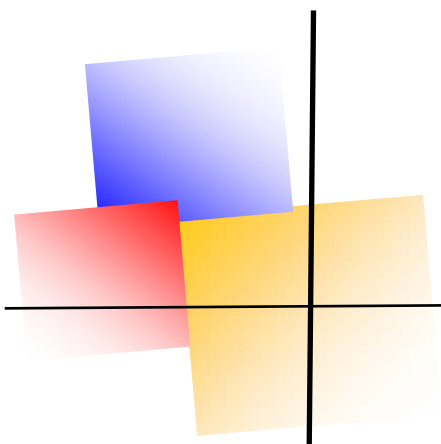


# Jeffco Public Schools

## Safety Plan

2009/2010 School Year



# Introduction

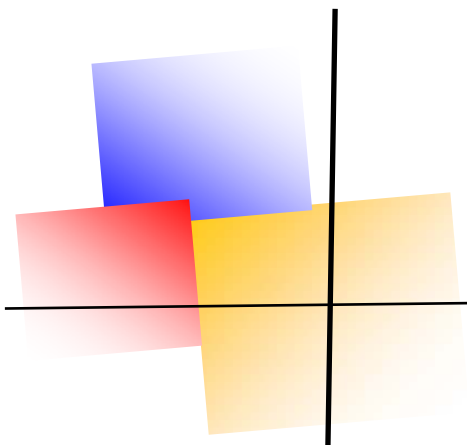
## INTRODUCTION

*“A safe school is in place when students can learn and teachers can teach in a welcoming environment, free of intimidation and fear. It is a setting where the educational climate fosters a spirit of acceptance and care for every child; where behavior expectations are clearly communicated, consistently enforced and fairly applied. A safe school is also one that is prepared to respond to the unthinkable crisis.”*

*“Unlimited options and potential exist for safe school planning. It requires only the ability to get started.”*

**Ronald D. Stephens, Executive Director  
National School Safety Center**

Every student in Jefferson County deserves a safe and orderly public school and an educational environment where they feel welcome and supported. In Jeffco Public Schools, we believe our schools must be places where students not only have clear expectations about their behavior toward other students and faculty, but an understanding of the consequences of inappropriate behavior. That is the premise that led to the development of the School Safety Plan, a comprehensive guide to Jeffco Public Schools’ safety and security programs and measures. The guide identifies those safety and security programs and measures that focus on prevention, intervention and crisis response. The School Safety Plan is designed to be used by school principals to create safe and respectful school environments. The Plan will be reviewed annually and updated accordingly.



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## **School Safety Plan Checklist**

A checklist of components that contribute to safe and respectful school environments that school principals are required to implement annually.

## **Substance Abuse – Violence Prevention Strategies**

Prevention programs recommended for use by Student Services currently in use or available for implementation in each Jeffco school.

## **Student Services Safe and Drug-Free Prevention Programs**

Prevention programs recommended for use by Student Services - Safe and Drug-Free Schools program, currently in use or available for implementation in each Jeffco school.

## **Physical Safety and Security Measures**

A listing of physical safety and security measures implemented or currently under development in the District.

## **Statutes, Executive Limitations and District Policies**

Copies of the policies and state statutes related to school safety and security.

## **Board of Education Policy Ends**

Copies of the Policy Ends related to expectations and responsibilities.

## **Jeffco Public Schools Community Partnerships**

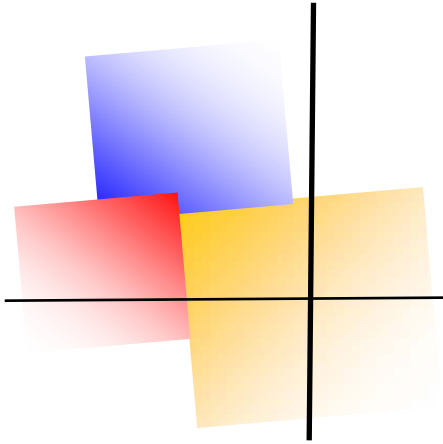
A listing of private entities, community organizations, and governmental agencies in partnership with Jeffco Public Schools in order to promote learning and safe school environments.

The **Jeffco Public Schools Safety Plan** is respectfully submitted by the following committee members:

Dr. Cynthia Stevenson, Superintendent

John McDonald, Executive Director - Emergency Planning & Preparedness

Betsy Thompson, Director - Student Services



# Safety Grid

This Safety Grid is a quick reference guide to the Safety and Security Programs and Measures currently in place or proposed for implementation in Jeffco Public Schools. The primary purpose of the programs and measures – Prevention, Intervention, and Crisis Response – are identified here.

SAFETY AND SECURITY PROGRAMS & MEASURES	PAGE #	PREVENTION	INTERVENTION	RESPONSE
AED Program	21	X	X	X
Alarm System (fire and security)	21	X	X	
Alarm System Monitoring (SSEP)	22		X	
BOE Policy Ends	62	X		
Building Access	22	X		
Secured Entry Systems	22			
Campus Supervisors	23	X	X	X
Card Access System	23	X		
Chemical Safety Guides	23	X		
Classroom Telephones	24		X	X
Conduct Code (student)	24			
District Emergency Telephone Number	25		X	X
District Facility Use Agreement	25	X		X
District Joint Facility Use w/ Red Cross	25			X
District Radio System	26			X
Emergency "GO KIT"	26			X
Emergency Response/Crisis Management Plan (EMP)	27	X	X	X
Emergency Management Plan– District Facilities (non-school)	27			X
Emergency Response/Crisis Mgmt. Training (school/bldg. sites)	28	X		X
Emergency Response/Crisis Mgmt. Training (site staff)	30	X		X
Emergency Response/Crisis Mgmt. Training (students)	30	X		
Emergency Response Drills (school sites)	29	X		X
Emergency Response Teams – Building Level (BERT)	29			X
Emergency Response Teams – District Level (DERT)	29			X
Emergency Response Trainers	30	X		
Exterior Lighting Systems	31	X		
Identification Badges (students & staff)	31	X		X
Investigation Division	32	X	X	X
Law Enforcement / District Collaboration	32	X	X	X
Mental Health/Crisis Response Team	32	X	X	X
Pandemic/Epidemic IAP	33	X	X	X
Pandemic Influenza Preparedness Plan (PIPP)	33	X	X	X
Partnerships	66	X	X	
Public Address Systems	33		X	X
Safe-2-Tell Hotline	34	X	X	X
School Resource Officers	35	X	X	X
School Safety Plan Checklist	8	X	X	X
School Safety Team	30	X	X	X
School Site Hazards	35	X	X	
Security Gates/Doors	35	X		X
Security Patrol Officers (Uniformed)	36	X	X	X
Site Safety Audits	36	X		
Statutes & District Policies	38	X	X	X
Student Services Prevention Programs	16	X	X	X
Substance Abuse/Violence Prevention	14	X		
Threat Assessment	34	X	X	X
Transportation GPS Tracking Program	37	X	X	
Video Camera Systems (CCTV)	37	X		X



# School Safety Plan Checklist

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The School Safety Plan Checklist is now located online.

Please reference the following link:  
(Link only active within the Jeffco Network)

[https://admin.jeffco.k12.co.us/safety\\_checklist\\_form/index.php](https://admin.jeffco.k12.co.us/safety_checklist_form/index.php)

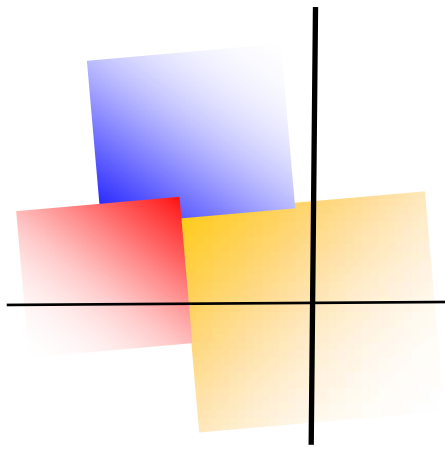


# Substance Abuse- Violence Prevention Strategies

## **SUBSTANCE ABUSE - VIOLENCE PREVENTION STRATEGIES RECOMMENDED BY THE STUDENT SERVICES DEPARTMENT**

The following prevention programs are in use, or available for implementation in each Jeffco school. This list corresponds with the recommended programs listed on page 10.

- A.R.T (Aggression Replacement Training) – PEACE 4 Kids (K-12)
- ASIST (Applied Suicide Intervention Skills Training) (middle/high)
- Bully Prevention (all grades)
- Challenge Day/Program (middle/high)
- Character Education (all grades)
- Choosing Not to Use (grades 6 - 10)
- Conflict Mediation / Resolution (all grades)
- I Can Problem Solve (pre-school – elementary)
- Life Skills (grades 3 – 9)
- Links / WEB (middle/high)
- Mentors in Violence Prevention (MVP) (high school)
- Not on Tobacco (NOT) (middle/high)
- Positive Behavior Support (PBS) (all grades)
- Project Alert (secondary)
- SAFETALK (suicide prevention) (middle/high)
- Second Step Violence Prevention (pre-school – 9)
- Steps to Respect (pre-school – 9)
- True Colors (middle/high)



# Student Services Safe & Drug-Free Prevention Programs

## **STUDENT SERVICES**

### **SAFE & DRUG-FREE PREVENTION PROGRAMS**

#### **A.R.T (Aggression Replacement Training) – PEACE 4 Kids**

This curriculum enhances the well-researched, highly effective Aggression Replacement Training (A.R.T.) developed originally by Arnold Goldstein. The PEACE curriculum features supplemental A.R.T. lessons reflected in the acronym PEACE: P–Parent Empowerment, E–Empathy, A–Anger Management, C–Character Education and E–Essential Social Skills. The curriculum is designed for students from ages 5-18.

#### **ASIST (Applied Suicide Intervention Skills Training)**

The aim of ASIST is to help caregivers become ready, willing and able to provide emergency first-aid to persons at risk for suicidal behavior. Participants in the two-day workshop examine their attitudes about suicide, learn how to effectively recognize and estimate the risk of suicide, and develop new and / or reinforce existing intervention skills. At a minimum, youth must be 16 years of age or older and have parent permission. Every three youth must be accompanied by an “adult partner.”

#### **Bully Prevention**

Unlike simple conflict, bullying is a complicated social phenomenon of those who repeatedly mistreat others using disproportionate power, the victims and the bystanders. A number of curricula and programs address and educate about bullying. Examples: Bully Proofing, No Bullying

#### **Challenge Day / Program**

Never intended to be a one-day experience, Challenge Day programs are designed to help stop the violence and alienation youth face every day. Out-of-state facilitators help tear down the walls of separation, create connection and support among participants and inspire people to live in an environment of compassionate acceptance and respect. High school and middle level facilitation is available.

#### **Character Education**

The Josephson Institute relied on findings from national student surveys about ethical values to create the Six Pillars of Character Education: trustworthiness, respect, fairness, responsibility, caring and citizenship. Program examples: Character Counts, Connecting the Dots

#### **Choosing Not to Use**

Twelve lessons, designed to fit a 45 minute class period, this curriculum is a comprehensive approach to prevention and health education widely used in Colorado. Well researched lessons focus on affective education relating to peer pressure on students to use drugs, social influences model of drug use

prevention, skill building to resist drug use, refusal skills, articulation of healthy, positive norms and more. Appropriate for grades 6 through 10.

### **Conflict Mediation / Resolution**

Student teams and sponsors learn how to apply conflict mediation skills and models in their daily lives. Schools often implement organized groups of Conflict Mediators as playground and/or cafeteria problem solvers or as an alternative to adult intervention in simple student disputes.

### **I Can Problem Solve (Formerly Interpersonal Cognitive Problem Solving)**

I Can Problem Solve is a school-based intervention that trains children in generating a variety of solutions to interpersonal problems, considering the consequences of these solutions, and recognizing thoughts, feelings, and motives that generate problem situations. By teaching children to think, rather than what to think, the program changes thinking styles and, as a result, enhances children's social adjustment, promotes pro-social behavior and decreases impulsivity and inhibition.

### **Life Skills**

Deeply researched with proven results, *Life Skills* is a multi-level prevention program for grades 3 through 9. Lessons stress ATOD (alcohol, tobacco and other drugs) education, personal self-management and social skills. In part, the program challenges misconceptions about drug, tobacco and alcohol use, helps students with peer pressure, helps students consider alternative solutions before making decisions, and gives students effective communication skills.

### **Links / Web**

Dr. Phil Boyte from Learning for Living, Inc. offers leadership training to assist schools in creating a positive and safe school environment. An integral part of LINKS (high school) and WEB (middle school) is Crew Leaders, trained to provide leadership in shaping the culture of the school. These youth organize transition services and activities for incoming students / families and unity days to assist students in breaking down stereotypes and supporting positive peer norms.

### **Mentors In Violence Prevention (MVP)**

Jackson Katz established this school-based program to encourage young men and women to accept leadership roles in their schools and communities. The training is focused on the "bystander model" which empowers students to take an active role in promoting a positive, respectful school climate.

### **Not On Tobacco (NOT)**

This curriculum is delivered outside of the classroom setting with the express purpose of helping youth to quit smoking. Sponsored by the American Lung Association, the training and kit provide all the lessons needed by the facilitator.

### **Positive Behavior Support (PBS)**

The purpose of the Positive Behavior Support framework is to provide a school-wide approach to discipline that will establish and maintain safe and effective school environments that maximize the academic achievement and behavioral competence of all learners. PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors with all students.

### **Project Alert**

Field tested over a ten-year period by RAND and endorsed by the National Middle School Association, this middle school curriculum easily complements instructional areas such as science, health, physical education and social studies. First year of instruction includes eleven lessons, with three booster lessons during the second year of middle school. The ATOD (Alcohol, Tobacco and Other Drugs) kit includes lesson plans, full-color posters and videos (VHS/DVD). The curriculum also includes strategies for resisting use and developing skills to promote non-use attitudes and beliefs.

### **SAFETALK**

Usually a half-day training primarily for adults, SAFETALK is a suicide prevention approach that informs those who might find themselves as gatekeepers. Youth may be involved in this training with the same requirements as ASIST.

### **Second Step**

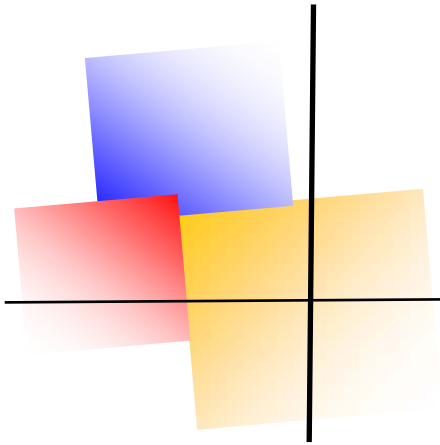
A well-researched, proven social / emotional (violence prevention) curriculum that is top-rated by the U.S. Department of Education. Lessons focus on Empathy, Emotion Management, Impulse Control, Problem Solving and Anger Management. Implementation is teacher friendly and easy to instruct children with engaging, hands-on, activity-based lessons.

### **Steps To Respect**

A research-based bully prevention program designed to actively reduce bullying in elementary schools. This comprehensive approach engages the entire school and includes classroom lessons for students, materials for parents and more, all intended to create a school-wide culture of caring and respect.

### **True Colors**

This is a personality self-assessment tool which offers an opportunity for individuals to gain greater insights about themselves, their strengths, their preferred style of thinking and behaving. It also lends itself to a better understanding of the differences of others and of group dynamics. Follow-up workshops help to demonstrate the advantages of combining the strengths of all group members to achieve desired outcomes. True Colors operates on the premise that each individual exhibits personality characteristics to a greater, or lesser, degree based on a set of personality characteristics attached to an identified color.



# Physical Safety & Security Measures

## PHYSICAL SAFETY AND SECURITY MEASURES

The following physical safety and security measures have been implemented or are under current development in Jeffco Public Schools. The current status of each measure is identified as of September 1, 2007.

### **AUTOMATED EXTERNAL DEFIBRILLATORS (AED)**

In order to ensure compliance with state statutes, the District has developed an AED program that supports AED donations and AED use at schools and sites that meet standards established by the Federal Food and Drug Administration and Jeffco Public Schools AED Program Guidelines.

#### *Current Status:*

- A District AED program has been developed, including procedures and program guidelines, which will standardize authorized AED unit specifications, training, maintenance, inspection, unit tracking, and physician oversight.
- All high schools across the District, at all levels, have installed AED units at their facilities. Installation in middle schools is forthcoming and elementary schools to follow.
- Policy JLI “Student Safety” was updated to incorporate AED state requirements regarding training, maintenance, inspection, notification and physician involvement.

### **ALARM SYSTEM (FIRE AND SECURITY)**

The District operates a proprietary fire, security and building automation alarm system – Johnson Controls Metsys®. The primary reporting system for fire alarms in District facilities is the Digital Alarm Communicator System (DACs). All sites report fire alarms using this system. Secondary fire alarm reporting and primary security reporting is done through the Metasys System. The District has converted from modem to using the District’s Wide Area Network (WAN) using Metasys M5. WAN communication is more reliable, responsive and state-of-the-art. All alarms are monitored by the District Emergency Services Dispatch Center 24-hours/day, seven days/week. The new Emergency Services Dispatch Center has been designed to include redundant system monitoring and capabilities to ensure continued operation in the event of a system failure, as well as emergency battery back-up.

#### *Current Status:*

- All sites have a “Knox Box” with keys for fire and law enforcement units to gain access to the facility.
- All modem sites are checked for connectivity every 24 hours.
- 160 school sites are reporting fire and security alarms via Metasys M5.

## **ALARM SYSTEM (MONITORING)**

The District currently employs nine Emergency Services Dispatchers assigned to provide 24-hours/day, seven days/week. Dispatchers monitor alarm systems – fire, security, and building automation – and summon appropriate response personnel – District security staff, law enforcement, fire/EMS, school administration, custodians, and maintenance staff. Dispatchers maintain records of employee building access and use these records to verify security intrusion alarm status. Dispatchers receive calls for security service and summon appropriate response personnel.

### *Current Status:*

- There are currently nine Emergency Service Dispatchers assigned to the Emergency Services Dispatch Center.
- The new Emergency Services Dispatch Center became completely operational in August 2006, incorporating state-of-the-art monitoring systems, furniture and equipment.
- Infrastructure upgrades to ensure operational capability of an off-site Emergency Services Dispatch Center for use as a back-up location in the event the primary center becomes unsafe due to an emergency or crisis situation, was completed in 2008.

## **BUILDING ACCESS**

Schools have multiple entry/exit points. Controlling access to our schools is critical in order to promote a safe and secure learning environment, therefore, during regular school hours; access to the school building is limited to certain entry points.

### *Current Status:*

- Each site has identified specific entry points during and after school hours. All other doors are kept locked.

## **SECURED ENTRY SYSTEMS**

Controlling access to schools is critical in order to promote safe, secure learning environments. Secured entry systems, along with building design and controlled, funneled access into the main administration reception area is facilitated by requiring all visitors to a building to speak directly with office personnel before access is granted. Screening between staff and visitors will involve either direct line-of-sight or camera surveillance, along with voice communication via an external telephone.

### *Current Status:*

- Secured entry systems were installed at two elementary schools with an additional six pending in the 2009/2010 school year.

## **CAMPUS SUPERVISORS**

Campus Supervisors are employed by the school district and assist school administration with on-site security issues. Currently there are between two and five Campus Supervisors employed at each District high school.

### *Current Status:*

- Implemented at all District high schools except Jeffco Open.

## **CARD ACCESS SYSTEM**

System allows access to a school or other facility, via a proximity card, eliminating the need for keys to be used for routine access. The card access system can control an individual or group's access for a general period of time, down to a specific hour of a day. The system also records whenever the card is used to access the facility. The current card access system the District is installing can also be monitored remotely. The system offers improved access control and an increased sense of security.

### *Current Status:*

- District-wide installation of the Card Access system will be complete by the end of the 2009/2010 school year.
- Comprehensive staff training, along with an instructional guide, is provided following installation.

## **CHEMICAL SAFETY GUIDES**

During the 2002/2003 school year the District completed the development of Science and Visual Arts Chemical Safety Guides for use at secondary level schools. These guides address state and local safety requirements regarding the acquisition, appropriate use, inventory, and disposal of restricted chemicals. These guides also address the areas of chemical spill cleanup, equipment, and accountability.

### *Current Status:*

- In addition to annual refresher training, each fall all science staff is required to sign-off following their review of the Science Chemical Safety Guide.
- In-service training, specific to chemical and equipment use by visual arts staff, is held annually.
- All new science and visual arts teachers receive instruction on their respective chemical safety guides during new teacher induction.
- Each spring, science and visual arts teachers are required to complete a comprehensive inventory of all chemicals at their site.

## **CLASSROOM TELEPHONES**

With very few exceptions, every school classroom has a telephone to allow occupants the opportunity to communicate outside the classroom. The phones have direct access to a 911 operator for emergency purposes.

### *Current Status:*

- Every classroom in the District has a telephone installed and operational.

## **CONDUCT CODE (STUDENT)**

At the beginning of each school year, The Student Conduct Code is covered thoroughly with all students, and documentation is provided to promote safety through high standards of behavior and includes policies related to conduct and discipline. These policies include the following:

- *JI - Student Rights and Responsibilities*
- *JBC - Prevention of Bullying*
- *JBB - Harassment of Students*
- *JK and JK-R - Student Discipline (Habitually Disruptive)*
- *JKD/JKE-1 and JKD -R/JKE -R - Student Suspension/Expulsion*
- *JKDA/JKEA - Grounds for Suspension/Expulsion*
- *AC - Unlawful Discrimination/Equal Opportunity*
- *JICG – Smoking and Other Uses of Tobacco by Students*
- *JICC – Student Conduct on School Buses*
- *JICF – Secret Societies / Gang Activity and Dress*
- *JICI – Weapons in School*

### *Current Status:*

- Printed in both English and Spanish, and available on-line in Russian. The need for an on-line Vietnamese translation is being evaluated.
- The District requires that students receive instruction in the expectations contained in the Student Conduct Code.
- Schools are expected to ensure that all new students receive a copy of the Student Conduct Code and that instruction in the expectations included in the Student Conduct Code through the school based “Newcomer Strategy,” to support new students becoming part of the school community.

## **DISTRICT EMERGENCY TELEPHONE NUMBER**

A **(Red)** Emergency Telephone has been installed in the Community Superintendents’ Office to provide schools with direct access to report major building emergencies. The emergency telephone will remain operational in the event of a power loss to the administration building. The emergency telephone number is 303-216-2978. After normal school hours, school staff is to report emergencies to the District Safety, Security, and Emergency Planning Department by calling **303-232-8688** or **303-982-2445**. The District Safety, Security, and Emergency Planning Department also has a similar direct telephone line to the Community Superintendents’ Office for use in reporting emergencies and coordinating an appropriate response.

### *Current Status:*

- Operational
- Tested Annually.

## **DISTRICT FACILITY USE AGREEMENT**

The original District Facility Use Agreement form was modified to include building use security regulations. District policy KF and regulation KF-R have also been modified to reflect this update. In January 2008, an electronic tracking system offering a more efficient, paperless process for monitoring facility use was implemented District-wide. This new process will allow local fire authorities to electronically monitor site-based events requiring additional fire safety review and inspection. This system will also provide more efficient snow removal by Facilities Maintenance at sites with after-hours use by groups of more than ten individuals.

### *Current Status:*

- Revised October 2005.

## **DISTRICT JOINT FACILITY USE W/ THE AMERICAN RED CROSS & JEFFERSON COUNTY SHERIFF'S OFFICE**

The District has developed Memorandums of Understanding jointly with the Jefferson County Emergency Management Agency regarding facility use that specifies the conditions under which The American Red Cross may use District facilities and/or school buses during an emergency situation. These agreements further establish a communication system between Jeffco Public Schools, The American Red Cross, and the Jefferson County Emergency Management Agency, and provides for a joint decision making structure.

### *Current Status:*

- These agreements have been updated and are currently awaiting District approval and signing by all parties.

## **DISTRICT RADIO SYSTEM (COUNTY EMERGENCY NETWORK)**

Jeffco Public Schools participates in a state and county-wide, two-way radio network with various municipalities/agencies, including law enforcement and emergency responders. This network allows the District, municipalities, and county agencies to jointly communicate on common radio frequencies in the event of a major crisis or emergency. In May 2007, a system-wide analysis of the District's existing radio system to assess functionality was completed. As a result of this analysis, standardization of all radio communication systems across the District were upgraded in order to ensure interoperability during normal, daily operations, as well as during an emergency or crisis situation.

### *Current Status:*

- The county-wide, two-way radio network is operational and in use by the District Safety, Security, and Emergency Planning Department.
- The Safety, Security, and Emergency Planning Department currently utilize 17 portable radios and two consolettes on the emergency network for its Security Patrol Officers and Emergency Services Dispatchers.

- In order to meet the diverse radio communication needs of the District, in October 2007 the District was accepted as a member of the Consolidated Communication Network of Colorado (CCNC). CCNC is a users group that incorporates over 180 state and local government agencies, sharing a common statewide infrastructure through the use of over 100 radio tower sites, making CCNC the largest statewide system in the country.
- 1,885 400 MHz portable radios for school-based communication and 155 800 MHz portable radios for Site-to-Security communication were purchased and distributed during the latter half of the 2007/2008 school year. Included in this distribution were all District athletic stadiums and numerous special instructional programs. The District Facilities Maintenance “White” fleet and Transportation fleet of school buses also received radio upgrades, and are part of the CCNC network.
- Members of the DERT received training and were issued an 800 MHz portable radio for use during an emergency or crisis situation.

### **EMERGENCY “GO KIT”**

Each school must assemble an emergency “Go Kit” that may include the following items: bullhorn, portable radio, flashlight, current class lists, information on special medical needs, District telephone list, Emergency Management Plan, staff directory, student emergency contact cards, building floor plans, and a copy of inside and outside master keys. This “Go Kit” is taken out of the building by a member of the Building Emergency Response Team (BERT), in the event of an emergency evacuation.

#### *Current Status:*

- All schools have functional “Go Kits” in place.
- Schools are encouraged to create a second “Go Kit” to be placed by the school’s secondary exit location.
- Through the use of Office of Safe and Drug-Free Schools (OSDFS) grant monies awarded to the District during the fall of 2006, additional equipment essential to an effective emergency response was supplied to schools and included in the “Go Kits.”
- Schools are encouraged to create a Clinic “Go Box” to include Significant Health Needs Lists, Student Health Action Plans, and basic first aid supplies, along with other items in support of student assessment and medication administration during an emergency.

### **EMERGENCY RESPONSE - CRISIS MANAGEMENT PLAN (EMP)**

The Emergency Management Plan provides each Building Emergency Response Team (BERT) - teachers and all District support personnel - with a comprehensive written guide for how to respond in an emergency situation. It has been developed as an “All Hazards” plan covering a variety of emergency possibilities, decision-making criteria, communication, and emergency organization.

*Current Status:*

- Using Office of Safe and Drug-Free Schools (OSDFS) grant monies awarded to the District during the fall of 2006, the District has completely updated both the Emergency Response - Crisis Management Plan Manual and the Emergency Management Plan - Quick Reference Chart.
- The ERCM Plan and EMP Quick Reference Chart became available during the 2007/2008 school year, with the EMP Manual and the EMP Quick Reference Chart distributed and available in both hard copy and electronic form.
- The Pandemic Influenza Preparedness Plan (PIPP) has been incorporated into the updated District Emergency Management Plan.
- The District ERCM Plan was developed and updated in collaboration with local law enforcement and fire authorities across the county.

**EMERGENCY MANAGEMENT PLAN – DISTRICT FACILITIES (NON-SCHOOL SITES)**

Each non-school District facility (i.e. Educational Services Center, Transportation terminals, Quail Complex, etc.), has a unique set of needs in the area of emergency management. A site-specific Emergency Management Plan addresses the unique structures and associated responsibilities to ensure the safety of staff and District facilities.

*Current Status:*

- Non-school sites are identified and an emergency response structure is under development for these sites.
- An Evacuation Plan for the Educational Services Center has been updated and currently in effect.
- The Education Center EMP was updated during the spring of 2008.
- The Quail Complex EMP was developed during the spring of 2008.

**EMERGENCY RESPONSE - CRISIS MANAGEMENT TRAINING – SCHOOLS/BUILDING SITES**

Emergency response training sessions in the areas of communication, decision-making, emergency response, hazard identification, weapons in schools, building emergency response structure, staff/student responsibilities, emergency communications, mental health support and recovery issues is offered several times at the start of each school year. Building Emergency Response Team members will participate in a tabletop activity where they practice responding to an emergency situation in a fictitious school setting, which will be facilitated at each school site beginning during the 2009/2010 school year. Training also involves information on the Incident Command System (ICS) specific to each building level emergency staff position: Incident Commander, Liaison Officer, Safety Officer, Public Information Officer, Operations, Planning, Logistics, and Finance/Administration, explaining individual position responsibilities. A Fire Safety presentation has also been included with the 2009/2010 school year training

*Current Status:*

- Ongoing yearly training is provided for administrators new to the District and staff members who are new on their Building Emergency Response Teams.
- Makeup training is provided periodically to staff that missed the initial training sessions.
- Tabletop exercises are scheduled throughout the entire 2009/2010 school year to be facilitated by the Department of Safety, Security and Emergency Planning.

**EMERGENCY RESPONSE DRILLS**

In compliance with District policy EBCB, Safety Drills, each school site is required to conduct a minimum of one emergency response drill per semester (twice annually) as well as monthly fire drills. The emergency response drills may be an emergency evacuation walk-thru, severe weather drill, secured perimeter, or building lockdown drill. Schools are urged to work in collaboration with local law enforcement and fire authorities when conducting their emergency response drills.

*Current Status:*

- Each school principal is required to conduct a minimum of two emergency drills (one per semester) each school year.
- Schools are encouraged to conduct scenario based drills.

**EMERGENCY RESPONSE TEAMS – BUILDING LEVEL (BERT)**

As part of the District's Emergency Management Plan, each school site is required to have a Building Emergency Response Team. This team may be comprised of a Building Incident Commander, Liaison Officer, Safety Officer, Public Information Officer, Operations Chief, Planning Chief, Logistics and Finance/Administration personnel. Their primary responsibility is to provide a site response to a school emergency that reduces the risk to students and staff, and minimizes facility damage.

*Current Status:*

- Each school site has a trained Building Emergency Response Team (BERT) in place.
- BERT members are often serve as the School Safety Team
- A tabletop activity where BERT members practice responding to an emergency situation in a fictitious school setting, will be facilitated at each school site during the 2007/2008 school year.
- Building Emergency Response Teams are organized in accordance with Incident Command Structure (ICS) guidelines and in compliance with National Incident Management System (NIMS) requirements.

## **EMERGENCY RESPONSE TEAMS – DISTRICT LEVEL (DERT)**

An emergency management structure has been developed for central office and other support services departments. The District level structure is designed to support individual schools in the event of an emergency, including the facilitation of District-level decision-making and operation, the providing of effective District-school communications, mental health support, and recovery. This DERT is comprised of a District Incident Commander, District Site Incident Commander, Emergency Manager, Liaison/Safety Officer, Public Information Officer, Operations Chief, Planning Chief, Logistics and Finance/Administration personnel.

### *Current Status:*

- The District Emergency Response Team (DERT) is in place and operational, and meets annually.
- District Emergency Response Teams are organized in accordance with Incident Command Structure (ICS) guidelines and in compliance with National Incident Management System (NIMS) requirements.
- DERT members have received information and training regarding responsibilities specific to the Pandemic Influenza Preparedness Plan, to include a tabletop exercise.
- During the spring of 2008 members of the DERT received training and an 800 MHz portable radio for use during an emergency or crisis situation.

## **EMERGENCY RESPONSE TRAINERS**

The District utilizes at least one staff member who has been trained and certified by the Federal Emergency Management Agency (FEMA) as a trainer of trainers in Emergency Response - Crisis Management, multi-hazard emergency planning, and the Incident Command System, in order to meet National Incident Management System (NIMS) compliance requirements. These trainers lead and coordinate emergency management training efforts for District students, staff, and school communities, collaborating with law enforcement and emergency responders from area agencies.

### *Current Status:*

- In order to meet National Incident Management System (NIMS) compliance requirements, the District's Manager of Emergency Planning and Preparedness has completed testing and received certification in *IS-100: Introduction to the Incident Command System*.

## **EMERGENCY RESPONSE - CRISIS MANAGEMENT TRAINING – SITE STAFF**

Upon completion of initial Emergency Response - Crisis Management Training, members of each school site's BERT provide Emergency Response Training to school staff that is not part of the regular response team. Training includes building organization and staff responsibilities during a crisis.

### *Current Status:*

- Schools are required to provide training to all staff annually.

## **EMERGENCY RESPONSE - CRISIS MANAGEMENT TRAINING - STUDENTS**

Upon completion of initial Emergency Response - Crisis Management Training, members of each school's staff provide Emergency Response - Crisis Management Training to students. This training includes building emergency signals and student responsibilities during an emergency.

### *Current Status:*

- Schools are required to provide training to all students annually.

## **EXTERIOR LIGHTING**

All District sites are equipped with exterior lighting which is controlled via a timer to ensure efficient, maximum coverage when appropriate. This timer can be overridden when necessary, allowing for manual control of exterior lighting.

### *Current Status:*

- All sites have been assessed and additional lighting needs defined.
- All high schools are currently equipped with exterior lighting.
- Exterior lighting is adjusted as needed to address any unique needs of the site.

## **IDENTIFICATION BADGES**

All District staff is required to wear a current Jeffco Public Schools ID badge while in District buildings. ID badges for students are an individual site decision.

### *Current Status:*

- Schools have adopted a variety of guidelines for issuing and wearing ID badges.
- All visitors to a school are required to sign-in at the main office and wear a Visitor ID badge.
- Standardized window decals were developed and distributed to all schools for posting on all exterior doors with windows instructing visitors to sign-in at the main office.
- A web-based Visitor ID badge system, which will scan visitor Drivers License or ID data during check-in against multiple Sex Offender databases nationally, was piloted at the high school level during the 2007/2008 school year. Adoption of this web-based system is an individual site decision.

## **INVESTIGATION DIVISION**

The District's Investigation Division is responsible for assisting school and District administrators with a wide range of complex safety and security issues including, physical security stand-by, special investigations, liaison with public safety service providers and training. District Investigators conduct authorized administrative investigations of incidents when an allegation or concern is raised regarding whether District policy, administrative law, and/or criminal law may have been violated. These allegations typically involve, but are not limited to, child abuse, harassment, sexual harassment, assault, sexual assault, theft, embezzlement of public property, and substance abuse.

*Current Status:*

- Currently there are two full-time Investigators assigned to the Investigation Division.
- Supervision of this division was transferred to the Employee Relations Department in 2008.

**LAW ENFORCEMENT / DISTRICT COLLABORATION**

In addition to the School Resource Officer program, the District collaborates with law enforcement service providers on a variety of levels. The Executive Director of the Safety, Security, and Emergency Management Department participates in monthly meetings with the District Attorney's Office, Jefferson County Sheriff's Office, Police Chiefs from the various municipalities, Colorado Bureau of Investigation, Federal Bureau of Investigation, and state wide school-based law enforcement and security personnel. The District's Security Patrol Officers and Emergency Service Dispatchers train with Jefferson County law enforcement personnel, and attend a specialized, 40-hour security enforcement training academy at Red Rocks Community College upon hiring. Law enforcement service providers also attend District Emergency Response - Crisis Management Training and have assisted in presenting various trainings at school sites.

*Current Status:*

- Ongoing.
- The Safety, Security, and Emergency Planning Department also collaborates with law enforcement and fire personnel in making District facilities available for multi-jurisdiction, full-scale and limited training exercises.

**MENTAL HEALTH - CRISIS RESPONSE TEAM (MHCRT)**

Each school has specifically trained staff members who address mental health needs of students and staff as a result of a crisis situation. Members of the MHCR Team typically consist of social workers, psychologists, counselors, nurses and administrators. There is also a District level Mental Health - Crisis Response Team available to assist schools as necessary.

*Current Status:*

- Operational

**PANDEMIC/EPIDEMIC INCIDENT ACTION PLAN (IAP)**

The District's Pandemic/Epidemic Incident Action Plan (IAP), was designed and developed to assist individual departments in developing and implementing specific strategies in order to ensure continuity of critical District business and instructional operations.

*Current Status:*

- A draft of the Pandemic/Epidemic Incident Action Plan is currently being reviewed by the DERT, with implementation expected during the 2009/2010 school year following submission of individual, critical department Business Continuity Plans.

## **PANDEMIC INFLUENZA PREPAREDNESS PLAN (PIPP)**

The purpose of the Pandemic Influenza Preparedness Plan (PIPP) is to provide information and assistance to District administration in preparing for and recovering from a crisis situation such as a pandemic, with the goal of keeping schools safe and open for as long as possible, while reducing the spread of the virus within schools and District facilities in an attempt to sustain educational functions and District operations.

### *Current Status:*

- The Pandemic Influenza Preparedness Plan (PIPP) was finalized and implemented in July 2007.
- The District's Plan was developed and based upon input from Jefferson County Public Health and Environment (JCDPHE), Centers for Disease Control (CDC), U.S. Dept. of Education guidelines, and various school districts along the Front Range.
- The Pandemic Influenza Preparedness Plan will be incorporated into the revised District Emergency Management Plan.
- Components for planning phases are based upon the World Health Organization (WHO) phases and the U.S. stages of alert for pandemic influenza.

## **PUBLIC ADDRESS (PA) SYSTEMS**

These systems provide the capability to make announcements throughout a facility.

### *Current Status:*

- All school sites have operational public address systems.
- The Educational Services Center currently has a fully operational public address system covering the entire building.

## **THREAT ASSESSMENT**

The District's Threat Assessment processes will support appropriate District personnel in making an informed judgment on the credibility and seriousness of any threat and the extent to which the individual making the threat appears to have the intent, resources, and motivation to carry out the threat. A threat is defined as an expression of intent to do harm or act out in a violent manner against someone or something.

### *Current Status:*

- Using U.S. Department of Education - Office of Safe and Drug-Free Schools (OSDFS) grant monies awarded to the District during the fall of 2006, the District completely updated the Treat Assessment process, to include training, forms, and protocols.
- Threat Assessments involving students are conducted by building level administration, and, if necessary and appropriate, by District level central administration.
- Threat Assessments involving adult, non-student threats are coordinated through the Department of Employee Relations.

- Annual Threat Assessment training is coordinated through the Community Superintendents' Office and Student Services.

### **SAFE-2-TELL HOTLINE**

The statewide, anonymous safety reporting tool is the Safe-2-Tell Hotline. Sponsored by the Colorado Attorney General's Office, Safe-2-Tell is a Colorado Student Crime Stoppers Program designed to allow students, teachers, parents or anyone to anonymously report anything that threatens or may endanger the reporter, friends, family, or school.

#### *Current Status:*

- Operational
- Posters that feature the hotline number have been distributed to and are on display in schools.
- The Safe-2-Tell Hotline number is periodically included in school newsletters.
- In July, 2007 legislation (HB 197) was signed by the Governor protecting telephone records and ensuring anonymity of callers associated with reports to the Safe-2-Tell Hotline.

### **SCHOOL RESOURCE OFFICERS**

This collaborative program between Jeffco Public Schools and law enforcement service providers places police officers in most District high schools and some middle schools. School Resource Officers provide the schools with an on-site law enforcement presence and provides law enforcement agencies the opportunity to interact with students in a positive manner. School Resource Officers are provided by the Jefferson County Sheriff's Office and the municipalities of Arvada, Golden, Lakewood, Westminster, and Wheat Ridge.

#### *Current Status:*

- Operational in all but one high school, with shared responsibilities at most middle schools.

### **SCHOOL SAFETY TEAM**

A newly formed or existing committee such as Building Accountability, which serves in an advisory role to the principal in making safety-related recommendations (e.g. door security, building access, accident prevention, etc.)

#### *Current Status:*

- Operational in all schools for the past several years.
- Often staffed by BERT members.

### **SCHOOL SITE HAZARDS**

Each site's School Safety Team identifies potential hazardous situations that are unique to their school and community (e.g., railroad tracks close to school, a nearby detention facility, airport, or hazardous material storage location, etc.) and then develops an Incident Action Plan around each unique hazard. The Incident Action Plan details how staff will respond if a unique emergency situation occurs.

*Current Status:*

- Schools are required to develop an Incident Action Plan based on each school's unique potential hazardous situation(s).

**SECURITY GATES / DOORS**

Security gates and doors restrict or provide controlled access to portions of the facility during after school hour's activities when community groups are using the building. Facilities Planning and Design, in collaboration with the Colorado Department of Labor & Employment (Public Safety Section), has worked to ensure the addition of safety gates/doors do not violate building code egress requirements.

*Current Status:*

- All high schools are equipped with security gates and doors.

**SECURITY PATROL OFFICERS (UNIFORMED)**

Jeffco Public Schools' Safety, Security, and Emergency Planning Department currently employs nine uniformed Security Patrol Officers who are assigned to patrol schools and non-school District facilities 24-hours/day, 365 days/year, including all District holidays, in marked, District patrol vehicles. Their primary function is to assist building administrators in providing safe campuses and protecting staff and resources. Security Patrol Officers coordinate efforts closely with local law enforcement agencies and often function as the primary responder to school sites without School Resource Officers.

The District has increased the level of training provided to Security Patrol Officers, to include instruction on issues related to policies and procedures, reasonable restraint, use of force and defensive tactics (PPCT), verbal de-escalation (CPI), student searches, appropriate methods of interacting with adolescents, emergency management, Department and District values, customer service, and common legal issues. Participation in ongoing in-service training covering a variety of topics is also required.

**SITE SAFETY AUDITS**

Site-based self inspections are conducted by Facility Managers on an annual basis at the direction of the Risk Management Department, via an on-line survey. The topics included from year to year vary; examples include site and building access, key control, vandalism, fire hazard management, emergency evacuation, chemical management/hazard communication, and general liability issues. Guidance is also provided on the form so the site can take immediate steps to correct an exposure to risk.

*Current Status:*

- Facility Managers receive ongoing training facilitated by the Risk Management Department.
- Several law enforcement agencies also assist schools by conducting their own security audits using a standardized format.

## **STUDENT SERVICES PREVENTION PROGRAMS & INITIATIVES**

Recommended Substance Abuse – Violence Prevention Strategies, as well as Safe and Drug Free Prevention Programs, identified for use by Student Services are currently in use or available for implementation in each Jeffco school. Recommended programs or initiatives are identified in the School Safety Plan Checklist.

### *Current Status:*

- Recommended programs are evaluated and updated annually.

## **TRANSPORTATION GPS TRACKING PROGRAM**

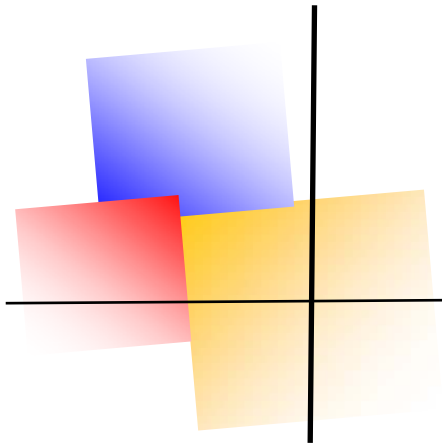
In order to provide the safest, most efficient, and cost effective school bus routing service, as well as over-all fleet management, the Transportation Department has implemented a tracking system involving a GPS engine which provides dramatically enhanced accuracy over typical GPS units, delivering pinpoint recording of vehicle stops, speeds, routes traveled, excessive idling and other specific on board events. Zonar's EVIR system also makes recording, reviewing, storing and managing vehicle inspections easier and faster offering a new level of safety, compliance, communication and performance.

## **VIDEO CAMERAS (CCTV)**

The District's CCTV system allows for site-based and central monitoring by the Emergency Services Dispatch Center, both inside and outside a facility, and/or videotaping on a 24-hour basis. Video surveillance systems curb disruptive activities and provide information for future reference regarding disciplinary action or criminal investigation. Basic system packages were funded by the District for all high schools, and some middle schools with an identified vandalism history. Some elementary schools have installed IP camera systems, and sites at all school levels have the option of expanding their basic systems through alternative funding sources.

### *Current Status:*

- District-wide installation of the CCTV system began at the high school and middle school levels during the fall of 2006, with systems currently in place at all high schools and several middle schools.
- Policy guidelines for the CCTV system have been developed and adopted, specifically *ECABB – Use of Video Surveillance Equipment*.



# Statutes & District Policies

# STATE OF COLORADO

## **SENATE BILL 133 Adopted 2000**

This Colorado legislation requires the following:

- Adoption of a district mission statement that makes school safety a priority.
- Adoption of a School Safety Plan (reviewed and revised annually).
- Adoption of a district Crisis Management Policy (written procedures for emergency action and communication with law enforcement, community emergency services, parents, students and media.)
- Employee Crisis Management Training.
- Policies consistent with the Colorado Public Records Act and the Federal Family Educational Rights and Privacy Act regarding the sharing and release of information in the interest of making schools safer.
- Allows teachers to remove disruptive students from classrooms.
- Expulsion of “habitually disruptive” students for the third offense.
- Districts adopt a student dress code.
- Districts adopt an employee dress code.

## **SENATE BILL 80 Adopted 2001**

This Colorado legislation requires the following:

- Requires each school district to include a specific policy in the district conduct and discipline code concerning bullying prevention and education.
- Defines bullying to mean any written, verbal, or physical act or gesture that is intended to inflict injury, violence, or a reasonable fear of injury or violence upon one or more students in the school, on school grounds, in school vehicles, or at school activities or sanctioned events.
- Requires each school district to submit, in the annual report to the Colorado Board of Education, information concerning the school district’s policy on bullying prevention and education, including information related to the development and implementation of any bullying prevention programs.

## **SENATE BILL 181 Adopted 2008**

This Colorado legislation requires the following:

- Requires that each school district’s Board of Education establish a “School Response Framework” that consists of policies described in this legislation, which ensures compliance with the National Incident Management System (NIMS), developed by the Federal Emergency Management Agency (FEMA).
- Each school district, on or before July 1, 2009, shall establish a date by which each school of the school district shall be compliant with the

requirements of this legislation, and make said dates available to the public upon request.

- Each school district shall formally adopt, through orders and resolutions, the National Response Framework released by the Federal Department of Homeland Security and NIMS.
- Each school district is to institutionalize the Incident Command System as taught by the Federal Emergency Management Agency (FEMA).
- Each school district, on or before July 1, 2009, to start to develop, in conjunction with local "Community Partners," a school safety, readiness, and incident management plan that coordinates with any statewide or local Homeland Security Plans, and at a minimum identifies safety teams and backups who are responsible for interacting with community partners and assuming key incident command positions, and potential locations for various types of operational locations and support functions or facilities.
- To the extent possible, each school district shall enter into Memoranda of Understanding with community partners specifying responsibilities for responding to incidents.
- To the extent possible, each public school to create an All-Hazard exercise program based upon NIMS, to include tabletop exercises and other exercises in collaboration with multi-jurisdiction community partners to practice and assess preparedness.
- To the extent possible, each public school, in collaboration with its school district, to hold coordinated exercises among school employees and community partners, including at a minimum: orientation meetings to inform all parties of emergency operations plans and procedures; to conduct emergency drills, in addition to monthly fire drills, in an effort to improve individual and student emergency procedures; and tabletop exercises involving various scenarios.
- Requires that each public school complete a written evaluation following exercises and certain incidents, to include lessons learned and any corrective action in updating response plans and procedures.
- Requires that at least every academic term, each public school inventory emergency and communications equipment to ensure readiness and interoperability with affected state and local agencies.
- Each school district is to adopt written procedures for taking action and communicating with local law enforcement agencies, community emergency agencies, parents, students, and the media during certain incidents as identified by the school district.
- Requires that key emergency school personnel, including but not limited to safety teams and backups, to complete courses provided by FEMA's Emergency Management Institute, or courses offered by institutions of higher education in the state system of community and technical colleges.
- Includes provisions that completion of any school district employee safety and incident management training courses identified by the Department of Public Safety pursuant to Section 24-33.5-110, C.R.S., as related to NIMS, count toward the professional development requirements of a person licensed pursuant to Article 60.5, Colorado Education Licensing Act.

- Requires each school district to work with community partners in updating and revising all emergency (standard) operating procedures, and ensuring they are compliant with all aspects of NIMS, including but not limited to policies and principles, planning, procedures, training, response, exercises, equipment, evaluation, and corrective actions.
- Requires each school district to coordinate with community partners to assess overall alignment and compliance with NIMS; identify requirements already met; establish a baseline for NIMS compliance; and determine action steps, including developing a plan and timeline to achieve and maintain NIMS goals.
- Each school district is required to develop a timeline and strategy for compliance with the requirements of Section 22-32-109.1 (4), C.R.S. and strategically plan, schedule, and conduct all activities with community partners.

**Jeffco Public Schools completed all compliance requirements, to the extent possible, as of**

# POLICY EXECUTIVE LIMITATIONS (EL-12) - SCHOOL SAFETY

Adopted: June 7, 2001

Revised: October 11, 2007

Monitoring Method: Internal

Monitoring Frequency: Annually - June

The superintendent shall not fail to provide a safe school environment for all students and District employees. The ability to prevent, intervene and respond to school emergency and disaster situations is essential in achieving this goal.

Therefore, the District must develop, implement, and assess strategies in the following three areas:

- Prevention
- Intervention
- Emergency/Crisis Response

## **PREVENTION**

Accordingly, the superintendent may not:

1. Fail to establish an academic focus for all students.
2. Fail to provide a District-wide expectation that all students and staff will be treated with dignity and respect.
3. Fail to establish and implement appropriate standards/consequences for student behavior.
4. Fail to identify and provide adequate resources for the implementation of school based prevention programs.
5. Fail to provide opportunities for partnerships and cooperation between the district, governmental, and response agencies.
6. Fail to provide and implement a chemical safety plan for district sites.
7. Fail to provide for the safe use of school facilities by outside organizations.

## **INTERVENTION**

Accordingly, the superintendent may not:

1. Fail to identify, provide, and train District staff for school based intervention programs.
2. Fail to develop, train District staff, and implement a risk assessment plan.
3. Fail to provide District-counseling services to students and staff.
4. Fail to establish the expectation that adults will intervene in and report incidents of bullying and harassment.
5. Fail to establish the norm that reporting threats, bullying, and/or harassing behavior or intent is appropriate and expected.

## **EMERGENCY/CRISIS RESPONSE**

Accordingly, the superintendent may not:

1. Fail to provide a presentation of the District's safety plan with the monitoring report to the Board of Education.
2. Fail to establish guidelines for site safety drills.
3. Fail to provide for student and staff training in emergency procedures.
4. Fail to provide a record keeping system for emergency occurrences.
5. Fail to provide a District-wide emergency communication system.
6. Fail to establish and implement a safety and security policy requiring annual inspections of buildings, addressing the removal of hazards, vandalism, and any other barriers to the safety and supervision of students.

**LEGAL REFERENCES:**

C.R.S. 22-32-109.1 (1), (4), (5)

## DISTRICT POLICIES

The following are specific District policies related to school safety and security.

### **ACCIDENT REPORTS (EBBB)**

Adopted: June 26, 1997

Revised: March 6, 2001

Administrative Regulation **(EBBB-R)**

All school related vehicular, employee, and student accidents are to be reported in accordance with the approved accident reporting regulations.

### **BUS SAFETY PROGRAM (EEAE)**

Adopted: June 26, 1997

Revised: March 6, 2001

The safety and welfare of student riders shall be the first consideration in matters of transportation. Students shall be instructed as to the proper procedure for boarding and exiting from a school bus and in proper and safe conduct while aboard. Emergency evacuation drills shall be conducted regularly to thoroughly acquaint students with appropriate procedures for emergency situations.

All vehicles used to transport students shall be maintained in a condition that will provide safe and efficient transportation service with a minimum of delay and disruption due to mechanical or equipment failure. Buses shall be replaced at such intervals so as to provide good equipment at all times.

### **ENVIRONMENTAL AND SAFETY PROGRAM (EB)**

Adopted: June 26, 1997

Revised: January 22, 2002

District staff shall guard against accidents by taking every reasonable precaution to protect the safety of all students, employees, visitors, and others present on District property or at school sponsored events.

Recommended safety practices as they pertain to the school plant, special areas of instruction, student transportation, school sports, occupational safety, etc., shall be observed by all personnel.

The District's instructional program shall include instruction in accident and fire prevention, emergency procedures and traffic, bicycle, and pedestrian safety in the appropriate grades and classes.

Building principals and department managers shall be responsible for supervising the safety program and reporting hazards in their area of assignment. The superintendent shall have the overall responsibility for the safety program of the

District. It shall be the superintendent's or designee's responsibility to ensure that appropriate staff members are kept informed of current state and local requirements relating to fire prevention, civil defense, sanitation, public health, and occupational safety. This will include the conduct and documentation of annual inspections of school facilities to address the removal of hazards and vandalism and any other barriers to safety and supervision.

## **EXCLUSIONS AND EXEMPTIONS FROM SCHOOL ATTENDANCE (JHD)**

Adopted: June 26, 1997

### **Denial of Admission**

The Board of Education or the superintendent may deny admission to the schools of the District for cause. The grounds for denial of admission shall be those established by law.

Students who were expelled from any school District during the preceding 12 months or whose behavior during the preceding 12 months in another school District was detrimental to the welfare or safety of other students or school personnel may be denied admission.

The Board shall provide due process of law to students and parents through written procedures consistent with law for denial of admission to a student.

The policy and procedures for denial of admission shall be the same as those for student suspension and expulsion inasmuch as the same section of the law governs these areas.

### **Exemptions from Attendance**

A child may be exempt from school attendance as allowed by law.

## **HARASSMENT OF STUDENTS (JBB)**

Adopted: June 26, 1997

Revised: April 7, 2008

The Board of Education is committed to maintaining a learning environment for students that is free from harassment based on an individual's race, color, religion, national origin, ancestry, sex, sexual orientation, or disability. All such harassment by District employees, students, and third parties is strictly prohibited.

Harassment based on race, color, religion, national origin, ancestry, sex, sexual orientation, or disability will be regarded as a violation of this policy when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's education;

2. Submission to, or rejection of, such conduct is used as the basis for educational decisions affecting the student; or
3. Such conduct has the purpose or effect of adversely affecting a student's ability to participate in, or benefit from, District program(s), or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on race or color can include unwelcome, hostile, and offensive verbal, written, or physical conduct based on, or directed at, the characteristics of a person's race or color, such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

Harassment based on religion can include unwelcome, hostile, and offensive verbal, written, or physical conduct based on, or directed at, the characteristics of a person's religion or creed, such as comments regarding surnames, religious tradition, or religious clothing, as well as religious slurs and/or graffiti.

Harassment based on national origin or ancestry can include unwelcome, hostile, and offensive verbal, written, or physical conduct based on, or directed at, the characteristics of a person's national origin, such as comments regarding surnames, manner of speaking or accent, customs, language, ethnic slurs or status as an immigrant.

Harassment based on sexual orientation can include unwelcome, hostile, and offensive verbal, written, or physical conduct based on, or directed at, the characteristics of a person's sexual orientation, such as name-calling and imitating mannerisms.

Harassment based on disability can include unwelcome, hostile, and offensive verbal, written, or physical conduct based on, or directed at, the characteristics of a person's disability condition, such as imitating manner of speech or movement; hostile or offensive acts; and/or interference with movement or access to necessary equipment.

Sexual harassment of students by District employees includes sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment of students by other students and third parties includes *unwelcome* sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment may occur whether the harassment is between people of the same or different gender. Sexual harassment can include unwelcome oral, written, or physical conduct, directed at, or related to, a person's gender, such as sexual gossip or personal comments of a sexual nature, sexually suggestive or foul language, sexual jokes, whistling, spreading rumors or lies of a sexual nature about someone, demanding sexual favors, forcing sexual activity by threat of punishment or offer of educational reward, obscene graffiti, display or sending of pornographic pictures or objects, offensive touching, pinching, grabbing, kissing or hugging, or restraining someone's movement in a sexual way.

## **Complaint and Investigation Procedure**

All District employees and students share the responsibility to ensure that discrimination and harassment based on race, color, religion, national origin, ancestry, sex, sexual orientation, or disability does not occur at any district school, on any district property, at any District or school-sanctioned activities or events, when students are being transported in any vehicle dispatched by the District or one of its schools, or off school property when such conduct has a nexus to school, or any district curricular or non-curricular activity or event. Toward that end:

- All students who believe they have been victims of such harassment shall immediately report it to an administrator or teacher at their school. If the harassment is being committed by the principal or another administrator in the building, the report shall be made to the community superintendent.
- All students who witness such harassment shall immediately report it to an administrator or teacher at their school. If the harassment is being committed by the principal or another administrator in the building, the report shall be made to the community superintendent.
- All administrators and teachers who have such harassment reported to them shall promptly forward the report(s) to the principal or principal's designee for appropriate action. The principal or his/her designee may request, but may not insist upon, a written complaint. If the harassment is purportedly being committed by the principal or another administrator in the building, the report(s) shall be forwarded to the community superintendent.
- All District employees who witness such harassment shall take prompt and effective action to stop it, as prescribed by the District and the building principal, and shall promptly report the harassment to the principal or principal's designee for effective action. If the harassment is being committed by the principal or another administrator in the building, the report shall be made to the community superintendent.
- Each building principal or principal's designee (or community superintendent, if necessary or appropriate) shall ensure that all reports of such harassment are promptly and thoroughly investigated, and that effective action is taken.

## **Informal Resolution of Complaints**

It may be possible to resolve a complaint through a voluntary conversation between the complaining student and the alleged harasser which is facilitated by a building level administrator. Both the complaining student and the alleged harasser may be accompanied by another student, parent or guardian of their choice for support or guidance. If the complaining student and the alleged harasser feel that a resolution has been achieved, then the conversation may remain confidential and no further action needs to be taken. The results of an

informal resolution shall be reported by the facilitator in writing to the principal and community superintendent. If the complaining student, the alleged harasser, or the building level administrator chooses not to utilize the informal procedure, or feels that the informal procedure is inadequate or has been unsuccessful, s/he may proceed to the formal procedure. **Any complaint against a school employee shall be handled through the formal procedure.**

### **Formal Complaint and Investigation Process**

Persons complaining of harassment should always be informed by the administrator receiving the complaint about the complaint procedures and encouraged to file a formal complaint if the informal process is not agreed to or not appropriate under the circumstances. Persons interested in filing a formal complaint should be given assistance in completing the necessary statement or form. Even if a formal complaint is not filed, the District may choose to use the specific investigatory procedures set forth in this policy.

Formal complaints of harassment, whether verbal or in writing, should be directed to the community superintendent responsible for the complaining student's articulation area.

- The community superintendent for the articulation area in which the student attends school, or his/her designee, shall conduct the investigation. Community Superintendents can be contacted at:

1829 Denver West Drive, Building 27, 4th floor  
P.O. Box 4001  
Golden Colorado, 80401-0001  
(303) 982-6805

- The investigation must at a minimum consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and review of circumstances deemed pertinent by the investigator.
- The community superintendent shall determine whether the alleged conduct occurred and whether it constitutes a violation of policy. Such determination shall be made in consultation with the District's Section 504/ADA /Title IX Coordinator in cases involving complaints of alleged discrimination or harassment based upon handicap/disability or gender equity issues
- The investigation shall be completed no later than 20 school days following the community superintendent's receipt of the complaint.

- The result of the investigation of each complaint filed under these procedures will be reported in writing to the complainant or his/her legal guardian by the community superintendent or his/her designee. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

Within 10 days of receipt of the Community Superintendent's determination, the complaining party may submit a written request that such determination be reviewed by the Superintendent. The Superintendent's review shall be limited to whether or not the complaint policy was adequately followed and whether there has been a violation of the District's policies.

Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances. Any student found to have engaged in harassment of another student based on the other student's race, color, religion, national origin, ancestry, sex, sexual orientation, or disability shall be required to attend a meeting with his or her parent(s) or guardian(s) and the principal or principal's designee; be subject to remedial action such as education or counseling; and be subject to disciplinary action up to and including suspension or expulsion. As set forth in Policy GBAA, Harassment of Employees, any District employee who engages in harassment of a student based on the student's race, color, religion, national origin, ancestry, sex, sexual orientation, or disability, shall be subject to remedial action such as training, education, or counseling, as well as disciplinary action consistent with the requirements of applicable collective bargaining agreements, state and federal law, including, but not limited to, warning, reprimand, transfer, suspension, or termination of employment.

Remedial and/or disciplinary actions shall include measures designed to stop the harassment, correct its negative impact on the affected student, and ensure that the harassment does not recur. Steps shall also be taken to ensure that victims of, and witnesses to, harassment are protected from retaliation.

No student shall be subject to adverse treatment in retaliation for any good faith report of harassment under this policy. To the extent possible, all reports of harassment will be kept confidential. Upon determining that incidents of harassment are occurring in particular District settings or activities, the district shall implement measures designed to remedy the problem in those areas or activities.

The District shall provide counseling resources to student victims where necessary.

The District shall train staff members to recognize and effectively deal with incidents of harassment on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, and disability.

The District shall regularly review its compliance with this policy on the harassment of students and take necessary action where deficiencies are noted.

A copy of this policy shall be published annually in the Student Conduct Code.

Complaints of discrimination or harassment may also be directed to the Denver Office for Civil Rights of the United States Department of Education, 1244 Speer Boulevard, Suite 310, Denver, Colorado 80204, Telephone Number: (303) 844-5695.

### **HAZARDOUS MATERIALS (EBAB)**

Adopted: June 26, 1997

Revised: April 15, 1999

Administrative Regulation **(EBAB – R)**

The Board recognizes the necessity of utilizing hazardous materials in the day-to-day operation of school facilities and in supporting education requirements. The Board realizes that with the use of hazardous materials, responsibility must be taken to ensure personal safety and to protect the environment during use, storage and transportation. There are many areas of the District, from science laboratories and art departments, to custodial services and vehicle maintenance, where such a variety of uses is performed.

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive, or health hazard. Examples of materials classed as hazardous are: common household cleaning supplies, spray oven cleaners, cleaning solvents, photo chemicals, soldering flux, some ceramic glazes, oils and gasoline.

The Board delegates to the superintendent the responsibility for creating procedures that address the purchase, storage, handling, transportation and disposal of hazardous materials for school facilities and operations including instructional areas. Emergency response actions and evacuation plans shall be coordinated with the procedures.

The procedures shall comply with applicable local, state, and federal laws and regulations which pertain to safe and proper storage, transportation, and disposal of hazardous materials.

The goals of the procedures shall be to have in place an ongoing process by which each location in the District will have a program of identifying and managing hazardous materials. District personnel shall be encouraged to substitute non-hazardous materials for hazardous substances to the extent possible and to minimize the quantities of hazardous substances stored on school property.

## **RELATIONS WITH GOVERNMENTAL AUTHORITIES (KL)**

Adopted: June 26, 1997

Revised: October 23, 2001

The Jefferson County Public Schools serve the children, parents, and all other residents of the county. It is in the interest of the constituents that the functions of the Board of Education be related to other governmental agencies concerned with the security, safety, health, and well-being of the citizenry.

The Board of Education and the administrative staff will take all reasonable steps to plan and work cooperatively with other governmental agencies that have legal jurisdiction within Jefferson County.

## **RELATIONS WITH POLICE AUTHORITIES (KLG)**

Adopted: June 26, 1997

Revised: October 23, 2001

Administrative Regulation **(KLG – R)**

Revised: June 6, 2002

The District recognizes that the citizens of Jefferson County have a legitimate interest in assisting the school community to maintain safety and security in schools.

To enhance the safety and security of students, staff, and community members, administrators shall solicit and develop a cooperative and proactive relationship with state and other governmental entities, including law enforcement and criminal justice authorities.

The District shall cooperate with, and to the extent possible, develop guidelines and written agreements with law enforcement, the juvenile justice system, and social services, as allowed under federal and state law, and the principles as outlined in the publication entitled "Jefferson County Public Schools Student Rights and Responsibilities." These guidelines and written agreements should include procedures for how and when to contact these agencies. In addition, it is the District's expectation that administrators are to be mindful of their legal responsibility to protect the civil rights and welfare of students in their care.

## **SAFETY DRILLS (EBCB)**

Adopted: June 26, 1997

Revised: May 14, 2007

The health and safety of students and personnel in the public schools shall be the first concern of all employees. Principals and supervisors are responsible for the health and safety of employees and students under their jurisdiction; they are expected to take every safety precaution within their power and to report to their superiors any potentially dangerous condition not within their control.

Since emergencies can arise on the first day of school as readily as on any other school day, orientation programs for employees and students shall include

instruction in the school emergency management plan and the use of emergency equipment. Particular attention shall be given to:

1. Emergency response signals;
2. Student and staff emergency responsibilities;
3. How to turn in a fire alarm;
4. Where the nearest fire extinguisher is located for each classroom;
5. Where the nearest fire alarm box or station is located for each classroom;
6. How to use the types of fire extinguishers in the building;
7. The usual exits, line of travel, or emergency procedure that students shall be expected to follow in case of fire, earthquake, civil defense, or other emergency for every classroom;
8. The alternate exits, line of travel, or emergency procedure which students will be expected to follow in case the usual exit and line of travel are blocked; and
9. Where first aid supplies are located and where other equipment (such as stretchers or cots) is kept.

Emergency exit information shall be posted in each room. Such information shall be printed clearly in large letters on a card posted next to the corridor of the room.

Sufficient fire drills shall be held during the first two weeks of each school term to satisfy the principal that students and employees thoroughly understand the proper procedures and evacuation routes. After the first two weeks of school, fire drills must be held at least once a month during the school year. School personnel, as well as students, must evacuate. In addition to monthly fire drills, each school site must conduct at least one emergency drill (building lockdown, tornado shelter in place, bomb threat, etc.) per semester.

A report shall be made and maintained near the fire alarm panel after the first two weeks of school and after each subsequent fire drill during the school year. This report shall give the date, time of day, required time for building evacuation, and a general evaluation of the drill and shall report any unusual conditions associated with the drill. Special mention shall be made of equipment, alarm systems, exits, or other circumstances which in any way limit the complete safety of the school.

Each school shall keep a copy of each fire drill report in its files and will either send the top (white) copy of the fire drill report to the appropriate fire department or maintain a "fire drill log" containing the top (white) copy of the fire drill report for review by the appropriate fire department, depending upon individual jurisdictional requirements.

### **SCHOOL CLOSINGS AND CANCELLATIONS (EBCE)**

Adopted: June 26, 1997

Revised: March 6, 2001

Administrative Regulation **(EBCE – R)**

Revised: May 14, 2007

The superintendent or designee is empowered to close schools or implement an early dismissal in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members.

At the beginning of each school year, parents, students, and staff members shall be informed of how notifications will be given in the event of emergency closings or early dismissals.

### **STAFF PERSONAL SECURITY AND SAFETY (GBGB)**

Adopted: June 26, 1997

Revised: April 24, 2001

Maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the Jefferson County Public School District. To the extent that their actions comply with state statutes and District policy governing physical restraint of students, employees will have the Board's full support in their efforts to maintain a safe environment.

There are times when it becomes necessary for staff to use reasonable restraint, as per District policy, to protect a student from harming him or herself or to protect others from harm.

In all instances involving student assault upon, disorderly conduct toward, harassment of, or any alleged offense under the Colorado Criminal Code directed toward a teacher or school employee, or instances of damages occurring on school premises to the personal property of a teacher or school employee by a student, the following procedures shall apply:

1. The teacher or school employee shall file a complaint with the superintendent or designee.
2. The superintendent or designee shall, after receipt of such report and proof deemed adequate to the superintendent, suspend the student for three (3) days. The suspension shall be in accordance with the procedures established by District policy. The superintendent shall initiate procedures for the further suspension or expulsion of the student if injury or property damage has occurred.
3. The superintendent or designee shall report the incident to the District Attorney or the appropriate local law enforcement agency or officer who shall be requested, upon receiving the report, to investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.

### **Reimbursement for Legal Expenses**

The Board is aware that there are occasions when employees may be charged with crimes as a result of the performance of their official duties. When this occurs and the employee is found to be not guilty, the Board will consider

reimbursement to the employee for all or a portion of the out-of-pocket expenses incurred by the employee in the defense of the claim.

For the purpose of this policy, an employee will be eligible to submit a claim for reimbursement under the following circumstances:

1. The employee is charged with an offense which is alleged to have occurred during the course and scope of his or her employment and in the performance of an official duty or function.
2. It is officially determined that the employee is not guilty of the offense. This will occur if:
  - o Charges are withdrawn or dismissed prior to the entry of any plea.
  - o Charges are dismissed by the court after the entry of a plea of not guilty because of the innocence of the employee and not as a result of any affirmative defense.
  - o The employee is found to be not guilty by a court or a jury and the appeal process is completed.
  - o The employee is subject to an order of deferred prosecution and the charges are thereafter dismissed with prejudice.
3. This policy shall not apply to traffic offenses.

The superintendent or designee shall be responsible for developing a procedure to receive and review applications for reimbursement on each case.

The superintendent or designee shall determine eligibility for reimbursement and the amount to be paid, if any, on a case-by-case basis. In evaluating the request, consideration will be given to the nature of the alleged offense, mitigating or extenuating circumstances, and the effect on District morale and efficiency.

### **Communication of Disciplinary Information**

The principal or designee shall communicate discipline information concerning any student enrolled in the District to all teachers and counselors who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student's behavior record. Any school employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

### **STUDENT CONDUCT ON SCHOOL BUSES (EEAEC, JICC)**

Adopted: June 26, 1997

Revised June 07, 2001

Administrative Regulation (**EEAC-R, JICC-R**)

The right of students to ride a school bus is contingent upon their good behavior and their observance of established regulations.

The driver of the school bus shall be in charge of the bus during the ride and while students are entering or leaving the vehicle. Students shall be required to

conform to all regulations concerning discipline, safety, and behavior while riding on the school bus. The driver shall notify appropriate authorities if a student persists in violating the established rules of conduct. A student may not be removed from a bus en route to or from school; however, after due warning has been given to the student and/or parent(s), the privilege of riding the bus may be withheld from the student.

Violation of District policies and regulations while on the school bus may also result in the student's suspension from school, in accordance with District policy.

A change in transportation under this policy of a student with disabilities whose Individual Education Program (IEP) involves transportation shall be made in conjunction with the student's IEP.

### **STUDENT DISCIPLINE (JK)**

Adopted: June 26, 1997

Revised: June 15, 2000

Administrative Regulation (**JK-R**)

The Board of Education recognizes that effective student discipline is a major contributor to the creation of a positive and productive learning environment for all students. It is the further belief of the Board that the prime objectives of the discipline program should be to:

1. Assist students in the development of the ability to discipline themselves.
2. Assist students in the development of behavior that is socially acceptable, respectful and mindful of the dignity of others.
3. Ensure the rights of others to learn.

All District policies and regulations containing the letters "**JK**" in the file name, the District's rights and responsibilities document and local school rules developed in accordance with District policies shall constitute the District's discipline code. All District policies, regulations, and individual school rules governing student discipline shall be distributed at regular intervals to students and their parent(s) and to each new student and his or her parent(s), guardian, or legal custodian upon enrollment, and shall be placed in conspicuous places within each school throughout the year.

### **Distribution of Conduct and Discipline Code**

The administration shall develop and disseminate procedures that are designed to achieve these broad objectives and maintain the necessary order in the District schools. All such procedures must be approved by the Board and conform to the requirements of law.

### **Expulsion Prevention**

District personnel shall enforce discipline so that students demonstrating unacceptable behavior and their parents, guardians or legal custodians understand that such behavior shall not be tolerated and shall be dealt with

according to the student discipline code. However, available alternatives should be explored to help students who are at risk of expulsion before expulsion becomes a necessary step.

The schools shall provide students who are identified as at risk of suspension or expulsion with the necessary support services to help them avoid expulsion. The failure of the District to identify a student for participation in an expulsion prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures.

### **Discipline of Habitually Disruptive Students**

Any student who has been suspended a second time during any school year or calendar year for causing a material and substantial disruption while on school property, at a school-sanctioned activity or event, or while being transported in a District-approved vehicle, may be subject to an individual remedial discipline plan developed in accordance with District policy.

Any student who causes a material and substantial disruption three times in any one school year or calendar year shall be declared a habitually disruptive student and shall be subject to mandatory expulsion in accordance with District policy and state law.

For purposes of this policy, "material and substantial disruption" is defined as behavior which is initiated, willful, and overt on the part of the student and results in suspension, and which is considered, in the view of the principal or designee, to cause a serious interference with the orderly operation of the school or the school's ability to provide educational opportunities to the student or others, or is considered to be detrimental to the welfare or safety of others.

### **Discipline of Special Education Students**

Disruptive behavior by a student identified as a student with disabilities, as defined by District policy, shall be handled in accordance with the student's IEP or §504 plan. A student with a disability shall be subject to expulsion as a habitually disruptive student only if a determination has been made by the student's IEP or §504 team that the disruptive behavior is not a manifestation of the student's disability.

### **Notice of Disciplinary Information**

In accordance with state law, the principal or designee shall communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Persons who receive such information shall maintain the confidentiality of the information and shall not communicate the information to any other person.

When disciplinary information is communicated, the student and his or her parent(s) shall be notified and provided a copy of the information. The student and his or her parent(s) may challenge the accuracy of the information.

### **STUDENT DISMISSAL PRECAUTIONS (JLIB)**

Adopted: June 26, 1997

Revised: June 7, 2001

#### **Administrative Regulation (JLIB-R)**

The school is legally responsible for the health and safety of its students during the school day. Therefore, each school shall set up procedures to validate requests for early dismissal of individual students to ensure that they are released only for proper reasons and into proper hands.

Under no circumstances shall teachers or any staff member dismiss a student from school prior to the end of the school day or into any person's custody without the direct prior approval and knowledge of the building principal or designee.

The principal or designee shall not excuse a student under the age of 18 on an individual basis before the end of a school day without a request for the early dismissal from the student's parent(s). In keeping with this policy:

1. No student shall be released from school early on the basis of an invalidated telephone call.
2. Students of divorced or separated parents shall be released only upon the request of the parent who is registered on the school record and whom a Colorado court holds directly responsible for the child, or whom a court in a state other than Colorado holds directly responsible for the child, as long as that parent has presented to the school a copy of the decree showing that it has been filed with the clerk of the appropriate District Court of Colorado. An elementary student shall be sent home only with a parent or, if the parent is not available, with another authorized adult.

Additional precautions shall be taken by the principals as needs arise.

### **STUDENT SAFETY (JLI)**

Adopted: June 26, 1997

Revised: November 5, 2007

The safety of students shall be emphasized by the District through general supervision of students in school buildings, on school grounds, on school buses, and through special attention to the following:

1. Maintaining safe school environments
2. Observing safe practices, particularly in those areas of instruction or extracurricular activities which offer special hazards

3. Establishing and enforcing rules and regulations designed to protect the safety of students while in or on school property
4. Providing first aid care for students in case of accident or sudden illness.
5. Providing safe vehicles for transporting eligible students to and from school or to and from school-sponsored events.

If the District acquires an automated external defibrillator ("AED"), the District shall meet state requirements for training, maintenance, inspection, notification and physician involvement.

### **STUDENT TRANSPORTATION IN PRIVATE VEHICLES (EEAG)**

Adopted: June 26, 1997

Revised: January 22, 2002

A staff member may transport a student or group of students in a privately-owned vehicle for school-related purposes only if the staff member has standing authorization to do so or with special permission covering the specific trip.

Standing authorization shall be granted by District administration to school administrators, school nurses and other student services personnel designated by the superintendent.

Special permission for providing student transportation may be granted in exceptional cases by the principal to other professional staff members such as coaches, music teachers, and activity sponsors. Exceptional cases shall be determined by review of the number of students traveling, relative costs, safety factors, distance, etc.

Personnel with standing authorization or with special permission to use their own cars for transporting students, must carry liability insurance coverage in compliance with state law. A record of such coverage shall be placed on file with the appropriate administrative official.

### **USE OF VIDEO SURVEILLANCE EQUIPMENT (ECABB)**

Adopted: November 28, 2005

Revised: May 14, 2007

Administrative Regulation (**ECABB-R**)

The Board of Education authorizes district administration to install and use video surveillance equipment where appropriate, for the purposes of maintaining safe and secure school campuses and providing the best possible safety and security for students, staff and others. Video surveillance systems can be installed in all schools and school buses across the district, and include the capability for video recording. Cameras may be installed in both interior and exterior areas where there is a legitimate need for video surveillance. Cameras may not be installed in restrooms, locker facilities, or other areas where students, staff, or others have a reasonable expectation of privacy. The dignity of persons being video recorded must be respected. In addition, the need may arise for the placement of covert

video surveillance equipment. The use of covert video recording equipment is prohibited without the approval of one or more of the following: the executive director(S) of Employee Relations, Safety, Security and Emergency Planning, transportation, the site principal, community superintendent, the superintendent or designee.

Video recording shall be considered student records and as such are maintained in accordance with the federal Family Educational Rights and Privacy Act of 1974, the Colorado Public Records Act, and the Colorado Children's Code Records and Information Act.

### **WEAPONS IN SCHOOL (JICI)**

Adopted: June 26, 1997

Revised: June 7, 2001

The Board determines that possession and/or use of a dangerous weapon by a student is detrimental to the welfare and safety of students and school personnel within the District.

Carrying, bringing, using, or possessing a dangerous weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity without the authorization of the school or the school district is prohibited. As used in this policy, "dangerous weapon" means:

1. A firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm.
2. Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
3. A fixed blade knife with a blade that measures longer than three inches in length, or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches in length, or any knife, regardless of length, which the student uses or threatens to use.
4. A slingshot, bludgeon, brass or spiked knuckles, or artificial knuckles of any kind.
5. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.

The principal shall initiate expulsion proceedings immediately for students who violate this policy. A student may, but need not be expelled for violating this policy if, as soon as possible upon discovering that he or she is in possession of the dangerous weapon, the student notifies and delivers the weapon to school officials.

The Board of Education determines that extra precautions are important and necessary to provide for student safety. Therefore, the carrying, bringing, using, or possessing of any knife, regardless of length of the blade, in any school building, on school grounds, in any school vehicle, or at any school sponsored

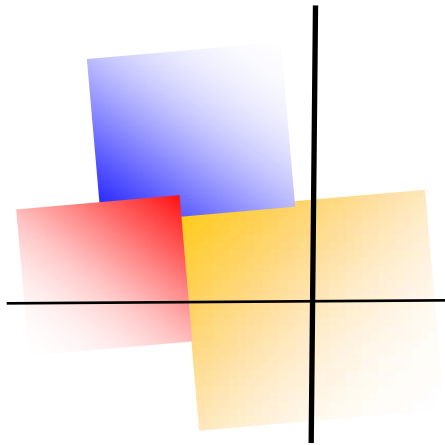
activity without express prior authorization from the principal is prohibited. Students who violate this policy may be expelled.

In accordance with federal law, expulsion shall be for no less than one full calendar year for a student who is determined to have brought a firearm to school. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis.

The District shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved as required by law.

School personnel shall refer any student who brings a firearm or weapon to school to law enforcement.

An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.



# Board of Education Policy Ends

# JEFFCO PUBLIC SCHOOLS BOARD OF EDUCATION POLICY ENDS

## **Policy Ends 1 (E-1)**

### **GOVERNING STATEMENT**

All students explore and develop their potential as productive global citizens in a 21st century environment.

## **Policy Ends 2 (E-2)**

### **STUDENTS WILL DEMONSTRATE RESPONSIBLE CITIZENSHIP IN OUR COMMUNITIES.**

Students will learn in respectful school environments.

Students will demonstrate:

- respect for others
- respect for the school and community environment
- respect for their teachers
- respect for diversity

Students will understand and adhere to:

- expectations in the Student Conduct Code
- school rules and norms
- guidelines and procedures for a safe school environment

Students will participate in:

- prevention and intervention activities that contribute to a safe school environment
- creating a welcoming school environment

Students will become contributing community members.

Students have opportunities to:

- demonstrate leadership
- collaborate with diverse teams
- engage in work that develops a sense of social responsibility in the school and/or community

Students understand:

- the importance of participation in the democratic process
- the importance of voting in elections

Students will demonstrate responsible citizenship in their diverse communities.

## **Policy Ends 3 (E-3)**

### **STUDENTS WILL POSSESS PERSONAL CHARACTERISTICS AND LIFE SKILLS TO SUCCESSFULLY MEET LIFE'S CHALLENGES.**

Students will develop quality work habits.

Students will:

- attend regularly
- arrive on time
- prepare for class
- create products that meet or exceed content standards

Students will:

- use skills to complete challenging tasks
- identify and complete tasks independently
- use critical thinking skills
- meet deadlines

Students will:

- organize time and materials to complete tasks
- demonstrate commitment to assigned and self-selected tasks

Students will develop skills that contribute to a successful future.

Students will:

- meet or exceed content standards listed in Ends 2 and 3
- demonstrate basic skills including mathematics, reading, and writing

Students will:

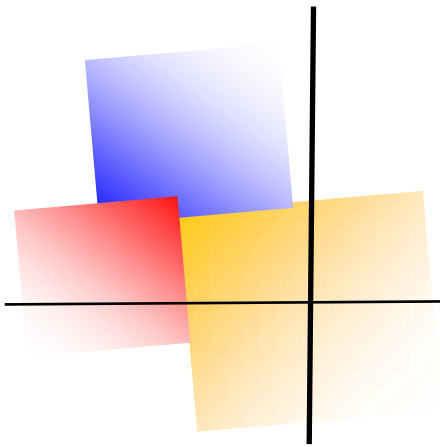
- set goals and measure progress toward meeting those goals
- work collaboratively in teams
- manage conflict
- resolve interpersonal problems without violence
- use data to make decisions
- have appropriate opportunities to experience the world of work

- accept responsibility for actions
- accept and give appropriate feedback

Students will:

- demonstrate excellence in oral communication
- demonstrate listening skills
- use appropriate skills in technology

Students will possess personal characteristics and life skills to successfully meet life's challenges.



# JPS Community Partnerships

## JEFFCO PUBLIC SCHOOLS COMMUNITY PARTNERSHIPS

- American Lung Association
- American Red Cross – Mile-High Chapter
- Counseling Center of Golden
- Gilpin & Jefferson Counties – Community Crisis Response Teams
- HB-1451 Interagency Over-sight Group
- Jeffco Parent-Teacher Association (PTA)
- Jefferson Center for Mental Health (JCMH)
- Jefferson County Criminal Justice Strategic Planning Committee
- Jefferson County Department of Health and Environment (JCDHE)
- Jefferson County Department of Human Services – Department for Children, Youth and Families
- Jefferson County District Attorney’s Office
- Jefferson County Emergency Management
- Jefferson County Fire Protection Authorities
- Jefferson County Juvenile Justice Agencies
- Jefferson County Juvenile Services Planning Committee
- Jefferson County Law Enforcement Agencies
- Jefferson Education Foundation
- Juvenile Assessment Center (JAC)
- Non-profit Human Services Agencies
- Parents and Communities Coming Together (PACCT)
- Ralston House
- Safe School Partnership
- Safe-2-Tell
- Second Wind