be in place with SROs, and mental health care providers that conform to the IISA noted above. However, even when there is a confidentiality issue at stake in managing a student, the agreements should allow for and encourage the mental health provider to be a part of building a safety plan for a student who, for example, has made a threat. Here, they can contribute to the safety plan without violating a confidentiality oath.

PHASE 4: RESPONSE

Response refers to the process of executing appropriate actions during a crisis or emergency situation. Schools and districts provide resources and implement procedures to manage a crisis or emergency situation. Primary (or sometimes referred to as universal) response procedures are standard actions taken in response to any emergency or threat and include: (1) lockdown, (2) lockout, (3) evacuation, and (4) shelter-in-place (see: <http://cdpsdocs.state.co.us/safeschools/Resources/NEA%20National%20Education%20Association/NEA%20schoolcrisisguide.pdf>).

As noted in PHASE 3, the [I Love U Guys' Standard Response Protocol](#) (SRP) provides an overarching emergency response system to simplify and standardize the actions and language used by stakeholders facing a safety emergency. Each standardized action is implemented during a specific safety emergency, and the directive is communicated using standardized verbal commands. The **lockdown directive**, implemented in the event of a threat/hazard inside the building, is followed by the verbal command, "Lockdown! Locks, lights, out of sight!" Lockdown directive is not meant to be passive; it's an options-based directive that allows for lockdown, self-evacuation, barricading, and/or preparing to defend (not preparing to fight). The **lockout directive**, implemented in the event of a threat/hazard outside the building, is followed by the verbal command, "Lockout! Secure the perimeter." The **evacuate directive**, implemented when students and staff need to move from one location to another, is followed by the verbal command, "Evacuate! (To the announced location)." The **shelter directive**, implemented when the need for personal protection is necessary, is followed by the verbal command, "Shelter! (For a hazard using a shelter strategy)." Execution of each action is performed by all active participants, including students, teachers, and first responders. Here's more information on each action.

Senate Bill 08-181 requires schools to conduct two non-fire emergency drills per year; examples of non-fire emergency drills include lockdown, lockout, shelter, or evacuation following a lockdown.

The school board has the authority to give the power (under SB-181) to the superintendent (or designee) to determine who should be armed in the school building or district. Prior to this determination, districts should consult with their insurance carrier.

A. Lockdowns

A lockdown is a procedure used to protect building occupants from potential dangers in the building or external threats that enter the building. A lockdown protocol is used in situations where an immediate threat to life is present on or within a school campus.

During a lockdown, building staff or students should announce the lockdown in clear and concise language. The [I Love U Guys' Standard Response Protocol](#) (SRP) provides specific guidance on lockdown procedures.

B. Lockouts

A lockout is a procedure used when a threat outside the school or neighborhood exists. A lockout allows school officials to secure the building and protect building occupants when a higher than normal threat is present near or in the vicinity of the campus. The lockout condition is used as a preventative measure when threat of danger is outside the school building and it may be kept in place for a few minutes or longer periods of time, until the threat is resolved. In most cases, business as usual can occur inside the school during the lockout. However, outside building activities and movement from modular classrooms is prohibited during a lockout. The [I Love U Guys' Standard Response Protocol](#) (SRP) provides specific guidance on lockout procedures.

C. Evacuate

Evacuation is used when there is greater safety outside the building than inside the building. Evacuation routes should address the type of crisis, such as a bomb threat, fire, or hazardous material. Relocation sites – primary and secondary relocation sites – should be selected with consideration for the distance, access, hours, transportation, and facilities (e.g., bathrooms, water). An agreement should be made with the owners of non-school sites so that the site can be used for relocation/reunification in an emergency. Whenever possible and time allows, special consideration should include law enforcement escort for any evacuation. The [I Love U Guys' Standard Response Protocol](#) (SRP) provides specific guidance on evacuation and relocation procedures.

D. Shelter

The Shelter or Shelter-in-Place response is used when students and staff must stay inside the building when a chemical, biological, or radiological agent is released in the environment or when there is lightening, tornados, wildland fires, or other nature disasters. In this response, windows may be closed, and central heating and air conditioning may be shut down. Schools should meet with their fire department to identify the best shelter-in-place locations on the campus; those locations can be marked with signage that identifies it as a safe shelter-in-place location. It is important to note that sheltering is different from barricading. With sheltering, there is typically a tornado or hazmat situation, and it is a more passive response (unlike a lockdown, which is a more active response). The [I Love U Guys' Standard Response Protocol](#) (SRP) provides specific guidance on shelter procedures.

E. Fire Drills

During fire drills and fire emergencies, the best practice is that staff assess the situation, gain situational awareness, and determine next steps. The OODA Loop (i.e., Observe, Orient, Decide and Act) can be used to identify the best approach in chaotic situations.

Colorado has adopted the 2015 edition of the International Fire Code (IFC) for Public Schools, Charter Schools, and Junior Colleges. [Colorado's Fire Code](#) requires schools to conduct a fire drill within ten days of the first day of school and once a month thereafter. The Code does not allow for the substitution of any other type of drill (e.g., lockdown, lockout, shelter) for a fire drill. Moreover, most standard schools are required to conduct 10 fire drills a year; schools with a preschool program or stand-alone preschools are required to have one fire drill per month. It is important to note that Article 3 of the Code includes information on the door locking requirements.

School officials are required to maintain a fire safety drill log (see the Colorado Division of Fire Prevention & Control's fillable PDF for [Fire Drill Records](#)). The school's annual safety plan should identify safety team members and contact numbers and the scheduled dates for all safety drills. Schools should *not* conduct fire drills when the school is not occupied.

Finally, schools should recognize and train on the difference between an alarmed fire/fire drill versus a live shooter (see [“Is It a Fire or Is It a Shooter? Responding to Fire Alarms in Schools”](#)).

F. Reunification

The “I Love U Guys” Foundation’s [Standard Reunification Method](#) (SRM) provides school and district safety teams with recommended methods for planning, practicing, and achieving a successful reunification. SRM’s tool kit works particularly well with large schools, but may need to be modified for smaller schools and districts. The reunification process is laid out in several steps for schools to follow, including:

1. Establish a parent check-in location
2. Deliver the students to the student staging area, beyond the field of vision of parents/guardians
3. Once students are on site, notify parents of location
4. “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process
5. Parents/guardians complete Reunification Cards
6. Procedure allows parents/guardians to self-sort during check in, streamlining the process
7. The “Reunifier” recovers student from the student staging area and delivers to the parent
8. Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety
9. Medical, notification, or investigative contingencies are anticipated
10. Pedestrian “flows” are created so lines don’t cross
11. When it’s all said and done, successful reunification is about managing the student and parent experience

The SRP manual also lays out the various positions that educational institutions will have to fill and provide in order to efficiently handle a reunification process. An organizational chart, as well as an organizational roles and duties list, is provided for educational institutions to mirror. These tool kits should be kept in vehicles that can easily access the scene or a centralized location easily deployable to the scene

(e.g., school or district property).

Finally, districts and schools should have MOUs/IGAs with neighboring school districts, non-profit organizations, and government agencies to provide necessary support for reunification. Districts are recommended to have agreements with emergency managers and if applicable the Red Cross (depending on location) to provide sheltering sites and resources.

G. Communication Considerations

Schools and districts should develop plans for communication during and after a crisis, including a (1) draft website for information delivery – with daily facts or community support services – to be posted to communicate with students, parents and the community or a (2) social media source for information delivery (e.g., Facebook, Twitter, email).

1. Internal Communication

Internal communication refers to managing the incident and validating and confirming information through law enforcement partners. The internal communications – the district PIO – works with emergency responders' PIO to communicate information to the community. First responders are usually the school's staff and the emergency responders are going to be law enforcement, fire departments, and EMS.

The [Emergency Services Public Information Officers' Association](#) provides helpful guidance on communications during a crisis.

Interoperability can be handled in a variety of ways. Districts and schools should work with local law enforcement and emergency management to develop a communication interoperability plan. Recent improvements in technology may help interoperability functioning and can include 3-band radios, 185 school radios, and radio patches.

It is not recommended to use a student runner to deliver communications.

2. External Communication

Districts and schools should work to build a relationship with local journalists and reporters, prior to a crisis or emergency. The local news outlets can also help district

and school officials manage national media. Examples of external communication systems include Blackboard connect, School Reach, Powerschool, Infinite Campus, Ready Op, and school messenger. In addition, the [Colorado School Public Relations Association](#) (COSPRRA) and [Emergency Services Public Information Officers of Colorado](#) (ESPIOC) can also provide helpful resources when planning emergency communications.

Standard Operating Procedures include:

- School and District Communication Tools (e.g., School Messenger, Robodial, Blackboard)
- Websites (e.g., outgoing information, social media, urgent and on-going guidance).
- Social Media (e.g., Twitter, Facebook)

H. Psychological First Aid

1. National Education Association’s School Crisis Guide

The [National Education Association’s School Crisis Guide](#) includes information on teens’ reactions to stress, information for parents and staff on post-traumatic stress disorder, and information for parents on children’s interviews with the media.

2. National Association of School Psychologists

The [National Association of School Psychologists](#) offers resources on violence prevention, crisis response, natural disaster response, and trauma recovery.

3. Trauma Informed Care

Schools and districts may seek to use trauma screeners to evaluate a student’s history of mental health, abuse, or safety concerns. It is important to note that any official using a screener, should be trained in its proper use. In addition, screeners should only be used when there is a plan for how to provide the appropriate resources and services needed (see the Tools and Resources section for the CATS Trauma Screener Tool and Guide).

SAMPLE COMMUNICATIONS FOLLOWING A STUDENT DEATH

adapted from the
Resource Guide: Crisis Management and Emergency Response
in Virginia Schools

TO STUDENTS

TO: School Faculty (to be read to the students by the classroom teacher)
FROM: Principal
SUBJECT: (Crisis)

I regret to inform you about sad news. John Doe committed suicide early Saturday morning. As members of the faculty, we extend our deepest sympathy to John's family and friends. Please let your teachers know if you would like to talk to a counselor or other staff members. Funeral services for John will be held _____ and there will not be memorial service in this area. Expressions of sympathy may be sent to (name and address).

TO PARENTS

Dear Parents,

This morning, we learned that one of our third graders, _____, died while in the hospital. ____ had surgery last week and complications emerged after he went home. He/she returned to the hospital yesterday where he died in the afternoon.

Today, at school, each teacher read a short note about ____ to his/her class. Teachers discussed what happened and how ____ died. Our counselor and school psychologist will be available throughout the day to talk with any student or parent that my have had a particularly difficult time with the news.

Any death is challenging for children to understand, but _____'s death is particularly challenging due to his/her young age and its suddenness. We encourage you to take time to discuss ____'s death with your child. If you feel your child might be helped by talking with our counselor or school psychologist, please call us at _____.

Sincerely,
School Principal

PHASE 5: RECOVERY

(Source: Crisis Management and Emergency Response in Virginia Schools)

Recovery refers to the effort to restore the educational environment following a crisis situation, which includes the physical facilities of the school and the psychological well-being of staff and students. Recovery represents a continuing process, which seeks to address: the physical, emotional, and mental needs of students and staff; the physical environment of the school grounds; the financial operations of the organization; and the educational learning setting of the school. The recovery process should seek to restore routines and enlist community support. Trauma recovery experts recommend that:

- trauma-recovery support be available to students, staff, and families after a school-related crisis;
- community service agencies should be recruited to partner with school officials to provide support;
- teachers should not be asked to provide counseling services to students;
- all stakeholders should be involved in planning for and responding to a school-related crisis.

In all recovery efforts, district and school officials should be sensitive to the type of emergency situation – school shooting, student death (e.g., auto fatality, suicide), or bomb threat – students and staff experienced. For example, in response to a student’s suicide, school officials should be careful to minimize the blame assigned to and guilt experienced by peers and staff for not anticipating the student’s risk and needs. Suicide awareness program is important but it may not be appropriate to offer immediately following a tragic loss, due to the missed warning signs. In addition, students experience and recover from crises differently based on their age, physical and emotional abilities, and prior life events. School communities should anticipate and understand different students’ needs and reactions to help students return to academic efforts.

The National Education Association’s School Crisis Guide (2018) and the National Association of School Psychologists provide helpful resources on recovery from crises, including how to address grief, trauma, and memorials.

The four components of recovery are simultaneous, and usually the focus starts

with psychological and emotional recovery. The four main components of recovery are simultaneous in effort and must include:

A. Psychological/Emotional Recovery

The goal of psychological and emotional recovery is to promote healthy coping responses and resiliency among students, staff, and families. The steps to promoting psychological/emotional recovery include:

- recognizing the way the type and breadth of an incident impacts well-being
- considering needs and services, along with providers, for the short and long-term
- partnering with internal and external providers – prior to the crisis – to enlist their support for psychological/emotional recovery services when a crisis arises
- monitoring students’ and staff members’ attendance, as well as students’ grades, counselor visits, etc.
- providing support for caregivers to prevent compassion fatigue
- preparing for anniversary or important dates (e.g., trial, holidays, birthdays)
- building prevention programming into academic and school programs

In addition, schools and districts should work to ensure that emergency responders have collaborated with a victim advocate to serve as a liaison for the family for communication and resources and information sharing; resources may include non-profit, faith-based organizations. Schools and districts should also work with emergency responders to assign victim advocate or PIO to each family to protect the family from the media.

The Colorado Organization for Victim Assistance (COVA) provides resources for victims and training for advocates. In addition, District Attorney’s Offices in Colorado have victim advocates on staff, and they can be enlisted as an external support in times of crisis.

B. Academic Learning Recovery

Academic learning recovery refers to efforts to help students return to educational pursuits, structure, and routine. To ensure academic recovery, school and district officials will need to make timely decisions about school and academic schedules, inform school administrators and staff on situations, and explain to parents/guardians any plans and next steps. School staff should monitor students' academic performance and behavior, following the crisis, because students exposed to trauma can have:

- decreased academic performance
- increased absences
- increased expulsions and suspensions
- decreased graduation rates

Decisions should be made, prior to a crisis, about who decides when schools close or reopen.

C. Physical/Structural Recovery

The work on physical and structural recovery addresses the restoration of facilities to ensure educational operations can continue. The steps for restoring physical and structural safety include:

- addressing human safety concerns at all educational facilities
- evaluating the damage to the facilities
- evaluating transportation and food services
- determining the availability of equipment and supplies
- screening off the area where the trauma occurred
- cleaning up any damage or crime scene evidence
- considering whether rebuilding versus demolishing or the changing of the physical aesthetics may provide for a healthier recovery
- considering the timing of when to bring the students back – before, during or after the physical restoration is complete (e.g., bullet holes repaired)

D. Business/Operations/Fiscal Recovery

- All the personal effects that students and staff left behind need to be returned when the space is safe and the investigation (if any) is complete; thus, there needs to be a process for moving belongings to an offsite location or allowing student to retrieve their belongings when appropriate.
- For a deceased student, pull their information from the student database and hard-copy files to protect their student information.

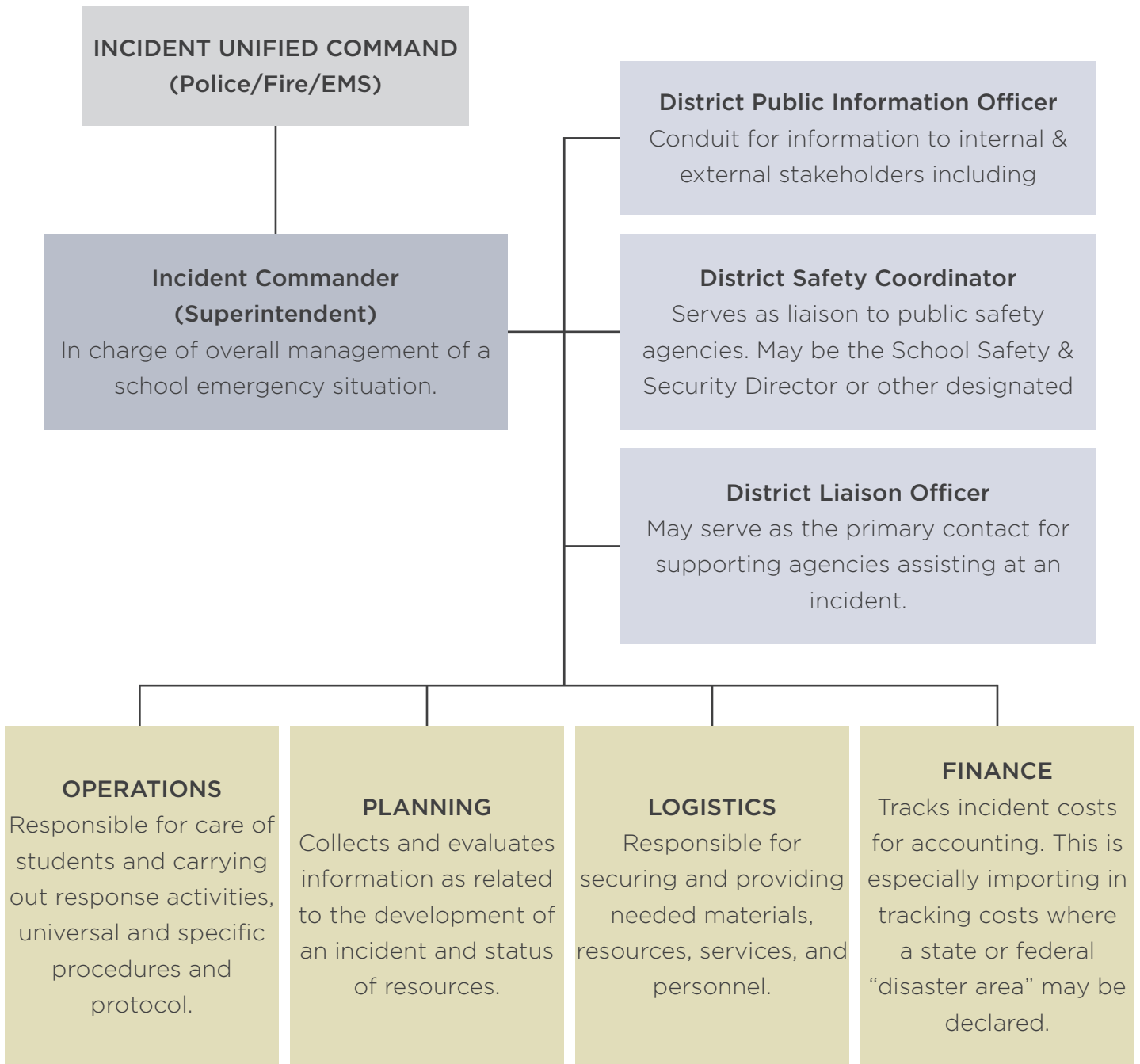
III. SCHOOL SAFETY TOOLS AND RESOURCES

DISTRICT CRISIS RESPONSE TEAM FUNCTION AND STAFF LIST

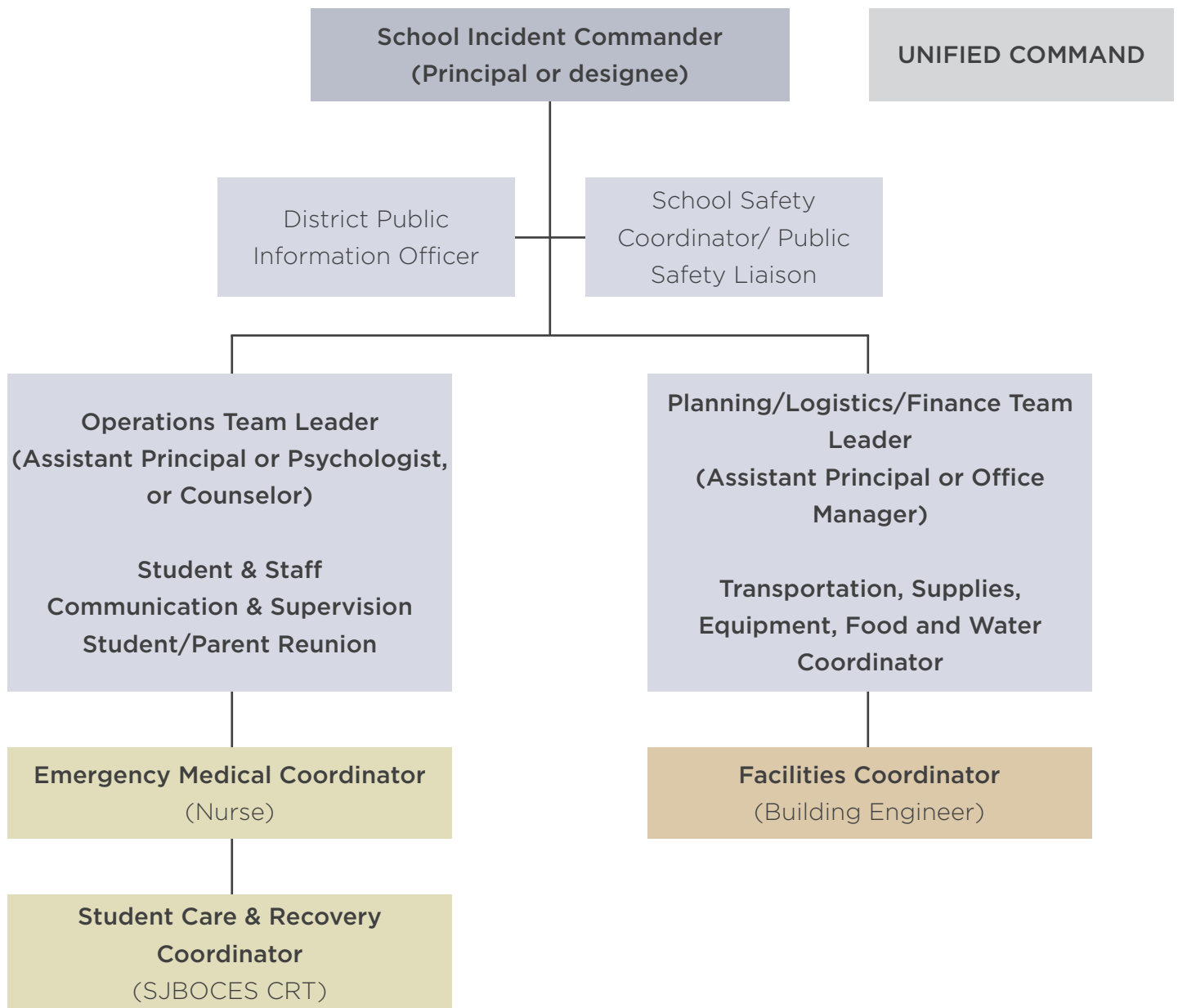
DISTRICT CRISIS RESPONSE TEAM		
<p>District and school staff should be cross-trained to handle all functions in a crisis. It is recommended that school or district staff who are not immediately responsible for children, fill as many roles as possible. Multiple functions may be covered by one individual.</p>		
FUNCTION	STAFF ASSIGNED	STAFF BACK-UP
Incident Commander		
Safety		
Public Information		
Liaison		
Operations Chief		
Medical		
Site Security		
Student Release/Reunification		
Logistics Chief		
Communications		
Transportation		
Planning Chief - Documentation		
Financial Record Keeping		

INCIDENT COMMAND TEAM ORGANIZATIONAL CHARTS

LARGE SCHOOL DISTRICT INCIDENT COMMAND (ICS) STRUCTURE



SMALL SCHOOL INCIDENT COMMAND (ICS) STRUCTURE



DISTRICT AND SCHOOL EMERGENCY SUPPLY “GO KITS”

Senate Bill 08-181 requires, “Each public school, at least every academic term, to inventory emergency equipment and review communications equipment and its interoperability with affected state and local agencies.”

It is recommended that the District School Safety Plan Checklist require that schools schedule and complete, once per semester, an inventory of emergency and communications equipment to ensure readiness and interoperability with the community’s law enforcement/fire responders. Some schools may have additional emergency equipment specific to their individual needs, which shall also be inventoried and updated.

Minimal Supply Recommendations for the Whole School “Go-Kit”

- District Radio
- Building floor plan that identifies: shut-off valves for gas, power, water, HVAC, directional compass, building exits and electronic card readers, fire extinguishers/AED, (include temp buildings)
- Safety Data Sheet (SDS for the Facility Manager)
- Bullhorn/extra batteries
- Documentation materials (note pads, pens, pencils, markers)
- District Emergency Management Plan-Quick Reference Chart
- Basic First Aid Supplies
- Flashlights/extra batteries
- Staff Emergency Cards (work & home information)
- Student Emergency Cards (Court Orders/Custody Information)
- Student Medical Plans/special needs
- List of mobility-impaired staff/students requiring assistance
- Telephone numbers/extensions for all classrooms
- Extra orange and green fluorescent SRT vests (2-3)
- Chrome Books, i-pads, or other devices that provide access to Infinite Campus for reunification purposes (instructions are in the SRT Manual)
- Visitor Sign-in Log

- Current attendance roster
- Master keys
- Two-way radios (SRT typically have these on their person)

School Clinic “Go-Kit”

- Significant Health Needs List
- Student Health Action Plans
- Waterproof Marker (Red)
- Pencil and paper for documentation of those individuals who require first aid support
- Basic First Aid Kit which includes Band-Aids, 4 x 4 gauze pads, triangular bandages
- Hand wash
- Disposable exam gloves
- Plastic waste bags
- Paper towel roll
- Disposable CPR face shield
- Fast acting sugar source (glucose gel)
- Crackers
- Juice boxes

School Personnel may collect student inhalers, Epinephrine and diabetic supplies if there is adequate time during the evacuation. Otherwise, plan on EMS support to provide for student assessment and medication administration during an emergency.

School Classroom Supply Kit

Classroom teachers may wish to prepare a classroom emergency response kit. This kit will be helpful if students must Shelter-in-Place for a long period of time. These materials will help children pass the time and thereby reduce anxiety. These

materials may be kept in a small backpack or a portable box. This classroom kit should be taken if students must be moved to a safe area or evacuate the school building. Classroom kit contents might include:

- Emergency Room Folder
 - Student roster
 - Building floor plan that identifies teacher's specific classroom location, shelter location, directional compass, building exits, fire extinguishers, AED location
- Preschool considerations
- Access and Functional Needs considerations i.e. sensory toys, noise reduction headphones
- Emergency communication plan aides for Limited English/ESL
- Staff cell phone listing with emergency contact cell
- Cat litter, wet wipes, shower curtain, toilet paper, hand sanitizer
- Bucket to hold materials
- Red Card/Green Card
- Age appropriate activities for students (cards, puzzles, pipe-cleaners, crayons, books)
- Ziploc/zipper pencil bag to hold small flashlight, Smarty's, disposable gloves
- Non-salty snacks/lollipops

EMERGENCY PREPAREDNESS CHECKLIST (CSDSIP)

The following is an assessment that is designed to help districts/schools assess regulatory and policy compliance in the workplace. You may need to contact other departments, staff and/or read the district/school board policies or other documents to complete the questions. It is recommended that all members of the school safety team complete the checklist individually; then, team members should meet to compare their responses and work to reconcile differences. The checklist is not helpful or informative if only one school official completes it.

Statement	Yes	No	Not Applicable	Not Assessed	Comments
Emergency Preparedness:					
1. Do you have an active Emergency/Crisis Management Plan (Plan) in place?					
Management Coordination	Yes	No	Not Applicable	Not Assessed	Comments
2. Does your Plan describe how Command, Control and Coordination will be set up and interface with First Responders?					
3. Did your District adopt the Incident Command System (ICS) model as described in the National Incident Management System (NIMS), which is required by CRS 22-32-109.1?					
a. Who is the District Incident Commander?					
b. Who is the Safety Officer?					
c. Who is the Liaison Officer?					
d. Who is the Public Information Officer (PIO)?					
e. Who is the Operations Officer?					
f. Who is the Logistics Officer?					
g. Who is the Planning Officer?					

h. Who is the Finance Officer?					
4. Do all school sites have specific Plans?					
5. Do all District/School sites review their Plan at the beginning of each school year? CRS 22-32-109.1					
6. If Plan modifications are made are all Plan holders notified?					
a. How?					
District Revision Date:					
School Site(s) Revision Date:					
Response Actions	Yes	No	Not Applicable	Not Assessed	Comments
Does the District/School have the following Standard Response Protocol (SRP) in place?					
7. Lockout - A Lockout is called when there is a threat or hazard outside of the building.					
a. Are lockout drills performed/practiced?					
b. How often?					
Response Actions	Yes	No	Not Applicable	Not Assessed	Comments
8. Lockdown - A Lockdown is called when there is a threat or hazard inside the building.					
a. Are lockdown drills performed/practice?					
b. How often?					
c. How often?					
Last drill date:					
9. Evacuate - An evacuation is called to move occupants and staff to assigned location(s).					
a. Are evacuation drills performed/practice?					
b. How often?					

c. Are fire drills performed/ practice each month during school?					
Last drill date:					
10. Shelter - Shelter in place is called when personal protection is necessary. Type: tornado, bomb, or hazard					
a. Are shelter in place drills practiced?					
b. How often?					
11. Do you train, practice and/or perform active shooter drills?					
Training Requirements					
12. Has your District/School met the following training requirements under CRS 22-32- 109.1:					
a. IS - 100.SCa - Introduction to the Incident Command System for Schools, for personnel with a responsibility in the Emergency Plan?					
b. IS 362 - Multi-Hazard Emergency Planning for Schools, for personnel involved in creating the District/School Emergency Plan?					
c. Have the ICS courses been taken by all individuals with a responsibility in the Plan or designated in a school incident command structure?					
Additional Training					
13. Does your District/School have annual training on the Plan for all staff?					

14. Are volunteers/substitutes trained on the Plan prior to work?					
15. Are table top exercises performed? A tabletop exercise is an exercise which is designed to test the processes and procedures that would be used in a real disaster.					
Last exercise perform date:					
Additional Training					
16. Are functional exercise performed? Functional exercises simulate a real emergency. Radios, telephones, and other communication devices are used to transmit information, but field resources are not deployed.					
Last functional exercise perform date:					
Reunification	Yes	No	Not Applicable	Not Assessed	Comments
17. Does your Plan cover reunification of students and parents?					
18. Does your Plan describe how and where reunification of students and parents will take place? Reunification sites would have different locations for each school/facility.					
19. Have transportation issues during evacuations and reunification been discussed?					
20. Have bus drivers been trained on the evacuation and reunification plans?					

Pandemic Events					
21. Does your Plan cover pandemic events? <i>Examples: influenza, cholera</i>					
22. Does your Plan describe policies and procedures that will be followed in the event of a pandemic?					
23. Does your Plan include prevention steps and school closure procedures?					
24. Has your District/School performed a pandemic tabletop exercise?					
25. Does your Plan describe how communication will be set up and maintained between District/school and the following:					
a. Parents?					
b. Law Enforcement?					
c. Other first responders?					
d. The media?					
e. Other neighboring District/Schools?					
26. Are communication methods available for employees (intercom, walkie-talkies, cell phones, etc.)?					
Types used:					
27. Is a Landline available?					
28. Is the staff trained on the location of the land line phone?					
Where are the land lines located:					

Communications and Public Information	Yes	No	Not Applicable	Not Assessed	Comments
29. Is a common vocabulary used to communicate emergency (“evacuate” rather than “code blue”)? Example: Standard Reponses Protocol					
30. Are evacuation maps posted in each building?					
31. Are current building plans on file with local jurisdictions?					
Communication Tools and Equipment	Yes	No	Not Applicable	Not Assessed	Comments
32. Do you have emergency response equipment/supplies available (first aid supplies, radios, student rosters)?					
33. Do you have back-up generators?					
How often are they tested?					
Special Needs Students, Staff and Visitors	Yes	No	Not Applicable	Not Assessed	Comments
34. Does the District/School plan address students, staff and visitors with special needs during a crisis/emergency?					
35. Are copies of this information being kept in a portable file which can be relocated with the administrative staff in an emergency evacuation?					
36. Has the District/Schools included in their emergency plans special needs that includes students/staff with short or long term disabilities which hamper mobility and may require assistance in an evacuation?					

<p>37. At the beginning of each school year does the District/School identify and develop a list of individuals requiring assistance in an evacuation?</p> <p><i>This list should be maintained by the administrative staff and be available to the Operations Officer during an emergency. The Operations Officer will assign available staff/teachers to assist those persons identified.</i></p>					
Recovery	Yes	No	Not Applicable	Not Assessed	Comments
38. Has a process been developed for the psychological needs of students, staff, parents and community?					
39. Does the Member have a District/School Crisis Intervention Team?					
40. Have counselors been identified and assigned to the District/School Crisis Intervention Team?					
41. In the event of physical damage to a facility, has the District/School established relationships so they can cooperate with structural engineers from local Fire or Public Works Departments to determine if buildings are safe to occupy?					
Memos of Understanding (MOU)	Yes	No	Not Applicable	Not Assessed	Comments
42. Does your District have an agreement or MOU with local first responders e.g. local law enforcement?					
43. Does this agreement contain the following:					

a. Roles and Responsibilities?					
b. Procedures for sharing information?					
c. Procedures for requesting and providing assistance?					
d. Communications protocols?					
44. Do you have written and signed information sharing agreement with local agencies? CRS 22-32-109.1					
45. Are access control keys/locks operational by local jurisdictions?					
Hazard Analysis and Actions	Yes	No	Not Applicable	Not Assessed	Comments
46. Has your District/School and community done a hazard vulnerability analysis and developed an appropriate action plan? Examples include but not limited to: fire, hazardous material spills, tornado, violence, bomb threats, impending inclement weather, natural hazards etc...					
Threat Assessment Team	Yes	No	Not Applicable	Not Assessed	Comments
47. Does the District/School have an active Threat Assessment Team?					

48. Is the Threat Assessment Team composed of individuals from various constituencies in the district/community to allow for effective collaboration and coordination of efforts? <i>Example of representatives: administrators, district security, public safety, faculty, human resources, mental health professionals and legal counsel.</i>					
49. Has the team received training on how to do Threat Assessments?					
a. If yes, does the team receive update training?					
b. What is the frequency and date of last training?					
Continuity of Operations Plan (COOP)	Yes	No	Not Applicable	Not Assessed	Comments
50. Does your District/School have a COOP?					
51. Does your COOP describe how the business of the school/district will be maintained in the event of the loss of a school or administrative facility?					
52. Does your COOP identify essential services to maintain the education mission?					
53. Have authority and key decision makers been identified?					
Continuity of Operations Plan (COOP)	Yes	No	Not Applicable	Not Assessed	Comments
54. Have alternate forms of communication been identified and instituted?					
55. Have vital records, databases, and key IT systems been identified and protected?					

56. Have alternate sites been identified to store records, data and systems?					
57. Has the District/School identified alternate locations for District/School functions? <i>These sites may be part of the District's current infrastructure, or may belong to local/county government. Sites should be selected based on availability of required infrastructure such as, electric power, water, sewer, etc...</i>					
58. Has your District/School performed a COOP tabletop exercise?					

CSDSIP School District Emergency & Crisis Management Plans Template
CSDSIP Emergency/Crisis Management Plan Requirement Checklist

School Safety Resource Center

<http://www.colorado.gov/cs/Satellite/CDPS-SafeSchools/CBON/1251621089752>

FEMA EMI School Program

EMI offers school officials courses supporting the implementation of NIMS as well as general courses aimed at building school emergency management capacity.

<https://training.fema.gov/emiweb/emischool/>

FEMA Multihazard Emergency Planning for Schools Site Index

<http://training.fema.gov/EMIWeb/emischool/EL361Toolkit/siteIndex.htm#item1>

BUILDING SECURITY CHECKLIST (CSDSIP)

The following is an assessment that is designed to help districts/schools assess regulatory and policy compliance in the workplace. You may need to contact other departments, staff and/or read the district/school board policies or other documents to complete the questions.

Statement	Yes	No	Not Applicable	Not Assessed	Comments
Building Interior					
1. Are all visitors required to enter through main entrance(s) and sign in at office?					
2. Do all visitors check out and leave building through the same entrance?					
3. Does your District/School have a visitor management system that screens out registered sex offenders, custody issues, restraining order, etc.?					
4. Are all visitors required to wear temporary badges or other ID to show they have checked in at the office?					
5. Are visitors escorted to and from destination?					
6. Is proper identification required of vendors, service providers?					
7. Are students required to carry with them and/or wear their school photo ID, or have available when asked?					
8. Are faculty members required to lock classrooms?					
9. Can interior doors be locked from inside?					
10. Is a final security inspection performed at every district buildings done at closing time?					

11. Can unused areas of the school be closed off during after school activities?					
Building Exterior	Yes	No	Not Applicable	Not Assessed	Comments
12. Are all outside doors locked?					
If "No," Identify doors left unlocked:					
Why are doors left unlocked?					
13. Can exterior doors be locked from inside?					
14. Are door access systems used - e.g., card readers, fobs?					
15. Are buildings largely clear of trees, bushes and shrubs that prevent unobstructed views?					
16. Do windows have safety/security window film?					
17. Are trash dumpers placed away from buildings to prevent access to rooftop and keep vermin away?					
18. Are there identifiable or predictable trouble spots or high risk locations?					
19. Is the facility equipped with adequate night lighting? Examples: Motion detector, timer or just stays on areas not provided lighting:					
Alarms and Camera Monitoring:	Yes	No	Not Applicable	Not Assessed	Comments
20. Does your school have indoor camera surveillance in place?					
21. Are remote and isolated hallways monitored by security cameras?					
22. Are security cameras stationed outside the school?					
23. Do security camera locations provide maximum coverage of the grounds?					

24. Are all entrances (particularly the main entrance) covered by security cameras?					
25. How long are security camera recordings retained?					
26. Do administration and schools sites have a central/proprietary security system? Example: burglar, motion sensors, fire alarms etc...					
27. The central/proprietary alarm system is connected to:					
a. District/School security office					
b. Local Law Enforcement					
c. Other (specify)					
Role of Law Enforcement	Yes	No	Not Applicable	Not Assessed	Comments
28. Does your school have Law Enforcement on site?					
29. Where are they located within the building?					
30. Is there an agreement in place with the jurisdiction?					
a. Agreement last signed?					
31. Is the SRO involved in the school's safe school planning process?					
Asset Protection	Yes	No	Not Applicable	Not Assessed	Comments
32. Is a record kept indicating those to whom keys have been issued?					
Location of record/document					
33. Are keys accounted for & turned in after termination?					
34. Are audio-visual equipment, band instruments, power tools, and other capital equipment items permanently marked for identification, if lost or stolen?					

a. How are they identified (e.g. stencil, etching)?					
35. Is a property inventory log maintained?					
Who keeps the log?					

Statement	Yes	No	Not Applicable	Not Assessed	Comments
Building Interior					
Are all visitors required to enter through main entrance(s) and sign in at office?					
Do all visitors check out and leave building through the same entrance?					
Does your District/School have a visitor management system that screens out registered sex offenders, custody issues, restraining order, etc.?					
Are all visitors required to wear temporary badges or other ID to show they have checked in at the office?					
Are visitors escorted to and from destination?					
Is proper identification required of vendors, service providers?					
Are students required to carry with them and/or wear their school photo ID, or have available when asked?					
Are faculty members required to lock classrooms?					
Can interior doors be locked from inside?					

Is a final security inspection performed at every district buildings done at closing time?					
Can unused areas of the school be closed off during after school activities?					
Building Exterior	Yes	No	Not Applicable	Not Assessed	Comments
Are all outside doors locked?					
If “No,” Identify doors left unlocked:					
Why are doors left unlocked?					
Can exterior doors be locked from inside?					
Are door access systems used – e.g., card readers, fobs?					
Are buildings largely clear of trees, bushes and shrubs that prevent unobstructed views?					
Do windows have safety/security window film?					
Are trash dumpers placed away from buildings to prevent access to rooftop and keep vermin away?					
Are there identifiable or predictable trouble spots or high risk locations?					
Is the facility equipped with adequate night lighting? Examples: Motion detector, timer or just stays on areas not provided lighting:					
Alarms and Camera Monitoring:	Yes	No	Not Applicable	Not Assessed	Comments
Does your school have indoor camera surveillance in place?					

Are remote and isolated hallways monitored by security cameras?					
Are security cameras stationed outside the school?					
Do security camera locations provide maximum coverage of the grounds?					
Are all entrances (particularly the main entrance) covered by security cameras?					
How long are security camera recordings retained?					
Do administration and schools sites have a central/proprietary security system? Example: burglar, motion sensors, fire alarms etc...					
The central/proprietary alarm system is connected to:					
District/School security office					
Local Law Enforcement					
Other (specify)					
Role of Law Enforcement	Yes	No	Not Applicable	Not Assessed	Comments
Does your school have Law Enforcement on site?					
Where are they located within the building?					
Is there an agreement in place with the jurisdiction?					
Agreement last signed?					
Is the SRO involved in the school's safe school planning process?					

Asset Protection	Yes	No	Not Applicable	Not Assessed	Comments
Is a record kept indicating those to whom keys have been issued?					
Location of record/document					
Are keys accounted for & turned in after termination?					
Are audio-visual equipment, band instruments, power tools, and other capital equipment items permanently marked for identification, if lost or stolen?					
How are they identified (e.g. stencil, etching)?					
Is a property inventory log maintained?					
Who keeps the log?					
Asset Protection	Yes	No	Not Applicable	Not Assessed	Comments
Are fixed asset items (e.g. laptops) that are used by employees and students assigned to a specific person to be responsible for safeguarding the security of the item?					
Do you require a written agreement to be signed by staff and students?					
Is there a secured/alarmed area available for storage of fixed asset items when not in use?					
Are there consequences for damage or loss of these items (e.g. monetary reimbursement)?					

Does the District/School have an Internet Safety Plan? [CRS 22-32-109.1(2)(c)]					
Are students trained in safe and secure computer use?					
How often?					
Is an acknowledgment of training signed & kept on file?					
Are HVAC units and other critical building utility supply service (water, electric, natural gas) areas locked to prevent unauthorized access?					

RESPONSE PROTOCOL FOR DEATH OF A STUDENT OR STAFF MEMBER

Source: Durango Public Schools

It is important to note that when a death occurs in a school, it is the responsibility of law enforcement and the coroner’s office to make the death notification to the family (often with the support of victim advocates or counselors); school officials should not make the death notification to the family. In addition, prior to announcing a death that has occurred off site, school officials should call the coroner’s office to confirm the death and to learn whether the family has been notified.

DEATH OF A STUDENT OR STAFF MEMBER		
SCHOOL RESPONSE		CENTRAL ADMINISTRATION RESPONSE
FIRST STEPS		
If death occurs at school: <ul style="list-style-type: none"> • Immediately call 9-1-1 • Notify the superintendent. 	If death occurs away from school: <ul style="list-style-type: none"> • Contact Principal • Notify the superintendent. 	FIRST PERSON TO RECEIVE CALL FROM THE SCHOOL: <ul style="list-style-type: none"> • Call 9-1-1 • Call Superintendent or designee.
SECOND STEPS		
Principal or designee: <ul style="list-style-type: none"> • Appoint someone to meet emergency personnel and ensure access to site. • Secure perimeter around the death scene; make note of all persons who had access within perimeter prior to police arrival. • Do NOT allow any potential evidence to be removed or disturbed. 	Principal: <ul style="list-style-type: none"> • Verify the information, and then call law enforcement to verify. • Update the superintendent. 	Superintendent or designee: <ul style="list-style-type: none"> • Notify school board for situational awareness. • Notify the executive team and assemble the District Crisis Response Team. • Notify the PIO (Public Information Officer) and begin preparing a district notification and media statement. NOTE: The superintendent needs to: <ul style="list-style-type: none"> • Demonstrate support for the concept of a school intervention in crisis situations such as the sudden death of a school community member. • Respond quickly to the requests of the building principal in which the deceased was a member.

THIRD STEPS	
<ul style="list-style-type: none"> • Contact parents, spouse, or next of kin • Notify school lead counselor and assess the expected degree of response from school community. Assess situation and adjust size of crisis counseling team. • Establish meeting place outside of crisis area to brief 	<p>Principal:</p> <ul style="list-style-type: none"> • Notify school lead counselor and assess the expected degree of response from school community. Assess situation and adjust size of crisis counseling team. • Contact school staff to notify them of an early morning mandatory meeting. Request that the school Crisis Response Team meet with the principal thirty minutes prior to staff meeting.
FOURTH STEPS	
<p>Principal - Prepare to activate a response protocol, i.e. LOCK DOWN, LOCK OUT, EVACUATION.</p>	<p>Principal - Prepare an announcement to be read to the students in their respective classrooms.</p>
FIFTH STEPS	
<p>Principal - Arrange an after-school briefing with entire school staff. Review day's crisis and seek names of any student the faculty may identify as high-risk for counseling. After meeting with faculty, meet with the school Crisis Response Team. Review day's crisis and plan for the next day.</p>	<p>Principal - Arrange a briefing (after-school) with entire school staff. Review day's activities and seek names of any student faculty thinks needs additional emotional first aid. After meeting with faculty, meet with Crisis Counseling Team. Review day's activities and plan for the next day.</p>
SIXTH STEP	
<p>Principal - On the day following the funeral, the principal should make the following closure statement to all students and faculty: (This is done the day following the funeral because many of the deceased student's closest friends will not return to school the day of the funeral.)</p> <p><i>May I have your attention, please. I wish to thank all of the students and faculty for the support you have shown each other during the past few days. The example you have shown is a positive and healthy one and provides us the opportunity to work toward strengthening our relationships with each other. Counseling staff remain available if you should wish to talk with them.</i></p> <p>(Any additional comments from the family that have been passed on to the principal might be shared at this point.)</p>	
SEVENTH STEP	
<p>Principal - Identify long term effects and follow-up of recovery (i.e., staff/students/student groups actually affected, crisis debriefing, counseling).</p>	

SAMPLE LETTERS TO PARENTS AND MEDIA

Lockdown by Accident

Dear [school name] families,

As you are aware from previous messages, our lockdown alarm was activated accidentally at approximately X:XXxm today. Even though we knew this to be an accident, district protocol requires that lockdown procedure be followed and completed before clearing the building as safe. Because of this, _____ District/ School Security and local law enforcement responded to the school. There was never any threat; any students and staff in the building were not in danger. The lockdown was officially cleared at X:XXxm.

Student safety is always our first priority. We apologize for any unnecessary alarm or concern this may have caused, and thank everyone for their cooperation and patience.

A lockdown is typically implemented in situations where there is some potential for danger inside the school, within the immediate area, or as a precautionary step to ensure the safety of students and staff from unforeseeable events. If you would like more information about the district's emergency procedures, you can review our website at: _____.

If you have any questions, please don't hesitate to contact the office at XXX-XXX-XXXX.

Sincerely,
[name]
Principal

Lockout by Law Enforcement

Dear [school name] families:

I want to let you know our school went into lockout status this morning/afternoon at approximately XX:XXxm at the request of local law enforcement [due to a non-school-related issue in the area/while they searched the neighborhood for a suspicious person.] _____ safety and security responded to the school to assist and provide extra security. The lockout was lifted at approximately XX:XXxm. Students conducted business as usual inside the building during this lockout.

A lockout is called for when there is an issue in the neighborhood, outside of the school, like a wild animal spotted nearby or police activity in the area. During a lockout, students are conducting business as usual inside; it is simply that access in and out of the school is restricted. If you would like more information about the district's emergency procedures, you can review them on our website at:

Student safety is always our top priority, and we will continue to follow district safety procedures in any situation that arises. If you have questions, please feel free to call the office, XXX-XXX-XXXX.

Sincerely,
[principal name]
Principal

Lockout by Principal or Staff Decision

Dear [school name] families,

As some of you know, our school went into lockout status [this afternoon just after dismissal, at about 3:05pm.] I made the decision to go into lockout as a precaution, based on a [parent reporting a suspicious person on our campus]. We also immediately notified our district security department, who then notified local law enforcement. After some investigation, it was determined there was no threat to our school or students. The lockout was lifted at approximately [3:35pm].

A lockout is called for when there is an issue in the neighborhood, outside of the school. It could be a wild animal spotted nearby, police activity in the area, or something like what happened today. During a lockout, students are conducting business as usual inside; it is simply that access in and out of the school is restricted. If you would like more information about the district's emergency procedures, you can review them on our website at: _____.

Student safety is always our top priority, and we will continue to follow district safety procedures in any situation that arises. If you have questions, please feel free to call the office, XXX-XXX-XXXX.

Sincerely,
[name]
Principal

Threat Made by Student on Social Media

Dear [school name] families,

As some of you may have heard, there has been an incident of a/an [school name] student making threats towards our school via social media. Students reported this incident to school administration and local law enforcement. Both _____ District/Schools security staff and local law enforcement quickly intervened and the student who made the threats is currently detained and being investigated.

As you know, student safety is a priority. Keeping our students and staff safe, communicating with our families about school issues, as well as respecting student rights and privacy, are core to our values at [school name]. Because we want to protect student privacy, we cannot share any details about the incident. However, I want to assure you we are aware and we are taking action.

Please take some time to remind your student that any potential safety concerns should be reported to you and to the school, no matter how insignificant they believe it might be. Students may also call the Safe2Tell program to report safety concerns anonymously at 877-542-7233, or report online at <https://safe2tell.org/>.

We realize it can be alarming to receive these types of messages, but we feel it is important to engage parents. We all must work together to ensure the physical and emotional safety of our students.

If you have any questions, please feel free to call us at XXX-XXX-XXXX. Thank you for your support.

Sincerely,

[name]

Principal

Evacuation, Stay-Reunify

Dear [School Name] families,

I want to inform you our school has evacuated today, [date] at [time], due to [insert appropriate details]. Students and staff are safe. To ensure everyone's safety, we followed our standard evacuation procedures to [location]. [Local law enforcement/fire department] is continuing to investigate the situation.

We have been advised we will not be able to return to the building today. Therefore, we are asking parents who can to pick up their children at [location and address]. An ID will be REQUIRED to pick a student up, and only people marked as "ok to pick up" in District/School Database may pick up a student. Additionally, parents may not pick up a child who isn't theirs, unless that parent is listed on that student's record as "ok to pick up."

If you cannot pick up your child before the end of the school day, he/she will remain here with school staff until an approved person can be here to get him/her. For bus riders, the regular buses will pick students up here at [place] and students who ride the bus will be released to the bus at the normal release time and will proceed home. We will not release students to walk home. Please note, most students do not have their belongings, as we do not take them when we evacuate. Students will not be able to get back in the building to retrieve those items today.

The safety of our students and staff is our first priority, and we will always take the necessary precautions to ensure their safety. We appreciate everyone's patience and cooperation with this process.

Sincerely,

[Name]

Principal

Evacuation due to Gas Smell

Dear [school name] families,

I want to make you aware we briefly evacuated our building today at approximately X:XXxm due to a suspicious smell. The fire department, local law enforcement, and District/School security responded to our school and investigated. The building was cleared for students and staff to return in short order; no leak or other issue was found. Everyone returned to the building at X:XXxm. All students and staff did an outstanding job following school evacuation procedures. We appreciate everyone's cooperation and thank all who responded for acting so quickly.

We will continue to follow district safety procedures in any situation that arises. If you have questions, please feel free to call the office, XXX-XXX-XXXX. If you would like more information about the district's emergency procedures, you can review them on our website at: _____.

Sincerely,

[name]

Principal

Threat Made by Outside Person on Social Media

Dear [school name] families,

I want to let you know about a threatening picture posted on social media that was shared with some of our students. Both _____ District/Schools security staff and local law enforcement quickly investigated and determined the person in the picture/making the threat is not in Colorado/not associated with our school, and this was not a credible threat to [school name].

As you know, student safety is a priority. Keeping our students and staff safe, communicating with our families about school issues, as well as respecting student rights and privacy, are core to our values at [school name].

Please take some time to remind your student that any potential safety concerns should be reported to you and to the school, no matter how insignificant they believe it might be. Students may also call the Safe2Tell program to report safety concerns anonymously at 877-542-7233, or report online at <https://safe2tell.org/>.

Thank you for your support of [school name], as we all must work together to ensure the physical and emotional safety of our students.

If you have any questions, please feel free to call us at XXX-XXX-XXXX.

Sincerely,
[name]
Principal

Investigatory Trespass Notice

RE: Investigatory Trespass Notice

NAME:

_____Public Schools takes seriously the needs of our students to have an educational environment free from disruption. Most recently, it has come to my attention that you have allegedly engaged in inappropriate behavior which resulted in a significant disturbance to the educational environment. Given the seriousness of the alleged behavior, the District will be conducting an inquiry into your behavior at which point you will be given an opportunity to respond to all allegations.

This letter is to serve as formal notice that effective today you may not enter or remain on the property of Drake School pending the outcome of the inquiry. It is our expectation that during this period:

- You will remain in your vehicle should you need to drop your student off in the AM and pickup in the PM; you will not otherwise be allowed on school property.
- You will direct all communication you need to have with the school to _____
He can be reached at phone number _____ or by email at _____
- Any necessary meetings with _____ staff will be held off-site at the District's Administration Office with the presence of my Director and Department of Safety Management staff.

My sincere hope is that you understand the school's need to ensure a distraction free learning environment and respectfully await your opportunity to present your rebuttal. Failure to comply with this notice will be considered a violation of Colorado criminal code §18-9-110.

Regards,

Executive Director
Department of School Safety
_____County Public Schools

cc:

Permanent Trespass Notice

DATE

RE: Permanent Trespass Notice

Recipient's Name:

As you were previously notified, _____Public Schools received concerns regarding your behavior and consequently conducted an inquiry into those concerns. During this investigation, witnesses were interviewed and you were given an opportunity to confront the allegations against you. After reviewing the information gathered, it has been determined that the greater weight of the evidence supports that on Month XX, XXXX, your conduct and behavior was disruptive to the education environment and caused staff to fear for the safety of themselves and others.

This kind of conduct is unacceptable unlawful, and will not be tolerated (see C.R.S. 18-9-117). Consequently, this document is to serve as official notice that you are no longer allowed to be on XXXXXX School property or involved in any school sanctioned activities. This trespass notice is permanent. Should you violate this no trespass order, law enforcement will be contacted and you may be cited. For the remainder of the years your child attends XXXXXXXX School the following terms apply:

- You may drop your children off in the “hug and go” lane but you are not allowed outside of your vehicle on school property
- You may pick up your children up in the “hug and go” lane but you are not allowed outside of the vehicle on school property
- If contact with a teacher is needed about your students grades or you have educational questions, your point of contact for _____
- This no trespass does not apply to your children’s mother and or other legal guardians or emergency contacts

After one year, you may petition the Department of School Safety to determine if the order should be reconsidered.

Regards,

_____,
Department of School Safety
_____County Public Schools

cc: Name, School Principal
Name, Director
Name Legal Services
Police/Sheriff’s Office

Student Death Named, No Reason Given

Dear [school name] families,

We are very sad to share with you that one of our students, [student name], passed away unexpectedly yesterday. Our hearts are with the student's family during this very painful time.

We do not have any information about a memorial service at this time; however, we will pass it along at the direction of the family.

Children often have questions about death and loss, so you may consider discussing any worries they may have about it. We have mental health support at the school for anyone who may need additional emotional help. If your student is struggling with grief and needs extra support immediately, please contact either the _____ Community Center for Mental Health, XXX-XXX-XXXX, or the Colorado Crisis Service hotline, 1-844-493-8255.

Again, our deepest condolences go out to the [student last name] family.

Sincerely,
[name]
Principal

Student Death Named, Suicide

Dear [school name] families,

We are very sad to share with you one of our students, [student name], passed away as a result of an attempt to take his own life. Our hearts are with the student's family during this very painful time.

At [school name], students engage in social-emotional learning specifically around empathy. While our young people continue to learn and explore what empathy means, we will support them and nurture appropriate responses during this time.

We do not have any information about a memorial service at this time; however, we will pass it along at the direction of the family.

Children often have questions about death and loss, so you may consider discussing any worries they may have about it. We will have mental health support at the school tomorrow for anyone who may need additional emotional help. If your student is struggling with grief and needs extra support immediately, please contact either the ____ Community Center for Mental Health, XXX-XXX-XXXX, or the Colorado Crisis Service hotline, 1-844-493-8255.

Again, our deepest condolences go out to the [student last name] family.

Sincerely,
[name]
Principal

Student Death Named, Accident

Dear [school name] families,

We are very sad to share with you that one of our students, [name], passed away [yesterday evening], as a result of an automobile crash/other accident. Our hearts are with the student's family during this incredibly painful time.

We do not have any information about a memorial service or needs of the family yet. We know our school community wants to support [student first name]'s family, and we will pass along information as requested.

We will have mental health support at the school [week day/tomorrow] for anyone who may need additional emotional help. This type of loss may be difficult for our children to understand, so we will have additional district staff members that have experience with this type of situation to help us through.

Children often have questions about death and loss, so you please consider discussing any worries they may have. If your student is struggling with grief and needs extra support immediately, please contact either the _____ Community Mental Health Center, XXX-XXX-XXXX, or the [Colorado Crisis Service](#) hotline, 1-844-493-8255.

Again, our deepest condolences go out to the [student last name] family.

Sincerely,
[name]
Principal

SAFE COMMUNITIES SAFE SCHOOLS (SCSS) ACTION PLANNING QUESTIONNAIRE

Developed by University of Colorado Boulder’s Center for the Study and Prevention of Violence

It is recommended that all members of the school safety team complete the questionnaire individually; then, team members should meet to compare their responses and work to reconcile differences. The questionnaire is not helpful or informative if only one school official completes it.

ACTION PLANNING QUESTIONNAIRE (APQ)		
<p>INTRO: The following questionnaire asks about the existing systems, processes and resources currently available at your school. This data will be used to inform the development of your School Action Plan, as part of the Safe Communities Safe Schools (SCSS) model. When responding, please keep in mind the following (1) there are no “right” or “wrong” answers, (2) your answers are anonymous, and (3) individual school data will not be shared with anyone outside of your team.</p>		
Reference #	Item	Response Options
DEMOGRAPHICS		
1	School Code	
2	School Name	
3	Which of the following best describes your role?	
	Leadership/administration (principal, assistant principal, dean, athletic director etc.)	Yes; No
	Mental/Behavioral health (counselor, social worker, school psychologist)	Yes; No
	General Education Teacher	Yes; No
	Special Education Teacher	Yes; No
	Specialized support staff (speech therapist, occupational therapist, nurse etc.)	Yes; No
	Other (please specify _____)	
3c.	<i>Conditional if teacher:</i> What grade do you teach?	6,7,8

4	How many years have you been working at this school?	Less than 1 year; 1-5 years; 6-10 years; 11-15 years; 16-20 years; 21-25 years; 25+ years
5	How many years total have you been working for a school/district?	Less than 1 year; 1-5 years; 6-10 years; 11-15 years; 16-20 years; 21-25 years; 25+ years
6	What percent of your time is spent working at this school?	Less than 25% Between 25%-49% Between 50%-74% Between 75%-99% 100%
7	How old are you?	25 or under 26-35 years old 36-45 years old 46-55 years old 56 or older
8	What is your gender?	Female Male Non-Binary/third gender Prefer to self-describe: _____ Prefer not to say

CULTURE, CLIMATE, AND COMMUNITY

The following section asks questions about school climate, school culture, and community resources and supports.

District Supports

	Please indicate the extent to which your school gets support from the district in the following areas:	
9	a. Safe school planning	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
10	b. Crisis response	
11	c. Crisis Recovery	
12	d. Early intervention	
13	e. School climate/Positive Behavioral Interventions and Supports (PBIS)	
14	f. School mental/behavioral health	
15	g. Risk/Threat assessment	
16	h. Multi-tiered System of Supports	

SCSS SCHOOL TEAM

The following questions ask about your existing SCSS school team and the use data to inform decisions related to school safety, climate and culture.

	Please describe the extent to which the following are true regarding your school team:	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
17	We have positive interpersonal relationships.	
18	We accomplish our goals.	
19	We consider all perspectives when decisions are made.	
20	We resolve conflicts in a healthy way.	
<i>Data-Based Decision Making</i>		
	Please describe the extent to which the following ways you use behavior and climate data at your school.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
21	There is a process in place to use data to make decisions about overall culture and climate practices at your school	
21c.	<i>Conditional question if present:</i> How well is this process working?	
22	There is a process is in place to use data to make decisions about the selection of supports and interventions at your school.	
22c.	<i>Conditional question if present:</i> How well is this process working?	
23	There is a way of regularly monitoring the impact that programs and strategies have on our schools climate and safety.	
23c.	<i>Conditional question if present:</i> How well is this process working?	

UNIVERSAL PRACTICES FOR POSITIVE SCHOOL CLIMATE

The following questions are about universal practices to foster a positive school climate for staff and students.

Social-Emotional Learning

	Please answer the following questions regarding the extent to which your school utilizes social-emotional learning strategies:	
24	There is a strategy or curriculum in place so that all students have the opportunity to develop social-emotional learning skills this includes regulating their emotions and behavior.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
24c	<i>Conditional questions if present:</i> a. How is this strategy or curriculum working? b. Do teachers receive training/support for this strategy or curriculum?	
25	Teachers regularly promote social-emotional learning in their classes.	
26	Intentional programs or strategies exist for students who require more support in developing social-emotional skills.	
26c.	<i>Conditional question if present:</i> How well is this strategy or curriculum working?	

<i>Inclusion</i>		
	Please describe the extent to which your school provides support and resources for diverse groups of students:	
27	Staff have sufficient knowledge to support students who identify with the following groups: Students of color Lesbian, gay, bisexual or questioning Transgender/Gender non-conforming Physical disabilities Learning disabilities English Language Learners Other: _____	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
28	Staff has sufficient support (e.g., strategies, programs, resources) to meet the needs of students who identify with the following groups: Students of color Lesbian, gay, bisexual or questioning Transgender/Gender non-conforming Physical disabilities Learning disabilities English Language Learners Other: _____	
<i>Staff Culture</i>		
	Please describe the extent to which you believe your staff culture supports the following:	
29	Staff believe that challenges can be overcome.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
30	Staff focus on student strengths and opportunities for growth.	
31	Staff communicate disagreement directly with administration when concerns arise.	
32	Staff provide critical insight into the ways the school can improve.	

Staff Self Care and Compassion Fatigue

	Please answer the following questions regarding the extent to which staff self-care and compassion fatigue:	
33	The culture of our school encourages staff to practice self-care.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
34	Staff members understand secondary traumatic stress, compassion fatigue and burnout.	
35	Staff receive support for secondary traumatic stress, compassion fatigue and burnout.	

CLEAR AND FAIRLY ENFORCED DISCIPLINARY POLICIES AND PRACTICES

The following questions address your school's practices and strategies for supporting and addressing student behavior.

Positive Supports for Students

	Please answer the following questions regarding the extent that your school implements the elements of a positive support system:	
36	There are clear school-wide expectations to support positive student behavior.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
36c.	<i>Conditional question if present:</i> How well are these expectations working?	
37	Teachers and staff implement your schools' positive support system consistently (e.g. PBIS).	
37c.	<i>Conditional question if present:</i> How well is the implementation of your school's positive support system working?	
38	Staff respond to negative behavior displayed by students in a supportive manner that acknowledges underlying or unmet student needs.	

Policies and Practices for Addressing Problem Behavior

	Please describe the extent that your school uses the following policies and practices for addressing problem behavior at your school:	
39	Expectations and rules are well-established and taught school-wide.	
40	Discipline issues are handled by every staff member, not just administration.	0 = Not at all;
41	Teachers feel empowered and effective in handling minor behavior incidences.	1= To a minimal extent;
42	Our school allows for individualized responses to minor infractions.	2= To some extent;
43	Our discipline policy provides alternatives to referrals, suspensions, and expulsion (e.g., restorative justice, behavior contracts, etc.).	3= To a moderate extent,
43c.	<i>Conditional question if present:</i> How well are these alternatives working?	4= To a great extent,
		5= Don't know

FAMILY AND COMMUNITY ENGAGEMENT

The following questions ask about the relationship your school has with families and community agencies.

Family Partnerships

	Please describe the extent to which the following elements of family partnerships with your school are in place.	
44	Staff actively engage and build positive relationships with all families.	
45	Staff discuss students' families in a constructive and supportive manner.	0 = Not at all;
46	Strategies to involve parents are tailored to meet individual family needs including: a. flexibility in selecting times and places b. availability of interpreters c. translated materials	1= To a minimal extent;
47	Parents are included on committees to develop and review school policies and/or school improvement activities.	2= To some extent;
		3= To a moderate extent,
		4= To a great extent,
		5= Don't know

COLLABORATIVE PARTNERSHIPS WITH OUTSIDE AGENCIES

Collaborations with Mental/Behavioral Health and Human Service agencies:

	Please describe the extent to which you agree with the following statements about collaborative partnerships with outside agencies.	
48	Your school has fostered a collaborative partnership with the following: a. mental/behavioral health agencies b. human services agencies	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
48c.	<i>Conditional question if either partnership is present:</i> a. We have a process for referring students to this agency. b. How well is your partnership working?	

Law Enforcement and Juvenile Justice

	Please describe the extent to which you agree with the following statements about collaborative partnerships with law enforcement and juvenile justice agencies.	
49	Your school has fostered a collaborative partnership with the following: a. law enforcement agencies b. juvenile justice agencies	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
50	Your school has a Memorandum of Understanding that outlines the school-law enforcement partnership, details the roles and responsibilities of both the school and law enforcement agencies, and includes the general chain of command and channels of communication.	
51	Your school ensures that any school-based law enforcement officer's roles focuses on improving school safety and reducing inappropriate referrals to law enforcement.	

MENTAL AND BEHAVIORAL HEALTH

The following series of questions address the mental/behavioral health needs and resources available for students at your school and in the community.

School-wide Mental and Behavioral Health

The following questions ask about your school existing mental/behavioral health systems and processes.

	Please describe the extent to which the following mental health policies and practices exist at your school.	
52	All students know where to go for resources in the school when they are experiencing a mental/behavioral health challenge.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
53	Opportunities exist for confidential discussion with other staff about students' mental/behavioral health challenges.	
54	There is a school-wide strategy in place to support students who have experienced trauma.	
54c.	<i>Conditional question if present:</i> How well is this strategy working?	
<i>Identification / Referral</i>		
	Please describe the extent to which the following practices for identification and referral for mental/behavioral health needs exist at your school.	
55	School staff have the knowledge and training needed to: a. identify a mental/behavioral health concern b. refer a student with a possible mental/behavioral health concern	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
56	A school-wide system is in place to take action on referrals for students with mental/behavioral health concerns.	
56c.	<i>Conditional question if present:</i> How well is this process working?	

<i>Screening and Assessment</i>		
	Please describe the extent to which the following practices for screening and assessment for mental/behavioral health needs exist at your school.	
57	Once a student is referred for mental/behavioral health needs, validated tools are used for screening.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
58	Once a student is referred for mental/behavioral health needs, validated tools are used for assessment.	
59	A mental/behavioral health professional is available to perform an assessment for students who have been referred.	
59c	<i>Conditional question if present:</i> a. How well is the assessment process working? b. Do you feel that the assessment process is timely?	
<i>Follow Up</i>		
	Please describe the extent to which the following practices for follow up for mental/behavioral health needs exist at your school.	
60	Follow up information is provided to necessary staff about the status or outcome of student mental/behavioral health referrals	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
61	Our school collaborates with outside MH professionals to ensure support for students.	
62	School mental health staff have a protocol in place for care coordination for students who are identified with high mental/behavioral health needs.	

School-Based Mental and Behavioral Health Resources

	Please answer the following questions regarding school-based mental/behavioral health resources at your school.	
63	School mental/behavioral health professionals monitor students' progress using specific goals.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
64	School mental/behavioral health professionals use evidence-based interventions to address students' needs.	
65	School-based supports are available for students experiencing internalizing related challenges (e.g., worry, sadness, anxiety).	
65c.	<i>Conditional question if present:</i> How well are these supports working?	
66	School-based supports are available for students experiencing externalizing related challenges (e.g., aggression, following rules, destroying property).	
66c.	<i>Conditional question if present:</i> How well are these supports working?	
67	School-based supports are available for students experiencing trauma related challenges (e.g., avoidance, difficulty regulating emotions/body reactions to triggers).	
67c.	<i>Conditional question if present:</i> How well are these supports working?	
68	School-based supports are available for students experiencing attention related challenges?	
68c.	<i>Conditional question if present:</i> How well are these supports working?	
69	Students have access to community-based mental/behavioral health professionals during the school day?	
69c.	<i>Conditional question if present:</i> How well are these supports meeting the needs for your school?	

<i>Imminent Concern</i>		
	Please describe the extent to which the following practices for imminent concerns exist at your school.	
70	Staff have been trained in ways to appropriately respond to students who experience urgent mental/behavioral health problems.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
71	Information about mental/behavioral health emergencies is appropriately shared with staff.	
72	Our school uses a risk assessment process that helps evaluate the risk a student will commit suicide or harm themselves.	
<i>Reentry Planning</i>		
	Please describe the extent to which the following practices for reentry planning exist at your school. Re-entry is defined as anytime a student leaves school (short or long term) because of a safety related emergency (e.g., Student is hospitalized due to a mental health concern, student makes a threat and is suspended).	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
73	Our school has the information we need about a student who reenters.	
74	Our school has a process to create and monitor a plan for a student who reenters.	
74c.	<i>Conditional question if present:</i> How well is this process working?	

BYSTANDER RESPONSE AND REPORTING AND THREAT ASSESSMENT

The following section asks questions about your schools existing policies, practices and procedures for addressing safety-related concerns, such as bystander response and reporting and threat assessment.

Bystander Response and Reporting

	Please describe the extent to which the following practices for bystander response and reporting exist at your school.	
75	Our school actively encourages students, staff and parents to report safety concerns.	<p>0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know</p>
76	There is a system for reporting safety concerns.	
76c.	<i>Conditional question if present:</i> How is this system working?	
77	Our school provides staff with hands-on training on how to recognize and report safety concerns.	
77c.	<i>Conditional question if present:</i> How well is the staff training working?	
78	Our school provides students with hands-on training on how to recognize and report safety concerns.	
78c.	<i>Conditional question if present:</i> How well is the student training working?	
79	Our school provides parents with hands-on training on how to recognize and report safety concerns.	
79c.	<i>Conditional question if present:</i> How well is the parent training working?	
80	Our school provides staff with hands-on training in the appropriate uses of Safe2Tell.	
80c.	<i>Conditional question if present:</i> How well is the staff training for Safe2Tell working?	
81	Our school provides students with hands-on training in the appropriate uses of Safe2Tell.	

81c.	<i>Conditional question if present:</i> How well is the student training for Safe2Tell working?	
<i>Threat Assessment Policies and Procedures</i>		
	Please describe the extent to which your school has the following in place regarding threat assessment policies and procedures.	
82	Our school has an effective threat assessment team, which includes a minimum of three team members from multi-disciplinary perspectives, such as a senior administrator, mental health professional, law enforcement contact, and teacher.	
83	Our school's threat assessment process incorporates a student assessment specific member (e.g., staff with insight into the assessment).	
84	Our school uses a threat assessment process that follows the U.S. Secret Service and U.S. Department of Education Guidelines for managing threats in schools, including the 6 Principles and 11 Questions.	0 = Not at all; 1= To a minimal extent; 2= To some extent; 3= To a moderate extent, 4= To a great extent, 5= Don't know
85	There are procedures in place that guide staff on when to conduct a threat assessment.	
85c.	<i>Conditional question if present:</i> How well are these procedures working?	
86	Our district has provided clear guidelines for threat assessment procedures.	
87	When a threat assessment is conducted in your school, the student is assigned an information vortex coordinator (i.e., central point of contact)	
88	Formal procedures exist for following-up with students after a threat assessment and in the event of additional behavioral concerns (e.g., grades dropping, outburst, disciplinary violation).	

88c.	<i>Conditional:</i> How well are these follow-up procedures working?	
INFORMATION SHARING The following questions about your policies and procedures for gathering and sharing information about students' mental/behavioral health and safety needs.		
<i>Information Sharing Processes and Procedures</i>		
	Please describe the extent to which your school has the following in place regarding sharing information about students:	
89	There is a centralized location (e.g., infinite campus) where relevant staff can access all information regarding student concerns for mental/behavioral health. a. threat assessment	
90	There is a centralized location (e.g., infinite campus) where relevant staff can access all information regarding student concerns for threat assessment.	
91	Information about students' needs are shared with relevant parties (e.g., teachers, families, administration, etc.).	
92	Staff has the resources and training to effectively communicate with families about student concerns.	

0 = Not at all;
1= To a minimal extent;
2= To some extent;
3= To a moderate extent,
4= To a great extent,
5= Don't know

TRAUMA SCREENER TOOL AND INSTRUCTIONS

Child and Adolescent Trauma Screen (CATS) - Youth Report (Ages 7-17)

Stressful or scary events happen to many people. Below is a list of stressful and scary events that sometimes happen. Mark YES if it happened to you. Mark No if it didn't happen to you.

1. Serious natural disaster like a flood, tornado, hurricane, earthquake, or fire.
 Yes
 No
2. Serious accident or injury like a car/bike crash, dog bite, sports injury.
 Yes
 No
3. Robbed by threat, force or weapon.
 Yes
 No
4. Slapped, punched, or beat up in your family.
 Yes
 No
5. Slapped, punched, or beat up by someone not in your family.
 Yes
 No
6. Seeing someone in your family get slapped, punched or beat up.
 Yes
 No
7. Seeing someone in the community get slapped, punched or beat up.
 Yes
 No
8. Someone older touching your private parts when they shouldn't.
 Yes
 No
9. Someone forcing or pressuring sex, or when you couldn't say no.
 Yes
 No

10. Someone close to you dying suddenly or violently.

Yes

No

11. Attacked, stabbed, shot at or hurt badly.

Yes

No

12. Seeing someone attacked, stabbed, shot at, hurt badly or killed.

Yes

No

13. Stressful or scary medical procedure.

Yes

No

14. Being around war.

Yes

No

15. Other stressful or scary event?

Yes

No

Describe:

- Which one is bothering you the most now?
- If you marked “YES” to any stressful or scary events, then turn the page and answer the next questions.

Mark 0, 1, 2 or 3 for how often the following things have bothered you in the last two weeks:

0 Never / 1 Once in a while / 2 Half the time / 3 Almost always

1. Upsetting thoughts or pictures about what happened that pop into your head. **0 1 2 3**
2. Bad dreams reminding you of what happened. **0 1 2 3**
3. Feeling as if what happened is happening all over again. **0 1 2 3**
4. Feeling very upset when you are reminded of what happened. **0 1 2 3**
5. Strong feelings in your body when you are reminded of what happened (sweating, heart beating fast, upset stomach). **0 1 2 3**

6. Trying not to think about or talk about what happened. Or to not have feelings about it. **0 1 2 3**
7. Staying away from people, places, things, or situations that remind you of what happened. **0 1 2 3**
8. Not being able to remember part of what happened. **0 1 2 3**
9. Negative thoughts about yourself or others. Thoughts like I won't have a good life, no one can be trusted, the whole world is unsafe. **0 1 2 3**
10. Blaming yourself for what happened, or blaming someone else when it isn't their fault. **0 1 2 3**
11. Bad feelings (afraid, angry, guilty, ashamed) a lot of the time. **0 1 2 3**
12. Not wanting to do things you used to do. **0 1 2 3**
13. Not feeling close to people. **0 1 2 3**
14. Not being able to have good or happy feelings. **0 1 2 3**
15. Feeling mad. Having fits of anger and taking it out on others. **0 1 2 3**
16. Doing unsafe things. **0 1 2 3**
17. Being overly careful or on guard (checking to see who is around you). **0 1 2 3**
18. Being jumpy. **0 1 2 3**
19. Problems paying attention. **0 1 2 3**
20. Trouble falling or staying asleep. **0 1 2 3**

Please mark “YES” or “NO” if the problems you marked interfered with:

1. Getting along with others
 Yes
 No
2. Family relationships
 Yes
 No
3. Hobbies/Fun
 Yes
 No
4. General happiness
 Yes
 No

5. School or work

Yes

No

Child and Adolescent Trauma (CATS) Screener Instructions

What is the basis for the CATS and what does the CATS measure?

The CATS questionnaire is a short freely accessible screening instrument directly based on the DSM-5 criteria for Posttraumatic Stress Disorder (PTSD). It is a measure of potentially traumatic events and of posttraumatic stress symptoms.

Which versions are available?

The CATS has been translated in several languages. Currently there are English, German, Norwegian and Spanish translations available. There are 3 different versions of the CATS:

- CATS Self-report (7-17 Years)
- CATS Caregiver-report (7-17 Years)
- CATS Caregiver-report (3-6 Years)

What is important to remember when using the CATS?

The CATS is a screening instrument for posttraumatic stress symptoms (PTSS) in children and adolescents. First, the respondents need to check on page 1 whether they have experienced at least one potential traumatic event (PTE) (A-criterion). For those without any reported PTE the assessment is finished. Those respondents with at least one endorsed PTE indicate their (child's) most distressing event and rate their (child's) stress symptoms (criteria B, C, D and E) on page 2. Additional items describe any restrictions of functioning in different domains.

The validation of the CATS showed good psychometric properties and has proven good to excellent internal consistency of the symptom scales with α ranging between .88 - .94 for the different versions.

Publication: <https://www.ncbi.nlm.nih.gov/pubmed/28049104>

The CATS questionnaire does not replace a thorough clinical assessment! It is constructed as a screening instrument with emphasize on sensitivity. Children and

adolescents with positive results on the CATS should be diagnosed using a semi-structured clinical interview.

How to score and interpret the CATS?

The 4-point symptom response scales indicate the reported frequency/severity of each symptom. There are differences in calculating the scores for children from age 7 and adolescents vs. preschool children.

There are two possibilities of scoring the CATS:

1. Using the DSM-5 algorithm:

You can either use the stop light sheet or the scoring sheet presented below, which will guide you through the process.

When using the stoplight sheet or the scoring sheet do not forget that the CATS is constructed as a screening instrument and children and adolescents with positive results on the CATS should be diagnosed using a semi-structured clinical interview.

2. Using the total symptom score:

The determination of preliminary cutoff scores was done based on an estimation derived from the validation of a previous DSM-IV based questionnaire (see below).

Ages 7-17: A total symptom score is calculated by summing up the raw scores of items 1-20 (possible range = 0-60). We recommend to use a cut-off ≥ 21 as indication of a clinically relevant level of symptoms.

Ages 3-6: The total symptom score is calculated by summing up the items 1-16 (possible range = 0-48). We recommend to use a cut-off ≥ 15 as indication of a clinically relevant level of symptoms in preschool children.

Source: <https://ulmer-onlineklinik.de/course/view.php?id=1701>

COLUMBIA-SUICIDE SEVERITY RATING SCALE

Screen with Triage Points for Schools

	Past Month	
Ask questions that are in bold and underlined.	YES	NO
Ask Questions 1 and 2		
1. <u>Have you wished you were dead or wished you could go to sleep and not wake up?</u>		
2. <u>Have you had any actual thoughts of killing yourself?</u>		
If YES to 2, ask questions 3, 4, 5, and 6. If NO to 2, go directly to question 6.		
3. <u>Have you been thinking about how you might do this?</u> e.g. "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it...and I would never go through with it."		
4. <u>Have you had these thoughts and had some intention of acting on them?</u> as opposed to "I have the thoughts but I definitely will not do anything about them."		
5. <u>Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?</u>		
6. <u>Have you ever done anything, started to do anything, or prepared to do anything to end your life?</u> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc. If YES, ask: <u>Was this within the past 3 months?</u>	Lifetime	
	Past 3 Months	

Response Protocol to C-SSRS Screening

	Item 1 Behavioral Health Referral
	Item 2 Behavioral Health Referral
	Item 3 Behavioral Health Referral and Consider Consultation (Psychologist/Social Worker) and Student Safety Precautions
	Item 4 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room
	Item 5 Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room
	Item 6 Behavioral Health Referral and Consider Consultation (Psychologist/Social Worker) and Student Safety Precautions
	Item 6 3 months ago or less: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room

SCHOOL SAFETY-RELATED LEGISLATION IN COLORADO

*see also the Attorney General's [Colorado School Violence Prevention: A Legal Manual](#)

SB 08-181

Requires district and charter schools to adopt the National Response Framework, including the National Incident Management System (NIMS) and the Incident Command System. Minimum training recommendations included the: ICS 100Sca: An Intro to ICS for Schools and IS 362: Multi-hazard Emergency Planning for Schools.

SB 11-173

Details interoperable communications between schools and first responders.

SB 15-213

Recognizes the duty of reasonable care for school districts, charter schools, and their employees to protect students, faculty, staff and others from harm that is reasonably foreseeable.

SB 15-214

Creation of the school safety and youth mental health committee to study school safety and violence prevention and make recommendations.

HB 16-1063

Addresses the exception to the prohibition against disclosing confidential communications with a mental health personal when school safety is at risk.

C.R.S. 22-32-109.1

Defines school district's and school district board's powers and duties related to a safe school plan, conduct and discipline codes, safe school reporting requirements, school response frameworks, and school resource officers.

STUDENT PRE-ENROLLMENT CHECKLIST EXAMPLE

NOTIFICATION OF 48-HOUR REGISTRATION HOLD

Your student's registration as a student in the XYZ School District may be held up to 48 hours (two working days). State law, C.R.S. 22-33-106(3)(c and f), provides the school in which he/she wishes to enroll the ability to deny admission if the student has:

1. been expelled from any school district during the preceding 12 months; and/or,
2. engaged in behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other pupils or school personnel.

PURPOSE

During the 48-hour hold, the receiving XYZ School will contact the school(s) your student attended during the past 12 months to verify that neither of the conditions described above exists. Additionally, previous school personnel may be able to alert the receiving school to ways in which we may best serve your student.

It is not the intent of the receiving school or the district to cast doubt upon the ability of your student to perform academically or behaviorally as a pupil in the receiving school. This process assists the receiving school in remaining within parameters described in district policy and state law. Further, it reduces the probability of inappropriate speculation as to the nature of the student's disciplinary record at their previous school.

DECLARATION

AS THE PARENT/GUARDIAN OF THE ENROLLING STUDENT, YOU ARE REQUESTED TO DECLARE THE STUDENT'S STATUS AT HIS/HER PREVIOUS SCHOOL. PLEASE CHECK ALL THAT APPLY.

Legal Last Name: _____ Legal First Name: _____ Legal Middle Name: _____

Date of Birth: _____ Grade: _____

- This student has not been expelled from any school district during the preceding 12 months.
- This student had no significant disciplinary problems (multiple suspensions or serious infractions of school policy/rules at his/her previous school.

Name of Previous School:

Address of School:

Phone Number:

Name of Person to Contact:

SIGNATURES

I have read and understand the above. I verify that the information provided is true to the best of my knowledge. I have provided enrolling school with a full disclosure of all information outlined above.

Parent/Guardian Signature

Student Signature

Date

FOR USE BY ENROLLING SCHOOL ONLY

School Contacted on _____ by _____

Name of Person Contacted _____ Title _____

Information Provided Above is Correct

Yes

No

Comments

Principal/Administrator Signature

Date

SAMPLE LANGUAGE FOR DISTRICT POLICIES

Safety, Readiness and Incident Management Planning

School districts should take action to be in compliance with the National Incident Management System (NIMS). The Safety, Readiness and Incident Management Plan should coordinate with state and local homeland security plans, as well as state law. The plan should provide guidance about how to prevent, prepare for and respond to various crisis situations; a process for coordinating and communicating with law enforcement and other outside service agencies; and protocols for communicating with the media, parents/guardians, and the public. The Board further directs the creation of a training program for all district employees, as an important component of the safety plan. The superintendent should appoint a district-wide safety plan coordinator to work with the superintendent to develop the plan, recruit and supervise building-level teams, coordinate in-service programs, serve as a liaison between central office and staff, and serve as a liaison between the district and local emergencies agencies. The coordinator should provide copies of the district's current safety plan developed pursuant to this policy to local emergency agencies on a regular basis (Source: Douglas County School District).

Disaster Planning

It is the policy of the District to cooperate with federal, state, and local civil defense authorities. The principals and staff of all schools are expected to carry out all safety measures prescribed by such authorities, or by the District administration, for civil emergencies, fire, or natural disasters (Source: Douglas County School District).

REPORT ON THE ARAPAHOE HIGH SCHOOL SHOOTING

The [Report on the Arapahoe High School Shooting: Lessons Learned on Information Sharing, Threat Assessment and Systems Integrity](#) (2016) reports findings from a study of a 2013 school shooting, which left two students dead. The report provides helpful insight on the opportunities for violence prevention that sharing information, conducting threat assessment, and building a positive school climate can provide to schools. In addition, the journal articles published about information and threat assessment provide additional insight on violence prevention strategies (see also Goodrum, Woodward, and Thompson, 2017; Goodrum, Thompson, Ward, and Woodward, 2018).

COLUMBINE REVIEW COMMISSION'S REPORT

The [Columbine Review Commission's Report](#) (Erickson, 2001) summarizes findings and recommendations following an investigation into the 1999 shooting at Columbine High School. The report provides guidance on strategies for violence prevention in schools, including sharing information about concerning students, breaking the code of silence among adolescents, and encouraging bystander reporting in bullying cases. The report continues to inform best practices for school safety in the United States.

SANDY HOOK ELEMENTARY SCHOOL REPORT

The [Final Report of the Sandy Hook Advisory Commission](#) (Malloy, 2015) provides recommendations following the 2012 shooting at Sandy Hook Elementary on the issues of safe school design, emergency response, and mental health and wellness. The recommendations offer guidance on the prevention of violence in schools and communities.

IV. EVIDENCE-BASED PROGRAMS IN BLUEPRINTS REGISTRY

ELEMENTARY SCHOOL PROGRAMS



Blueprints Program	Tiers ¹	Target Area	Program Description
Positive Action**	Universal - I	Academic Performance, Alcohol, Tobacco, Anxiety, Bullying, Delinquency, Depression, Emotional Regulation, Prosocial Behavior, School Attendance,	A social emotional learning program for students to increase positive behavior, reduce negative behavior, and improve social and emotional learning and school climate. The classroom-based curriculum teaches understanding and management of self and how to interact with others through positive behavior, with school climate programs used to reinforce the classroom concepts school-wide.
Promoting Alternative Thinking Strategies (PATHS)*	Universal - I	Antisocial-aggressive Behavior, Delinquency, Externalizing	A classroom-based social emotional learning program to reduce aggression and behavior problems in children. The PATHS curriculum teaches skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships, and interpersonal problem solving.
Achievement Mentoring*	Selective - II	Academic Performance, Delinquency, Employment, Illicit Drug Use, School Attendance	Targets at-risk adolescents to prevent delinquency, substance use, and school failure. Project staff and teachers monitor students' school performance, inform parents of their children's progress, and reward participants for school attendance and prosocial behaviors.
Coping Power*	Universal - I Selective - II	Academic Performance, Alcohol, Antisocial-aggressive Behavior, Delinquency/Criminal Behavior, Illicit Drug Use	A 16 month preventive group intervention for at-risk children that includes a parent and child focus to prevent substance abuse and reduce aggressive attitudes and behaviors, and in a universal version of the program among all school children.

Fraction Face-Off!*	Selective - II	Academic Performance	A 12-week math tutoring program to improve the understanding of fractions for at-risk 4th graders by increased instruction on measurement interpretation of fractions.
Good Behavior Game*	Universal - I	Alcohol, Antisocial-aggressive Behavior, Illicit Drug Use, Internalizing, Mental Health, Suicide/Suicidal Thoughts, Tobacco	A classroom behavior management game providing a strategy to help elementary teachers reduce aggressive, disruptive behavior and other behavioral problems in children, particularly highly aggressive children, while creating a positive and effective learning environment.
Incredible Years - Child Treatment*	Selective - II Indicated - III	Antisocial-aggressive Behavior, Conduct Problems, Prosocial Behavior, Prosocial with Peers	Counselors/therapists work in a small groups for weekly two-hour sessions to treat children with conduct problems, ADHD, and internalizing problems by enhancing social competence, positive peer interactions, conflict management strategies, emotional literacy, and anger management.
Incredible Years - Parent*	Universal - I Selective - II Indicated - III	Antisocial-aggressive Behavior, Close Relationships w/Parents, Conduct Problems, Depression, Externalizing/Internalizing, Prosocial Behavior	Counselors/therapists work in a small groups for weekly two-hour sessions to treat children with conduct problems, ADHD, and internalizing problems by enhancing social competence, positive peer interactions, conflict management strategies, emotional literacy, and anger management.
Incredible Years - Teacher Classroom Management Program*	Universal - I Selective - II	Conduct Problems, Emotional Regulation, Prosocial with Peers	Teaches classroom management strategies to manage difficult and inappropriate child behavior problems, while promoting social, emotional, and academic competence.
Blueprints Program	Tiers¹	Target Area	Program Description
KiVA Antibullying Program	Universal - I Selective - II	Anxiety, Bullying, Violent Victimization	An anti-bullying program, primarily implemented in Europe, which includes both universal actions (20 hours of student lessons) to prevent the occurrence of bullying and indicated actions to intervene in individual bullying cases.

Number Rockets	Selective - II	Academic Performance	A small group tutoring mathematics competency program for at-risk first grade students that includes computation, concepts, applications,
Olweus Bullying Prevention	Universal - I Selective - II	Bullying, Delinquency, Prosocial with Peers, School Attendance, Violent Victimization	A bullying prevention program that includes school-wide, classroom, individual, and community strategies that create a safe and positive school climate, improve peer relations, and increase awareness of and reduce the opportunities and rewards for bullying behavior.
Open Court Reading	Universal - I	Academic Performance	Provides children with an effective early academic experience by using a set curriculum, training teachers in diagnostics/assessment, and emphasizing professional development.
Peer-Assisted Learning Strategies (PALS)	Universal - I	Academic Performance	A class-wide peer tutoring program to improve reading and mathematics skills of students through guided peer-assisted learning strategies.
Quick Reads	Selective - II	Academic Performance	A reading program for students with below-grade skills, designed to build fluency and comprehension by utilizing words that reflect appropriate phonics and syllable patterns.
Raising Healthy Children	Universal - I	Academic Performance, Alcohol, Antisocial-aggressive Behavior, Illicit Drug Use, Prosocial with Peers	A preventive intervention with teacher, parent, and child components, designed to promote positive youth development by enhancing protective factors, reducing identified risk factors, and preventing problem behaviors and academic failure.
Reading Recovery	Selective - II	Academic Performance	A one-to-one tutoring intervention to reduce the number of students who have extreme difficulty learning to read and write and to reduce the cost of these learners.
Steps to Respect	Universal - I	Bullying, Prosocial with Peers	A 12-14 week anti-bullying curriculum, plus a grade appropriate literature unit, to reduce bullying and destructive bystander behaviors, increase prosocial beliefs related to bullying, and increase social-emotional skills.

Strong African American Families	Universal - I	Alcohol, Close Relationships w/Parents, Delinquency/Criminal Behavior, School Attendance	A 7-week interactive educational program for African American parents and their early adolescent children that includes separate weekly parent and child skills-building followed by a family session to reduce adolescent substance use, conduct problems, and sexual involvement.
Success for All	Universal - I	Academic Performance	A school-wide reform initiative in which instructional processes, curriculum enhancements, and improved support resources for families and staff come together to ensure that every student acquires and builds on adequate basic language skills.
Targeted Reading	Selective - II	Academic Performance	Individualized instruction by classroom teachers with 15-minute sessions for a struggling reader in kindergarten and first grade until the child makes rapid progress.

***Promising Program:** Evaluation(s) (at least one randomized control trial (RCT) or two high-quality quasi-experimental evaluations) indicates significant positive change in the indentured outcomes that can be attributed to the program.

**** Model Program:** At least two high quality RCTs or one high quality RCT and one high quality quasi-experimental evaluation that demonstrate the positive intervention impact is sustained for a minimum of 12 months once the intervention ends.

¹ Continuum of Intervention: Tier I - Universal Prevention for the Entire Population; Tier II - Selective Intervention for those Showing Elevated Risk; Tier III - Indicated Prevention for those Showing Early Symptoms of Problems.



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MIDDLE SCHOOL PROGRAMS



Blueprints Program	Tiers ¹	Target Area	Program Description
LifeSkills Training (LST)**	Universal - I	Alcohol, Delinquency/Criminal Behavior, Illicit Drug Use, Sexual Risk Behaviors/STI's, Tobacco, Violence	A classroom-based, 3-year, middle school substance abuse prevention program, teaching self-management skills, social skills, and drug awareness and resistance skills.
Positive Action**	Universal - I	Academic Performance, Alcohol, Anxiety, Bullying, Delinquency and Criminal Behavior, Depression, Emotional Regulation, Illicit Drug Use, Positive Social/Prosocial Behavior, Sexual Risk Behaviors, Tobacco, Truancy - School Attendance, Violence	A social emotional learning program for students to increase positive behavior, reduce negative behavior, and improve social and emotional learning and school climate. The classroom-based curriculum teaches understanding and management of self and how to interact with others through positive behavior, with school climate programs.
Achievement Mentoring*	Selective - II	Academic Performance, Delinquency/Criminal Behavior, Employment, Illicit Drug Use, Truancy - School Attendance	Targets at-risk adolescents to prevent delinquency, substance use, and school failure. Project staff and teachers monitor students' school performance, inform parents of their children's progress, and reward participants for school attendance and prosocial behaviors.
A Stop Smoking in Schools Trial (ASSIST)*	Universal - I	Tobacco	A smoking prevention intervention based on an informal educational, peer-led approach.

Be Proud! Be Responsible!*	Universal - I Selective - II	Sexual Risk Behaviors, STI's	A six-session intervention using group discussions, videos, games, brain-storming, experiential exercises, and skill activities to improve knowledge about HIV and STDs, and to increase self-efficacy and skills for avoiding risky sexual behavior.
Cognitive Behavioral Intervention for Trauma in Schools (CBITS)*	Indicated - III	Depression, Post-Traumatic Stress Disorder	A 10-session, group-based cognitive behavioral skills program to reduce posttraumatic stress disorder, depression, and anxiety among children with symptoms of PTSD.
EFFEKT*	Universal - I	Alcohol, Delinquency/ Criminal Behavior	A program to reduce teenage alcohol use primarily by providing information to parents delivered through the schools.
Familias Unidas Preventive Intervention*	Selective - II	Externalizing, Illicit Drug Use, Sexual Risk Behaviors	A family-based intervention to promote protection against, and reduce risk for, behavior problems, illicit drug use, alcohol use, cigarette use, and unsafe sexual behavior in Hispanic youth and adolescents.
Guiding Good Choices*	Universal - I	Alcohol, Delinquency, Depression, Illicit Drug Use	A family competency training program to enhance parenting behaviors and skills, to enhance effective child management behaviors and parent-child interactions and bonding, teach children skills to resist peer influence, and to reduce adolescent problem behaviors.
Olweus Bullying Prevention*	Universal - I Selective - II	Bullying, Delinquency, Prosocial with Peers, School Attendance, Violent Victimization	A bullying prevention program that includes school-wide, classroom, individual, and community strategies to create a safe and positive school climate, improve peer relations, and increase awareness of and reduce the opportunities and rewards for bullying behavior.

Blueprints Program	Tiers ¹	Target Area	Program Description
Peer-Assisted Learning Strategies*	Universal - I	Academic Performance	A class-wide peer tutoring program to improve reading and mathematics skills of students through guided peer-assisted learning strategies.
Planet Health*	Universal - I	Obesity	A two-year school-based health behavior intervention designed to reduce obesity by increasing energy expenditure while promoting key dietary behaviors that has shown decreases in obesity for girls.
Positive Family Support - Family Checkup*	Universal - I Selective - II Indicated - III	Alcohol, Depression, Sexual Risk Behaviors, Tobacco	A family-based intervention that targets adolescent problem behavior at the universal, selected, and indicated levels. Goals are to reduce problem behavior and risk for substance abuse and depression, improve family management practices and communication skills as well as adolescents' self-regulation skills and prosocial behaviors.
Project Northland*	Universal - I	Alcohol	Provides classroom curricula, peer leadership, youth-driven extra-curricular activities, parent involvement programs, and community activism to reduce teen alcohol use, improve parent-child communication about alcohol use, increase students' self-efficacy to resist alcohol and understanding of alcohol use norms, and reduce students' ease of access to alcohol in their communities.
Raising Healthy Children*	Universal - I	Academic Performance, Alcohol, Antisocial-aggressive Behavior, Illicit Drug Use, Prosocial with Peers	A preventive intervention with teacher, parent, and child components, designed to promote positive youth development by enhancing protective factors, reducing identified risk factors, and preventing problem behaviors and academic failure.

Safe Dates*	Universal - I Selective - II Indicated - III	Sexual Violence, Violence, Violent Victimization	A ten-session dating abuse prevention program to raise students' awareness of what constitutes healthy and abusive dating relationships, as well as the causes and consequences of dating abuse.
Strengthening Families 10-14*	Universal - I	Alcohol, Antisocial-aggressive Behavior. Close Relationships w/ Parents, Illicit Drug Use, Internalizing, Tobacco	A 7-session group parenting and youth skills program that includes separate weekly parent effectiveness training and child skills-building, followed by a family session to promote good parenting skills and positive family relationships.

***Promising Program:** Evaluation(s) (at least one randomized control trial (RCT) or two high-quality quasi-experimental evaluations) indicates significant positive change in the indentured outcomes that can be attributed to the program.

**** Model Program:** At least two high quality RCTs or one high quality RCT and one high quality quasi-experimental evaluation that demonstrate the positive intervention impact is sustained for a minimum of 12 months once the intervention ends.

¹ Continuum of Intervention: Tier I - Universal Prevention for the Entire Population; Tier II - Selective Intervention for those Showing Elevated Risk; Tier III - Indicated Prevention for those Showing Early Symptoms of Problems.



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HIGH SCHOOL PROGRAMS



Blueprints Program	Tiers ¹	Target Area	Program Description
Blues Program**	Selective - II Indicated - III	Depression, Illicit Drug Use	Focuses on reducing negative cognitions and increasing engagement in pleasant activities in an effort to prevent the onset and persistence of depression in at-risk adolescents with depressive symptoms.
Body Project**	Selective - II	Mental Health - Other, Physical Health & Well-Being	Reduces eating disorder risk factors and symptoms among female high school and college students with body image concerns, thereby preventing the onset of eating disorders such as anorexia, bulimia and binge eating.
Project Towards No Drug Abuse (Project TND)**	Selective - II Indicated - III	Alcohol, Illicit Drug Use, Tobacco, Violent Victimization	A classroom-based substance abuse program to promote drug awareness and prevent teen drinking, smoking, marijuana, and other hard drug use. The TND curriculum teaches students skills in self-control, communication, resource acquisition, and decision-making.
Athletes Training and Learning to Avoid Steroids (ATLAS)*	Universal - I	Alcohol, Illicit Drug Use, Physical Health & Well-Being	A 7-week drug prevention and health promotion program to reduce the use of anabolic steroids and other drugs in male athletes by promoting sports nutrition and strengths training.
Be Proud! Be Responsible!*	Universal - I Selective - II	Sexual Risk Behaviors, STI's	A six-session intervention using group discussions, videos, games, brain-storming, experiential exercises, and skill activities to improve knowledge about HIV and STDs, and to increase self-efficacy and skills for avoiding risky sexual behavior.

Career Academies*	Universal - I Selective - II	Employment, Truancy - School Attendance	Small learning communities within high schools, combining academic and technical career curricula, and offering workplace opportunities through partnership with local employers.
Eisenhower Quantum Opportunities Program*	Selective - II	Academic Performance Dropout/High School Graduation, Post-Secondary Education	A youth development program providing education, service, and development activities to improve academic skills and increase high school completion and post-secondary attainment of high-risk youth from socioeconomically disadvantaged families and impoverished neighborhoods.
Familias Unidas Preventive Intervention*	Selective - II	Externalizing, Illicit Drug Use, Sexual Risk Behaviors	A family-based intervention to promote protection against, and reduce risk for, behavior problems, illicit drug use, alcohol use, cigarette use, and unsafe sexual behavior in Hispanic youth and adolescents.
Olweus Bullying Prevention*	Universal - I Selective - II	Bullying, Delinquency/ Criminal Behavior, Prosocial with Peers, Truancy - School, Attendance, Violent Victimization	A bullying prevention program that includes school- wide, classroom, individual, and community strategies that create a safe and positive school climate, improve peer relations, and increase awareness of and reduce the opportunities and rewards for bullying behavior.
Blueprints Program	Tiers¹	Target Area	Program Description
Project Northland*	Universal - I	Alcohol	Provides classroom curricula, peer leadership, youth-driven extra-curricular activities, parent involvement programs, and community activism to reduce teen alcohol use, improve parent-child communication about alcohol use, increase students' self-efficacy to resist alcohol and understanding of alcohol use norms, and reduce students' ease of access to alcohol.

Raising Healthy Children*	Universal - I	Academic Performance, Alcohol, Antisocial-aggressive Behavior, Illicit Drug Use, Prosocial with Peers	A preventive intervention with teacher, parent, and child components, designed to promote positive youth development by enhancing protective factors, reducing identified risk factors, and preventing problem behaviors and academic failure.
Sport Prevention Plus Wellness*	Universal - I	Alcohol, Illicit Drug Use, Physical Health and Well-Being, Tobacco	A health promotion program that highlights the positive image benefits of an active lifestyle to reduce the use of alcohol, tobacco and drug use in addition to improving their overall physical health.
Strong African American Families - Teen*	Universal - I	Alcohol, Conduct Problems Depression, Illicit Drug Use, Sexual Risk Behavior	Provides a positive and effective early academic experience and strong, research-based foundation in learning to read by using a set curriculum, training teachers in diagnostics and assessment, and emphasizing professional development in order to reach all learners and prevent struggling readers later.
Teaching Kids to Cope*	Selective - II Indicated - III	Depression	A 10-session group intervention to reduce depression and stress by enhancing coping skills.
Wyman's Teen Outreach Program*	Universal - I	Academic Performance, Teen Pregnancy	A nine month program that engages students in a minimum of 20 hours of community service learning annually and weekly meetings using TOP's Changing Scenes curriculum, with a goal of reducing rates of teen pregnancy, course failure, and academic suspension.

***Promising Program:** Evaluation(s) (at least one randomized control trial (RCT) or two high-quality quasi-experimental evaluations) indicates significant positive change in the indentured outcomes that can be attributed to the program.

**** Model Program:** At least two high quality RCTs or one high quality RCT and one high quality quasi-experimental evaluation that demonstrate the positive intervention impact is sustained for a minimum of 12 months once the intervention ends.

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ⁱ In 2018, the U.S. Secret Service released the [Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing School Violence](#), which updated the guidelines for threat assessment and emphasized four components of school climate, including: (1) encourage teachers and staff to build positive, trusting relationships with students by actively listening to students and taking an interest in what they say (e.g., PBIS), (2) break down “codes of silence,” (3) help students feel more connected to their classmates and the school, and (4) help students identify clubs or teams they can join.

ⁱⁱ In short, technical solutions, do not address the underlying system that tends to discourage multi-disciplinary and inter-agency comprehensive approaches to violence prevention and student support. The following resources for building a safe school climate are found at: <http://cdpsdocs.state.co.us/safeschools/CSSRC%20Documents/CSSRC-Bullying-SchoolResourceGuide.pdf>.

ⁱⁱⁱ Communication from Craig Hein, General Counsel, Colorado School Districts Self Insurance Pool.

^{iv} The following agencies rely on Juvenile Assessment Centers to evaluate youth: 18th Judicial District County, District, and Municipal Courts | 18th Judicial District Emergency Screening and Release Team | 18th Judicial District High Risk Victim’s Committee | 18th Judicial District Minority Overrepresentation Committee | 18th Judicial District Probation | 18th Judicial District Senate Bill 94 Program | 18th Judicial District Truancy Task Force | America’s Promise | Arapahoe County Department of Human Services | Arapahoe County Sheriff’s Office | ALL Health Network | Aurora Mental Health Center | Aurora Public Schools | Aurora Youth Options | Cherry Creek School District | Cherry Creek School District School Attendance Review Board | City of Aurora Police Department | City of Cherry Hills Village Police Department | City of Englewood Police Department | City of Glendale Police Department | City of Greenwood Village Police Department | City of Littleton Police Department | City of Lone Tree Police Department | City of Sheridan Police Department | Colorado Coalition of Juvenile Assessment Centers | Connections for Families | Douglas County Crossover Youth Project | Douglas County Department of Human Services | Douglas County Finance Department | Douglas County House Bill 1451 Committee | Douglas County Sheriff’s Office | Elbert County Inter-agency Oversight Group | Elbert County Sheriff’s Office | Englewood Public Schools | Family Resource Pavilion | Greater Littleton Youth Initiative | Lincoln County Sheriff’s Office | Littleton Public Schools | Littleton Public Schools School Attendance Review Board | Mile High Behavioral Healthcare | Rocky Mountain Innocence Lost Task Force | Shiloh House, Inc. | Town of Arriba Police Department | Town of Castle Rock Police Department | Town of Columbine Valley/Bow Mar Police Department | Town of Elizabeth Police Department | Town of Hugo Police Department | Town of Kiowa Police Department | Town of Limon Police Department | Town of Parker Police Department | Town of Simla Police Department | University of Denver Master’s in Forensic Psychology (MAFP) program.

^v Evaluation results were extracted and organized into five domains: participant satisfaction,

knowledge and attitude changes, acquired skills, intervention-related behavior changes, and suicidal behavior. This review found that: (1) ASIST trainees have generally been very satisfied with the training; (2) ASIST trainees have demonstrated greater relevant knowledge and positive attitudes when compared to pre-training states or non-trainees; (3) ASIST trainees have demonstrated increased intervention skills, either through self-assessments or as assessed through simulations, when compared to pre-training states or non-trainees; (4) ASIST trainees have generally reported increased interventions with those possibly at risk for suicide, when compared to pre-training states or non-trainees; increases, however, have not been seen in all settings; (5) in a single evaluation, ASIST-trained school personnel reported fewer known suicide attempts when compared to schools that received other types of training, but caution is warranted when interpreting this result; (6) The use of ASIST training is dependent upon several factors outside the influence of the training. Most notable of these factors is the opportunity to engage those who are at risk for suicide.

^{vi} “Criminal justice agency” is defined by statute as: “Any court with criminal jurisdiction and any agency of the state or of any county, city and county, home rule city and county, home rule city or county, city, town, territorial charter city, governing boards of institutions of higher education, school district, special district, judicial district, or law enforcement authority which performs any activity directly relating to the detection or investigation of crime; the apprehension, pretrial release, post-trial release, prosecution, correctional supervision, rehabilitation, evaluation, or treatment of accused persons or criminal offenders; or criminal identification activities or the collection, storage, or dissemination of arrest and criminal records information.” C.R.S. 19-1-103(34.6) and 24-72-302(3). Based on the italicized language, agencies which may not think of themselves as a “criminal justice agency” are, by virtue of the services they provide, such agencies in many jurisdictions, and are therefore subject to legislative mandates concerning “public safety concern” information. (Office of the Attorney General, Colorado Juvenile Information Exchange Laws: A Model for Implementation.)

