



School Safety and
Security Task Force

Report and
Recommendations

October 24, 2013



SCHOOL SAFETY AND SECURITY REPORT

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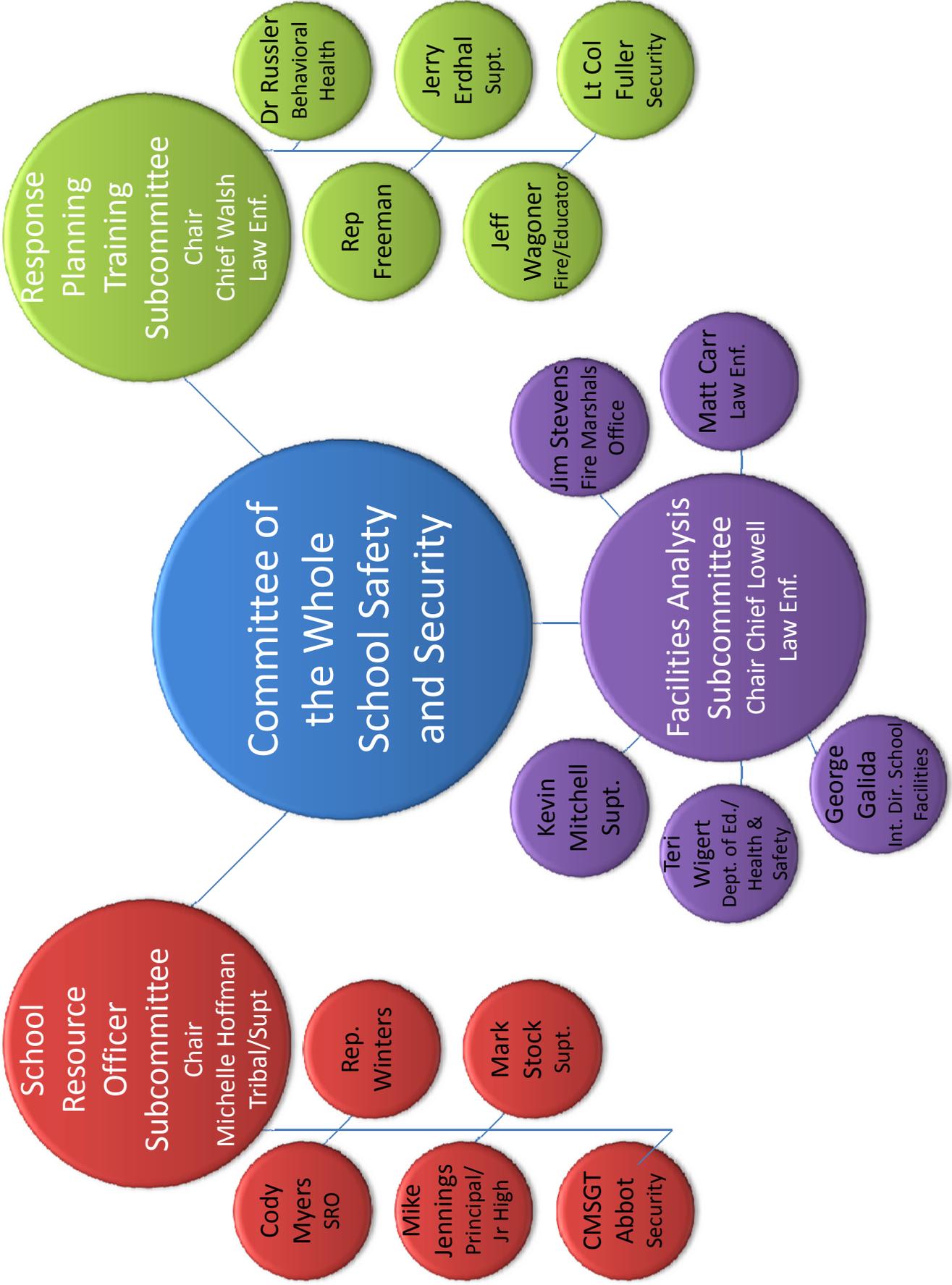
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OVERVIEW

Task Force Formation

Schools are faced with ongoing challenges for a much broader range of emergency situations. Districts, schools, and law enforcement must have a comprehensive, cooperative plan that outlines response, not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to campus violence or active shooter threats.

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. It is important that schools and first responders be aware of potential threats and be prepared to manage them should they occur.

Acting to address these issues, Governor Matt Mead established a task force to study and provide insight on the status of school safety and security in Wyoming schools.

The task force included a multi-disciplined team of professionals representing educators, school administrators, district superintendents, local police and fire personnel, military intelligence/security, and staff from the Wyoming Department of Education, the Wyoming Department of Health (Behavioral Health Division), the Wyoming State Fire Marshal, and Wyoming School Facilities.

The task force received support from the Wyoming Office of Homeland Security, which was responsible for providing administrative services, coordinating meeting logistics, and arranging support from other state agencies as needed.

Task Force Goals

The team was asked to evaluate the current state of safety and security across Wyoming school districts; identify weaknesses, strengths, and best practices; and to propose recommendations for improvement.

During its inaugural meeting in January 2013, the task force determined that Wyoming has no baseline standards for evaluating safety needs, nor guidelines driving continuous review and improvement. It also identified three immediate priorities:

- 1) Increase the number of School Resource Officers in Wyoming schools
- 2) Update/modify schools with controlled access systems
- 3) Develop a comprehensive crisis management training program for district staff

Based on these priorities, the task force was divided into three subcommittees to evaluate and focus on different issues: School Resource Officers, Facilities Analysis, and Response Planning and Training.

This report contains the findings and recommendations of each subcommittee.

OVERVIEW

2013 Legislative Actions

Legislation to fund key task force efforts was introduced during the 2013 legislative session, but was not approved. HB230 would have allocated \$2.3 million for School Resource Officers; and a line item in SF105 proposed \$250,000 in funding for a school safety study.

Future Considerations

The task force recommends that the Wyoming Department of Education (WDE) serve as the primary contact with districts on school safety and security issues. It also recommends that WDE establish an internal, multi-disciplined advisory board to assist in developing future safety recommendations and initiatives, and utilize external expertise as needed.

Special Recognition

The task force offers special thanks to Dr. Alan D. Moore, Data Research Analyst for Laramie County School District #1. Dr. Moore assisted in developing and analyzing results for the School Resource Officer survey and Facilities Analysis survey on building security.



School Resource Officer (SRO) Subcommittee

Chairman: Michelle Hoffman
Retired Superintendent
Fremont County School District #14

The School Resource Officer Subcommittee is a branch of the School Safety and Security Task Force. Its purpose is to evaluate the need, impact and feasibility of establishing a state funded SRO program, and to propose recommendations for future action.

Report and Recommendations Summary

TO: School Safety & Security Task Force
Committee of the Whole

FM: School Resource Officer Subcommittee

DT: July 29, 2013

Introduction

In light of national discussions regarding school safety, Governor Mead established a task force of multi-disciplined professionals charged with:

- Evaluating the current state of safety and security across Wyoming school districts
- Identifying weaknesses, strengths, and best practices
- Proposing recommendations for improvement

During its inaugural meeting in January 2013, the task force determined that the top priorities moving forward would be: 1) to increase the number of School Resource Officers in Wyoming schools; 2) to modify school buildings with controlled access systems; and 3) to develop a comprehensive crisis management training program for district staff.

With those priorities defined, the task force was divided into three subcommittees to focus on different issues: School Resource Officers, Facilities Analysis, and Response Planning and Training.

The following report was prepared by the **School Resource Officer Subcommittee**, which was tasked with evaluating the current status of school security personnel.

Background Information

The need for having School Resource Officers was first identified in a 2006 study drafted by the Wyoming Department of Education. As detailed by the National Association of School Resource Officers (NASRO), the goals of an SRO program are to:

- Provide a safe learning environment
- Provide valuable resources to school staff
- Foster positive relationships with students
- Develop strategies to resolve problems affecting youth

- Protect every child so they can reach their fullest potential

According to NASRO, “Over the past two decades, America’s public schools have become safer and safer. All indicators of school crime continue on the downward trend first reported when data collection began around 1992. This period of time coincides with the expansion of School Resource Officer programs as part of a comprehensive, community-oriented strategy to address the range of real and perceived challenges to campus safety. The presence of School Resource Officers in schools has become an important part of the duty to protect children on campus. SROs have the ability to protect the community *and* the campus while supporting the educational mission.”

The Wyoming chapter of NASRO is one of the most active and respected in the country. Beyond providing law enforcement, its members play a central role in crisis education and preparedness, prevention and problem solving, youth mentoring and early intervention, and maintaining effective communication with community resources.

- This year, the Riverton Police Department’s SRO program received the distinguished **Role Model Agency Award** from NARSO, underscoring its exemplary work in law enforcement, teaching, training, and informal counseling.

In June 2013, the subcommittee surveyed all Wyoming school districts to assess the current level of need and utilization of SROs statewide. Superintendents, School Resource Officers and local Law Enforcement agencies were invited to participate.

Survey Results

At present, there are 54 School Resource Officers working in Wyoming schools. However, with 46 of 48 districts responding, only 25 reported having at least one SRO.

In fact, of the districts that responded:

- 46% *do not* have a School Resource Officer (page 3, question 4) and 89% said that lack of funding was the primary reason, while 24% cited the lack of available, trained law enforcement (page 9, question 14)
- 98% would be interested in hiring an SRO if funds were available (page 9, question 13) and 59% would be willing to share in the costs (page 10, question 15)
- 78% of those willing to share costs would help with wages and personnel; 85% would be willing to provide space or other in-kind contributions (page 10, question 16)
- 93% prefer SROs over other forms of security (page 9, question 12)

Of the districts that currently have SROs:

- Only 68% have dedicated SROs on duty full-time (page 7, question 7)

- Just 12% can afford to cover the cost of a SRO program independently; 60% share the cost with local law enforcement agencies (page 8, question 10)

Additional Feedback

In addition to answering survey questions, respondents were asked to provide written comments regarding the need for SROs. Some offered feedback on the unique needs of rural districts and communities. For example:

“It is important to remember that when accessing needs for school security, geographic isolation is a significant factor. Small schools and districts may not carry the highest enrollment numbers but emergency response time due to isolated locations may be a greater risk factor than school/district size.”

“We are most concerned with having secure buildings and having appropriate rapid response from local law enforcement. In one community it could be 45 minutes response time.”

“The complicated demographics and home situations in our district are far more than what school personnel can effectively intervene on. There are situations that directly affect the academics of not only the students who experience these complications but also those in classrooms with them. The intricacies of remediating the behaviors of students, and their families, who have experienced trauma are a community-wide concern. A SRO would be vital in bridging school and community efforts.”

Recommendations

Based on the survey results indicating:

- 98% of the districts responding would hire a SRO if funding were available
- 93% prefer SROs over other forms of security
- 89% cited a lack of funding as the primary reason for not having SROs
- 59% would be willing to share the cost of a SRO program

We recommend funding is made available for SRO programs to Wyoming school districts. We further recommended that this application process include cost-sharing partnerships and that special considerations be given to schools/districts in rural locations, where response time from local law enforcement could be prolonged.

SRO Survey Results

Survey Design

An online survey questionnaire was developed and published using FormSite. It consisted of 17 questions related to School Resources Officers in Wyoming school districts. Superintendents and School Resources Officers were invited to respond to the survey between 5/23/13 and 6/7/13.

Results

75 Responses were received between 5/23/13 and the closing date of 6/7/13. Fifty-five (55) of these were complete responses. The responses for each question are summarized in the tables below.

1. What best describes your role?

Role	Number	Other
Superintendent	37	
Other	9	
Business Manager		3
Assistant Superintendent		2
Associate Superintendent		1
Assoc. Supt & Law Enforcement		1
Admin Ass't - Designee		1
Unspecified		1
Law Enforcement	9	
Total	55	

2. If Law Enforcement, what best describes your role?

Law Enforcement Role	Number
City/Local	4
County	4
Federal	1
Total	9

3. Which school district do you represent?

School District	District Respondent	Law Enforcement	Grand Total
Big Horn #1	1		1
Big Horn #2	1		1
Big Horn #3	1		1
Campbell #1	2		2
Carbon #1	1		1
Carbon #2	1		1
Converse #1	1		1
Converse #2	1		1
Crook #1	1		1
Fremont #1	1	1	2
Fremont #2	1		1
Fremont #6	1	1	2
Fremont #14	1	1	2
Fremont #21	1		1
Fremont #24	1		1
Fremont #38	1		1
Goshen #1	1		1
Johnson #1	1		1
Laramie #1	1	2	3
Laramie #2	1		1
Lincoln #1	1		1
Lincoln #2	1		1
Natrona #1	1		1
Park #1	1		1
Park #16	1		1
Platte #1	2		2
Platte #2	1		1
Sheridan #1	1		1
Sublette #1	1		1
Sublette #9	1		1
Sweetwater #1	1		1
Teton #1	1	4	5
Uinta #1	1		1
Uinta #4	1		1
Washakie #1	1		1
Washakie #2	1		1
Weston #1	1		1
Weston #7	1		1
Unknown	6		6
Total	46	9	55

District Size of Respondents

Enrollment (October, 2011)	District Respondent (includes all non-Law Enforcement)	Law Enforcement	Total
Large > 5,000	5	2	7
Medium (1,000-4,999)	12	5	17
Small (200-999)	19	2	21
Very Small (<200)	4	0	4
Unknown	6	0	6
Grand Total	46	9	55

Note: Large districts include Laramie 1, Natrona 1, Campbell 1, and Sweetwater 1.

Medium districts include Albany 1, Sheridan 2, Uinta 1, Sweetwater 2, Fremont 25, Lincoln 2, Teton 1, Park 6, Carbon 1, Converse 1, Goshen 1, Fremont 1, Washakie 1, Johnson 1, Crook 1, Platte 1, and Sublette 1.

Small districts include Niobrara 1, Laramie 1, Sheridan 1, Big Horn 1, Weston 1, Uinta 4, Uinta 6, Big Horn 2, Converse 2, Hot Springs 1, Carbon 2, Sublette 9, Fremont 14, Lincoln 1, Fremont 21, Big Horn 3, Fremont 38, Fremont 6, Fremont 24, Big Horn 4, and Weston 7.

Very Small districts include Fremont 2, Park 16, Washakie 2, and Sheridan 3.

4. Do you have at least one School Resource Officer (SRO)? Definition: School Resource Officers are certified, specially trained law enforcement personnel dedicated to a school or district.

	Yes	No	Total
District	25 (54%)	21 (46%)	46
Law Enforcement	8 (89%)	1 (11%)	9
Total	33	22	55

Responses to Question 4 by District Size among district respondents

District Size	Yes	No	Total
Large	5 (100%)	0 (0%)	5
Medium	9 (75%)	3 (25%)	12
Small	6 (32%)	13 (68%)	19
Very Small	2 (50%)	2 (50%)	4
Unknown	3 (50%)	3 (50%)	6
Total	25 (54%)	21 (46%)	46

5. How many SRO's are in your district? (If yes to #4)

District Size	Number of SRO's Reported						Total
	1	2	3	4	8	9	
Large	0	1	1	1	1	1	5
Medium	6	3	0	0	0	0	9
Small	4	2	0	0	0	0	6
Very Small	2	0	0	0	0	0	2
Unknown	1	1	1	0	0	0	3
Total	13	7	2	1	1	1	25

- 5 respondents from large districts reported 2, 3, 4, 8, and 9 SRO's
- Of the 9 respondents from medium districts, 6 reported 1 SRO, and 3 reported 2 SRO's
- Of the 6 respondents from small districts, 4 report 1 SRO, and 2 reported 2 SRO's
- Of the 2 respondents from very small districts, 2 reported 1 SRO
- Of the 3 respondents from district of unknown size, 1 reported 1 SRO, 1 reported 2 SRO's and 1 reported 3 SRO's
- Of the total of 25 district respondents who said they had at least one SRO, 13 reported 1 SRO, 7 reported 2 SRO's, 2 reported 3 SROs, 1 reported 4 SRO's, 1 reported 8 SRO's, and 1 reported 9 SRO's

6. Please describe the duties, roles, or responsibilities of your SRO(s).

Responses to this question were received from 30 district respondents. These are listed below:

Develop positive rapport with the school administrators, faculty and students. Coordinate lock-down practices and review proper expectations for lock-downs with faculty. Investigate violations of City/State & Federal laws as well as school district policy. Patrol interior and exterior of the school, including parking lots and surrounding neighborhood. Be a part of the school's emergency response team. Be available to respond to calls from elementary schools, ticketing vehicles that should not be on school grounds, careless driving in parking lot, or illegal parking in parking lot. Respond in a timely manner to school administrator requests for assistance.

We have an SRO at the high school, middle school, and a shared officer between our four elementary buildings. The SRO officers deliver multiple proactive preventive programs, establish relationships with students, parents, and staff, investigate criminal behaviors, supervise activities, patrol traffic, and the list goes on and on.

To assist with building a safer school environment by being present in the buildings and at activities. To act as a child advocate and communicate with other agencies. To assist administration with student issues.

Safety, security, education, early intervention

Respond to calls for service originating in or involving the school district and take part crime prevention through interactions and education.

Law enforcement, DARE, Liaison, investigation, safety, role model, crowd control, teaching lessons, drug dog searches, relationship building, and crisis planning/drills.

Security, investigations, tickets, counseling, guest speaker, resource on legal issues for administrators, counseling of students on legal issues, takes complaints and tips on crimes.

Duties of the SRO -- The primary activities of the School Resource Officer will be crime prevention, school safety, and truancy/attendance issues. Secondary activities will be monitoring student behavior, conflict mediation, and providing for a law enforcement presence at extra-curricular activities. Duties:

- Enforce the laws of the State of Wyoming and the City of Lander;
- Provide critical law enforcement, security, and a police presence within School District #1;
- Investigate criminal activity committed on school property;
- Investigate, prevent, and contain gang activity and violence;
- Serve as a resource and liaison between the Lander Police Department and School District#1 staff on emergency management plans and other safety issues;
- Establish and build working relationships with students and staff to accomplish the objective of crime prevention and security;
- Advise and provide assistance to staff on crime-related, delinquency, truancy, and student attendance issues;
- Enhance positive police, school, student, and parental relationships;
- Educate students and staff about the law and issues that may lead to legal problems, such as bullying, harassment, etc.;
- Attend extra-curricular activities as needed by the school district to provide crowd control and a law enforcement presence;
- Evaluate annually the current building environment and/or procedures with regard to student safety and to make recommendations for improvements;
- Co-facilitate anger management and anti-bullying sessions for students;
- Support Positive Behavior Interventions & Support (PBIS) expectations and support restraint training;
- Provide informal consultation with students and staff;
- Coordinate with School District #1 staff, Lander Police Department and the Department of Family Services on suspected or known cases of child welfare, abuse, or neglect.

Investigating crimes. Responding to emergency situations. Assisting with safety drills Assisting with crisis management planning Serving as a resource to school personnel. Providing education to students, both individually and to classes Informally counseling at-risk students regarding the impact of criminal activity. Serving as a police presence at extra-curricular activities (such as at ballgames). Provide support to administrators during conferences with irate parents. Provide information on legal parameters to administrators. Patrol campuses. Monitor student vehicle traffic around schools. Serve as a liaison between the law enforcement community and the schools.

Protection of students, staff, and community members from viable criminal threats at their schools. Address/investigate Criminal matters arising. Enforce the Law. Educate on consequences of illegal use of drugs/alcohol, Gang activity, Bullying, and other relevant issues facing our students and staff.

Check security measures at schools daily, (locked doors), (parking lot sweeps). Foot patrol outside and inside Review and monitor crisis plans. Instruct teaching staff on crisis plans Provide input to administration on crisis plans, security issues. Meet weekly with administration. Liaison with Law Enforcement, D.F.S., Probation Parole. Provide security at after school functions. Interact with students

during the day. Conduct security checks of parking lots, numerous times during day. Conduct criminal investigations Respond to disorderly situations on campus. Conduct welfare checks at residences of students. Investigate truancy matters, encourage kids to go to School. Teach programs to students in regards to safety issues. Monitor sex offender registration clients who reside close to campus. Conduct meetings with transportation department. Patrol school zones, enforce traffic laws. Patrol school bus routes and enforce drive bys. Monitor gang activity. Keep staff advised of health and safety concerns. Conduct lock down drills. Conduct routine k-9 drug sniff of campus. Organize emergency response to campus incidents with Fire, E.M.S., and Law Enforcement. Attend community functions and build positive relationships with citizens.

For us the big thing is developing a trusting relationship with our students prior to the need for any law enforcement intervention. Other...Dare Training...Hunter Safety Training...meeting students each morning at the door with a warm greeting...schedule the drug dog visits...used as a resource in social studies classes particularly as they pertain to the US Constitution...investigating any student activity that is clearly a criminal issue...

General Safety and security, Crisis Management, handling all incidents involving criminal activity in the district, Instructor for Military Science (High School), DARE Instructor (elementary).

1. Safety patrol. 2. Discipline investigation for criminal activity. 3. Student relationship building. 4. Teaches substance prevention/abuse classes. 5. Monitors/attends extra-curricular activities. 6. Lead role in crisis committee work. 7. Runs perimeter checks of the school facilities. 8. Traffic control in school parking lot, as needed. 9. Investigates reports of "fly-bys" by school bus drivers. 10. Accompanies school officials on home visits.

They have an office at our high school and middle school in Buffalo. They do go out to all schools in the Buffalo. Kaycee does not have an SRO available. The SRO costs are split 50/50 with our City.

Investigate crimes reported at schools, assist in counseling students; provide security for the school, instruction in classes such as DARE.

Build relationships with students, do investigative work, counsel, follow up with families and agencies, interact with judicial system, provide security, attend difficult or emotionally charged parent meetings

Respond to district schools for all situations requiring law enforcement intervention; potential crime under statute including drug/alcohol, fight/assault, disturbing the peace, etc. In addition, when time allows, act as a role model through positive interaction with students as they reflect on the importance of making good life choices.

On call for any criminal behaviors within the District. A liaison between students and law enforcement. This position is for all six school building in our District.

DARE program, Crisis plan review and revision suggestions made, coordinates crisis drills with external agencies, collaborates with principal on legal/discipline issues, and works with students on various issues.

Liaison with students and law enforcement DARE teachers. Part of building security plan. Trainers with crisis planning. Handle law enforcement issues with schools. Supervision large events.

Crisis Management Planning, Law Enforcement in Schools

DARE, Academic Extension, Crisis Mgt. training, liaison in regards to any students on probation, coordination with random drug dog searches, assist with violations of drug, alcohol, and tobacco, and violence.

PR with students and staff, training with students and legal issues.

Respond to calls regarding students, investigate crimes involving student, work with students on Diversion/Probation and the associated agency, supervision during the school day, member of the school emergency response team.

City officer - Jr High, alternative HS, 2 elementary schools County deputy -HS

One represents the County Sheriff's Office and the other represents the Municipal Police Department. Police handle the 4 schools in the town limits and the Sheriff handles the schools in the County. Roles vary day to day. Mostly the SROs handle law enforcement issues at the schools. The Police SRO is also the juvenile detective for the PD and splits his time between school functions and school issues. The Police SRO is not full time at the schools. The Police SRO is part time at 4 different schools. So, if the Police SRO has a 40 hour work week, he is supposed to spend 20 hours a week at four schools. That translates to 5 hours a week at each school. The reason for this split in time at the schools is money.

Handle all police matters related to the schools. Work with school administration to strategize various security measures, attend special school events, and coordinate k-9 searches if the school is desirous of them.

SROS are assigned and present at the schools on a daily basis. They provide extra security, investigate reports/complaints filed with law enforcement, participate in health classes, act as truant officers, and other positive interactions with activities

Support supervision at our schools during school, at after school activities, and serve as district liaison with Evanston Police Department. They function as a resource developing district crisis plans. Teach Vocational law class at EHS.

7. Is the SRO position dedicated to your schools full time (8 hours per day)?

District Size	Yes	No	Total
Large	5 (100%)	0 (0%)	5
Medium	5 (56%)	4 (44%)	9
Small	4 (67%)	2 (33%)	6
Very Small	0 (0%)	2 (100%)	2
Unknown	3 (100%)	0 (0%)	3
Total	17 (68%)	8 (32%)	25

8. Are your SROs shared with other schools?

District Size	Yes	No	Missing	Total
Large	5 (100%)	0(0%)	0	5
Medium	8 (100%)	0(0%)	1	9
Small	6 (100%)	0(0%)	0	6
Very Small	0 (0%)	2 (100%)	0	2
Unknown	3 (100%)	0 (0%)	0	3
Total	22 (92%)	2 (8%)	1	25

9. Are your SROs shared with other districts?

District Size	No	Yes	Total
Large	5 (100%)	0 (0%)	5
Medium	7 (78%)	2 (22%)	9
Small	4 (67%)	2 (33%)	6
Very Small	1 (50%)	1 (50%)	2
Unknown	3 (100%)	0 (0%)	3
Total	20 (80%)	5 (20%)	25

10. How are your SROs funded?

District Size	School district funds only	Law enforcement funds only	Combination of school district and law enforcement funds	Other	Missing	Total
Large	0 (0%)	1 (20%)	2 (40%)	2 (40%)	0	5
Medium	1 (12%)	0 (0%)	7 (88%)	0 (0%)	1	9
Small	1 (17%)	2 (33%)	3 (50%)	0 (0%)	0	6
Very Small	0 (0%)	1 (50%)	1 (50%)	0 (0%)	0	2
Unknown	1 (33%)	0 (0%)	2 (67%)	0 (0%)	0	3
Total	3 (12%)	4 (16%)	15 (60%)	2 (4%)	1	25

Other: City of Gillette, Law Enforcement & Grant Funds

11. Do you have other forms of security personnel other than the SRO?

District Size	Yes	No	Total
Large	2 (40%)	3 (60%)	5
Medium	0 (0%)	12 (100%)	12
Small	5 (26%)	14 (74%)	19
Very Small	0 (0%)	4 (100%)	4
Unknown	0 (0%)	6 (100%)	6
Total	7 (15%)	39 (85%)	46

12. Would you prefer an SRO or some other form of security?

District Size	Prefer SRO	Prefer other form	Missing	Total
Large	5 (100%)	0 (0%)	0	5
Medium	11 (100%)	0 (0%)	1	12
Small	17 (89%)	2 (11%)	0	19
Very Small	4 (100%)	0 (0%)	0	4
Unknown	5 (83%)	1 (17%)	0	6
Total	42 (93%)	3 (7%)	1	46

13. If funding for SRO's were made available to your district, would you be interested in hiring one or more SRO's?

District Size	Yes	No	Total
Large	5 (100%)	0 (0%)	5
Medium	12(100%)	0 (0%)	12
Small	19(100%)	0 (0%)	19
Very Small	4(100%)	0 (0%)	4
Unknown	5 (83%)	1 (17%)	6
Total	45 (98%)	1 (2%)	46

14. What do you see as roadblocks to having SRO's or additional security within your district? (Check all that apply) (Percentages are based on 46 District respondents.)

District Size	Lack of Funding	Lack of available trained law enforcement personnel	School facility or space restrictions	Lack of school board support	Lack of community support	Other	Total
Large	4						5
Medium	11	4	1				12
Small	16	5	2	1	2	2	19
Very Small	4	1	2			1	4
Unknown	6	1	1	1			6
Total	41 (89%)	11 (24%)	6 (13%)	2 (4%)	2 (4%)	3 (6%)	46

Other:

- Allowance based on district population when school are spread over large distances
- Some lack of school board support
- One SRO's per 1000 students would give us one officer to share within 3 towns that are located 45 miles apart.

15. Would you be willing to share in the cost for an SRO?

District Size	Yes	No	Missing	Total
Large	2 (40%)	3 (60%)	0 (0%)	5
Medium	9 (75%)	2 (17%)	1 (8%)	12
Small	11 (58%)	8 (42%)	0 (0%)	19
Very Small	2 (50%)	2 (50%)	0 (0%)	4
Unknown	3 (50%)	3 (50%)	0 (0%)	6
Total	27 (59%)	18 (39%)	1 (2%)	46

16. What costs would you be willing to share? (Check all that apply) (Percentages are based on 27 District respondents who would be willing to share in the cost for an SRO).

District Size	Space or other in-kind contributions	Personnel/Wages	Training	Equipment	Total
Large	2	1	2	1	2
Medium	7	8	5	4	9
Small	9	9	8	5	11
Very Small	2	1	2		2
Unknown	3	2	2	3	3
Total	23 (85%)	21 (78%)	19 (70%)	13 (48%)	27

17. What additional comments would you like to share regarding SRO's or additional security?

Responses were received from 25 district respondents. The following is a list of these:

It is not that we are not willing to share the cost but do not have the funding to do so. We have only had an SRO a year now and find it to be very beneficial for students.

We would support funding for SROs in schools. The response to the previous question concerning sharing costs would require further conversation.

If funding came to school districts through the funding model Campbell County SD #1 would pass that funding on to our Police and Sheriff office to hire additional SRO officers.

We simply do not have the funding to help pay for an SRO. We would if we could. I strongly support however, any initiative that would fund a full time SRO for our district. We have called Park County Sheriff's department in the past, and have waited 45 minutes for a deputy to have boots on the ground in Meeteetse. We truly feel isolated and vulnerable without some type of security officer. I would be more than happy to discuss our situation with anyone that needs additional information.

SRO's have been a great asset to our District.

We have three local law enforcement that we use now for support--we are small, but have two separate buildings--the problem is that we don't think we need one full time in each building, but we do see a need for an SRO.

I believe that trained SROs can be very valuable. There seems to be a lack in the numbers of trained individuals. I think state guidelines should be set up prior to taking on a statewide program that clearly define the role of the SRO.

For the last 3 years city wrote a grant that gave us a part time SRO for schools in one town. Other schools did not have access to this person. Mostly worked well with some bugs.

As mentioned, when the funding is based on total population the outlying schools would be short changed and yet the outlying schools are those with the least available agency support. Safety is a concern and I believe that schools and district have spent vast resources to update facilities and buildings. Where these have come from maintenance funds other maintenance needs were short. This needs to be compensated back to district that used facilities allocations for these activities.

We are most concerned with having secure buildings and having appropriate rapid response from local law enforcement. In one community it could be 45 minutes response time.

We began this program with five year grants. Once the grants ran out we reduced SRO's and split costs with city. Because there is no funding from the state you end up robbing Peter to pay Paul.

We had a Sheriff that did come to some events and was a presence in the school, but he has taken another position. We did help with training. No other costs to us. We have not have a police presence in the Town for several months. The Town has just hired someone in that position.

Funding is very tight and the sharing of the funding would be hard.

The need is obvious. We have had too many school intrusions and people hurt in the past 15 years.

We believe our SRO officers are invaluable. They help in so many ways. Our officers are also always armed. Safety of our students is a priority for every districts. We believe SRO officers are worth their weight in gold.

Fully support state funding of one FTE SRO per secondary school campus as a minimum. Perhaps funding one SRO per 1000 students per campus (and combine campus' if they are within a short distance of each other).

WE could use a grant for our City, County and School District that would include funding for a trained specialist on school safety measures and practices. That person could help in creating our crisis manuals, drills, training, etc. A truly trained specialist would be great to have as a resource. That way my admin and teachers could concentrate on teaching and learning. Thanks, Rod

SROs are critical for school security. They can be funded outside the block grant to ensure all \$\$ go to SROs just as instructional facilitators. Our SROs have a prominent role in our schools and are an invaluable resource.

They are a nice asset to the school district, but can be cost prohibitive.

We already pay for an SRO 12 months each year, and we pay overtime for the SRO to be at school activities after hours. It is very costly. Our community would like a second one, but there is no way we

can afford it. I believe that the current SRO should be funded through the funding model. One SRO per 1000 students is an appropriate ratio.

We are a very small school and do not need a full-time SRO. However, when we do need one it is great to have him here. We do our best to integrate the SRO into the classroom experience so that he is seen as just another staff member with a unique role to play.

The complicated demographics and home situations in our district are far more than what school personnel can effectively intervene on. There are situations that directly affect the academics of not only the students who experience these complications but also those in classrooms with them. The intricacies of remediating the behaviors of students, and their families, who have experienced trauma are a community wide concern. An SRO would be vital in bridging school and community efforts.

It is important to remember that when accessing needs for school security, geographic isolation is a significant factor. Small schools and districts may not carry the highest enrollment numbers but emergency response time due to isolated locations may be a greater risk factor than school/district size.

Currently, our district pays wages and benefits for one SRO - which for the 2012-2013 school year was \$78,064.20 (\$50,948.87 wage/\$27,115.33 benefits). BIA pays for all uniform costs, equipment, vehicle costs and training.

There needs to be funding included in the model for security personnel. Districts should be able to decide how that funding is used.

Having trained personnel would be an asset to our district.

Responses were received from 9 Law Enforcement respondents. A list of these follows:

As an SRO, I believe that the only way to ensure a school's security is to have an SRO in the entrance of the schools at any time the school is in operation. School secretaries or administration do not have the training or experience to prevent violence in the same manner a trained SRO does.

Currently we receive \$45k from district towards our SRO for the city. That amount does not come close to covering even the salary, let alone the benefits, vehicle, fuel, training, special event coverage etc. More funding needs to be made available.

Geography will play a big part. Without knowing the real interest level of all the local districts it would be hard to know how many recruits we would actually need.

School district covers 75% of the current SRO expenses. If the district was not able to provide this the city would not be able to cover the rest. Finding SRO's for elementary would be very difficult unless they were retired and/or part time.

Statement of Need The possibility of a violent attack on students and teachers has been a longstanding threat in Lander, Wyoming. While incidents of violence in schools have been decreasing nationally according to the Bureau of Justice Statistics, frequency and severity of local violent crimes involving teenagers is on the rise. To learn more about the nature and extent of the problem, the City of Lander and Fremont County School District #1 performed the following needs assessment activities:

1. Reviewed relevant literature on May 6-10, 2013 2. Interviewed Mr. Christopher Grant, a national expert on American Indian gangs and activity 3. Surveyed local police officers, School Resource Officers, Police Lieutenant, Chief of Police and the Superintendent during May 6-10, 2013 4. Interviewed Officer Cody Myers, Member of Wyoming SRO Board 5. Reviewed archival records of student delinquency and truancy This section reviews the finding of the comprehensive needs assessment and describes the problem in greater detail. Primary Needs - Safety and Security “Over the past two decades, America's public schools have become safer and safer. All indicators of school crime continue on the downward trend first reported when data collection began around 1992. In 2011, incidences of school-associated deaths, violence, nonfatal victimizations, and theft all continued their downward trend. This trend mirrors that of juvenile arrests in general, which fell nearly 50% between 1994 and 2009—17% between 2000 and 2009 alone. This period of time coincides with the expansion of School Resource Officer programs as part of a comprehensive, community-oriented strategy to address the range of real and perceived challenges to campus safety.” -National Association of School Resource Officers (NASRO) The School Resource Officer (SRO) Program at Fremont County School District #1 (FCSD #1) in Lander, Wyoming, began in 2001 and continues today. According to the National Association of School Resource Officers (NASRO), the purpose of the position is to provide law enforcement, education, and mentoring to students and staff. The philosophy of the Lander Police Department and FCSD #1 is aligned with this purpose: the primary responsibility of the School Resource Officer is to provide protection and safety for students and staff. Secondary responsibilities include enforcing laws, teaching, and working with students on a variety of issues that impact a student’s performance: suicide, violence, drug and alcohol use, bullying, weapons on school property, rape, bomb threats, vandalism, break-ins, truancy, and graduation rates. The one SRO assigned to our schools has been extremely diligent in all his responsibilities but unfortunately one officer is not enough to protect and serve five different schools and 1,700 students in the City of Lander. The main reason for adding another School Resource Officer at this time is the lack of officer coverage to protect from the threat of a violent attack. Recent events at the Boston Marathon, Sandy Hook Elementary, the theater in Denver, Colorado, and even Casper College, in Casper, Wyoming, reveal that a tragic and deadly attack using a wide spectrum of weapons can occur at any time. Additionally, hunting and gun recreation are proud heritages rural Lander, and therefore the majority of people either own or have easy access to a wide variety of guns and weapons. It is very possible 95 percent of Lander high school and middle school students could obtain a gun if so inclined. Even more seriously, 10 active street gangs with over 1,500 members have recently been identified on the local Wind River Indian Reservation, including “Gang 307”, a notorious group of former prison inmates. These threats are real and Lander needs to increase police protection and intelligence to protect our children against potential attacks. Current Police Lieutenant and former FCSD #1 SRO Chuck Carr stated he is not aware of any instance where a school has ever been violently attacked while a School Resource Officer has been present on campus. Wyoming ranks 43 in crime rate according to the U.S. Census, therefore crime our state is much lower than the national average. However, Fremont County has a very distinctive set of demographics and needs. Fremont County is one of the largest counties in the United States at 9,200 square miles, and the county includes the Wind River Reservation with two rivaling American Indian Tribes. We are proud these cultures and traditions are part of our communities, yet there is no denying the crime and poverty on the reservation have a very significant impact on our entire county. Since Lander is located two miles from the Wind River Indian Reservation we are close neighbors and interconnected in many ways. Over 7 percent of our population and 11.3 percent of our students are American Indian, a diversity that is very much appreciated by our residents. Crime statistics from the reservation are extremely difficult to obtain, but it is common knowledge that in 2010, the Obama Administration began a two-year crime fighting initiative on the Wind River Indian Reservation as it was identified as one of the top three most dangerous reservations in the country. While the initiative was successful in reducing crime on other parts of the country, it failed in Wyoming.

In fact crime on the reservation increased 7 percent during these efforts according to the U.S. Department of Justice. It is important to note that the Wind River Indian Reservation is considered one of four “high performance goal sites” according to the Bureau of Indian Affairs, Department of Justice document titled “Lessons Learned”. These are high crime-goal reduction sites. The document states “SRO’s are key in developing intelligence that occurs among youth in the school system. A problem that arises in school often boils over into the street. It is crucial to have law enforcement personnel and SRO’s at major school sporting events and activities.” Therefore, the Department of Justice set a goal to increase the visibility and access to law enforcement officers, a need and goal included in this grant proposal. In regards to the need for another SRO, the only other comparable district in our state and county is the City of Riverton. While Lander has 1 SRO per 1,700 students, Riverton maintains 1 SRO per 700, or 3 total SROs, and is planning for 4 in the near future. We believe Riverton maintains a more appropriate level of coverage considering the circumstances and need to add an SRO in Lander at FCSD #1. Nationally, school violence and crime has decreased, but Wyoming has always ranked among the lowest in these categories among all states. In fact, Wyoming ranks 9th lowest in violent crime rates according to the U.S. Census. One very significant area of concern for the state is that Wyoming ranks #1 in the nation in suicide rates with 31.1 suicides per 100,000 residents (almost an 80 percent increase since 1999). Additionally, the suicide rate for American Indians has increased by over 65 percent since 1999, the most among any ethnicity in the country. There is no doubt suicide is a result of mental illness, a major factor in the recent violent attacks on schools and the public, and should not be ignored in this instance. Meanwhile, crime and violence in Lander has been on the rise as well:

- During a basketball game in 2013, a physical fight broke out between 15 individuals. The SRO and several school officials and custodians were finally able to break the fight up.
- In 2012, a student, with the assistance of two other individuals, broke into a trailer house, killed a man and woman by slicing their throats, and then burned the trailer house down.
- During a basketball game during Christmas break in 2010, the SRO was informed of a bomb located in the gymnasium. Fans, families, and players were relocated for four hours until 40 officers from around the state arrived and determined the site to be safe.
- Another incident in 2010 involved an anonymous tip about a student’s Facebook post. The post stated “As my heart beats faster and faster, I will create a prom night massacre”. For eight hours the Lander Police Department, Federal Bureau of Investigation, and Bureau of Indian Affairs frantically searched until they located and arrested the student in Laramie. The student was planning on returning that day to attend Prom. The suspect had no prior history and would not have been considered a threat. No bomb was found and the agencies carefully secured the event for the entire evening.
- During the summer of 2010, a 17-year-old former student slashed a man’s throat with a busted beer bottle and then smashed his head in with a large rock, killing the man.
- Other past incidents include a student who was shot in the chest five times and killed by another student and a Sheriff’s Deputy who was shot through the head and killed while transporting a student in custody.

The risk of violent attacks exists and is a realistic threat in Lander. We need to protect our children by ensuring schools are safe havens where they can learn and play. Secondary Needs There are less serious but important needs as well. The current School Resource Officer is dedicated to educating and mentoring students. These responsibilities often require him to work 18 hour days and become overwhelmed. This constant demand takes its toll, and in the last 12 years four officers have served in the SRO capacity. One additional SRO will lessen the stress, reduce the constant turnover of the position and improve the overall performance of the School Resource Officers. Fremont County faces many challenges regarding truancy and graduation rates. In fact, graduation rates range between 11% and 94%. FCSD #1 continuously places a great deal of focus in this effort and is proud of our 86% graduation rate, but we must continue to work on this area. Excelling in this area is extremely important

to our district and state. The education and mentoring provided by the SRO will be a tremendous asset in this area. During the 2011-12 school year, 403 students, or 25 percent of the entire student population, were involved in incidents involving weapons, bullying, threats, harassment, drugs, fighting, and many similar activities. These incidents distracted many students and cause them to feel unsecure. There is no doubt violence and attacks on schools are a real threat to our schools. Additionally, there are many student needs the SRO position will address. The only School Resource Officer in FCSD #1 is present primarily in the high school, leaving the remainder of our schools and students vulnerable to threats. Our school district desperately needs to expand officer regular coverage to all five schools.

The District list only allows for 1 entry, we actually have four in our area, I'm assuming this is for schools and not Law Enforcement. SRO's seem to be a necessity in today's world. SRO's are able to build report and trust with the staff and students, which seem to improve their ability to resolve issue immediately. Schools do need to understand SRO's are there to keep them safe and address criminal matters as they arise. SRO's generally have full Law Enforcement Authority. They are absolutely necessary.

We feel strongly that the SRO program is a benefit to both the school district and the law enforcement agency.

We have to be careful we don't take the approach that SRO's will prevent school violence. I believe they definitely can play a role in securing a school but if someone is hell-bent on violence in a school, they will more than likely accomplish their goal. Hardening the schools with strict guidelines for entry might do more good.



Facilities Analysis Subcommittee

Chairman: Michael Lowell
Chief of Police
Rock Springs Police Department

The Facilities Analysis Subcommittee is a branch of the School Safety and Security Task Force. Its purpose is to evaluate the various security systems being used in K-12 facilities across the state, and propose recommendations for increased safety and readiness.

Report and Recommendations Summary

TO: School Safety and Security Task Force
Committee of the Whole

FM: Facilities Analysis Subcommittee

DT: July 29, 2013

Introduction

In light of national discussions regarding school safety, Governor Mead established a task force of multi-disciplined professionals was established to study school safety and security issues in Wyoming.

During its inaugural meeting in January 2013, the task force determined that the top priorities for the School Safety and Security Task Force moving forward would be: 1) to increase the number of School Resource Officers in Wyoming schools; 2) to modify school buildings with controlled access systems; and 3) to develop a comprehensive crisis management training program for district staff.

With those priorities defined, the task force was divided into three subcommittees to focus on different issues: School Resource Officers, Facilities Analysis, and Response Planning and Training.

The following report was prepared by the **Facilities Analysis Subcommittee**, which was tasked with evaluating the current state of security systems in K-12 facilities across the state.

Background Information

Schools are generally safe environments for children. Yet while chronic, potentially lethal school violence poses an ongoing threat in only a handful of economically depressed urban centers, most of the high profile school shootings of the 1990's and most recently, occurred in schools and communities that did not match that profile. This conundrum contributes to an understandably heightened level of anxiety. We cannot effectively predict where school violence might happen next.

The most important steps a school can take in preventing school violence involves promoting a positive school climate and culture, teaching and modeling pro-social behaviors and providing effective intervention when anti-social behaviors occur or when individual students demonstrate a propensity for violence.

The physical environment of the school also plays a critical role in keeping students safe. The structure should provide an inviting environment in which children can be protected from threats and where learning environments can take place.

Schools should be designed, built and re-modeled to be:

- More effective learning environments;
- More valued and readily perceived as relevant by the local community facility users;
- Easily monitored;
- Easily secured;
- Safe; and
- Constructive environments that foster positive cultures and climate.

Survey Results

An online survey questionnaire was developed and published using FormSite. It consisted of 21 questions related to building security in Wyoming school districts. The response rate for the survey was $46/48 = 95.8\%$.

The most prominent comments to the building security survey recognized the importance of School Resource Officers.

Access Control Systems

- 80% of the school districts report that most schools provide monitoring (electronic or personnel) to the entrance to the schools (page 4).
- 41% of the school districts report the ability to remotely lock and unlock most of the entrances to their schools and conversely, 33% of the school districts report almost no remote means to lock or unlock the entrances to schools (page 3).
- 50% of the school districts report most exterior doors are capable of lockdown. Additionally, small schools are less capable of lockdown and large and medium schools are more capable of lockdown (page 2).
- 52% of the school districts report limited door monitoring by personnel (page 4).

Surveillance Systems

- More than half of the school districts report the utilization of internal and external surveillance systems (pages 2 and 3).
 - Schools/internal surveillance systems 56%
 - Schools/external surveillance systems 52%.
- 63% of the school districts report monitoring more than half of the doors by technology/cameras (page 4).

- 67% of the school districts do not monitor the video surveillance systems currently in place at all times (page 6).

Additional Feedback

In addition to answering survey questions, respondents were asked to provide written comments regarding the following questions:

What do you see as your district's top three unaddressed needs for building security?

- 1) State funding for School Resource Officers.
- 2) Internal and external video surveillance systems at all schools.
- 3) The ability to monitor all exterior door lock status.

What other comments or observations would you like to make about building security?

“Now more than ever, it is important that we don't drop the ball. Implementing an integrated security risk management system is just the beginning. It is very important that we not become complacent and start to believe that ‘everything is now safe and secure because we have a couple of new security measures or systems in place.’ It is important to remember that true security is not a destination; it is a never-ending process. To succeed, we must make security and safety an everyday priority in education, while maintaining a comprehensive and fluid program that includes a continuous source of funding, accountability and enforcement, as well as continuously looking to establish new countermeasures, the latest in technology, implement best practices and evolve preparedness guidelines that our school districts can mobilize to protect its physical, intellectual and human assets.”

“We are remote and isolated and feel very exposed at this point. We are trying to address the physical security of the building, but have to do so incrementally. We are also taking steps to increase awareness and training of staff, but again are limited by funding. A School Resource Officer would be very welcome in our building, as well as possible funding or even grants to help address building security deficiencies.”

Findings

At present, the School Facilities Commission only has limited design guidelines in place pertaining to school security systems.

Recommendations

- We recommend that the Wyoming Department of Education (WDE) establish a statewide framework for school building security and serve as the state's primary contact with districts on school safety and security issues.

- We recommend that WDE establish a multi-disciplined advisory board within the department to address school safety and security issues in the future.
- As the primary contact agency on school security, we recommend that WDE work with external consultants to conduct security assessments of school buildings across the state. The findings will be reviewed with districts and WDE's advisory board and used to develop security guidelines that will be presented to the School Facilities Commission. The Commission will be asked to:
 - Use the information to create a new needs index evaluating the quality and effectiveness of each school building's security system/equipment relative to the adopted security guidelines.
 - Adopt the security design guidelines to be incorporated in the design of new schools, renovations, additions, and component replacement.
 - Request a separate funding line through the budgeting process to the state legislature to specifically address the security deficiencies of buildings.

Building Security Survey Results
7-8-13

Survey Design

An online survey questionnaire was developed and published using FormSite. It consisted of 21 questions related to Building Security in Wyoming school districts. Superintendents were invited to respond to the survey between 6/17/13 and 7/7/13.

Results

Forty-six (46) responses were received between 6/17/13 and the closing date of 7/7/13. One response was received from all but two Wyoming school districts. One response was received from a district which was not identified by the respondent. The response rate for the survey was 46/48 = 95.8%. The responses for each question are summarized in the tables below.

1. Which school district do you represent?

District Size of Respondents

Enrollment (October, 2011)	Number of Respondents	Percent
Large > 5,000	4/4	100%
Medium (1,000-5,000)	16/18	89%
Small (200-999)	21/21	100%
Very Small (<200)	4/5	80%
Unknown	1	
Total	46/48	96%

Note: Large districts include Campbell 1, Laramie 1, Natrona 1, and Sweetwater 1.

Medium districts include Albany 1, Carbon 1, Converse 1, Crook 1, Fremont 1, Fremont 25, Goshen 1, Johnson 1, Lincoln 2, Park 1, Park 6, Platte 1, Sheridan 2, Sublette 1, Sweetwater 2, Teton 1, Uinta 1, and Washakie 1.

Small districts include Big Horn 1, Big Horn 2, Big Horn 3, Big Horn 4, Carbon 2, Converse 2, Fremont 6, Fremont 14, Fremont 21, Fremont 24, Fremont 38, Hot Springs 1, Laramie 2, Lincoln 1, Niobrara 1, Sheridan 1, Sublette 9, Uinta 4, Uinta 6, Weston 1, and Weston 7.

Very Small districts include Fremont 2, Park 16, Platte 2, Sheridan 3, and Washakie 2

2. Do you employ a security safety advisory person?

District Size	Yes	No	Missing	Total
Large	4 (100%)	0	0	4
Medium	11 (69%)	3 (19%)	2 (12%)	16
Small	2(10%)	19 (90%)	0	21
Very Small	0	4 (100%)	0	4
Unknown	0	1	0	1
Total	17 (37%)	27 (59%)	2 (4%)	46

3. What percentage of classrooms in your district are equipped with doors that can be locked from the inside?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	0	1	2	0	1	4
Medium	4	3	1	2	6	16
Small	12	1	0	0	8	21
Very Small	0	0	0	0	4	4
Unknown	1	0	0	0	0	1
Total	17 (37%)	5 (11%)	3 (7%)	2 (4%)	19 (41%)	46 (100%)

4. What percentage of exterior doors in schools in your district are equipped with hardware capable of implementing a full perimeter lockdown?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	1	1	0	0	2	4
Medium	3	0	1	3	9	16
Small	11	0	0	3	7	21
Very Small	0	0	0	0	4	4
Unknown	0	0	0	0	1	1
Total	15 (33%)	1 (2%)	1 (2%)	6 (13%)	23 (50%)	46 (100%)

5. What percentage of schools in your district have dedicated spaces(s) in front of school for law enforcement vehicles?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	4	0	0	0	0	4
Medium	7	3	1	1	4	16
Small	18	0	0	0	3	21
Very Small	4	0	0	0	0	4
Unknown	1	0	0	0	0	1
Total	34 (74%)	3 (7%)	1 (2%)	1 (2%)	7 (15%)	46 (100%)

6. What percentage of schools have an internal surveillance system in place?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	2	0	1	0	1	4
Medium	1	2	2	2	9	16
Small	2	2	1	4	12	21
Very Small	1	0	0	0	3	4
Unknown	0	0	0	0	1	1
Total	6 (13%)	4 (9%)	4 (9%)	6 (13%)	26 (56%)	46 (100%)

7. What percentage of schools have an external surveillance system in place?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	2	0	1	0	1	4
Medium	3	0	0	5	8	16
Small	2	1	1	6	11	21
Very Small	1	0	0	0	3	4
Unknown	0	0	0	0	1	1
Total	8 (17%)	1 (2%)	2 (4%)	11 (24%)	24 (52%)	46 (100%)

8. What percentage of schools have a remote means to lock and unlock the entrance?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	1	1	0	0	2	4
Medium	5	2	2	2	5	16
Small	8	2	0	1	10	21
Very Small	1	0	0	1	2	4
Unknown	0	0	0	1	0	1
Total	15 (33%)	5 (11%)	2 (4%)	5 (11%)	17 (41%)	46 (100%)

9. What percentage of schools have doors alarmed against unauthorized opening?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	3	1	0	0	0	4
Medium	13	0	0	2	1	16
Small	17	1	0	1	2	22
Very Small	2	0	1	0	1	4
Unknown	1	0	0	0	0	1
Total	36 (78%)	2 (4%)	1 (2%)	3 (7%)	4 (9%)	46 (100%)

10. With the exception of the beginning and end of the school day, are all exterior school doors locked during normal school operating hours?

District Size	Yes	No	Missing	Total
Large	1 (25%)	3 (75%)	0	4
Medium	6 (38%)	10 (62%)	0	16
Small	11 (52%)	10 (48%)	0	21
Very Small	1 (25%)	2 (50%)	1 (25%)	4
Unknown	1	0	0	1
Total	20 (44%)	25 (54%)	1 (2%)	46 (100%)

11. What percentage of schools in your district have NO monitoring (electronic or personnel) of the entrance to the school?

District Size	Percentage Reported					Missing	Total
	0-20%	21-40%	41-60%	61-80%	81-100%		
Large	3	0	0	1	0	0	4
Medium	12	0	1	1	1	1	16
Small	17	1	0	2	1	0	21
Very Small	4	0	0	0	0	0	4
Unknown	1	0	0	0	0	0	1
Total	37 (80%)	1 (2%)	1 (2%)	4 (9%)	2 (4%)	1 (2%)	46 (100%)

12. What percentage of doors are monitored by personnel?

District Size	Percentage Reported					Missing	Total
	0-20%	21-40%	41-60%	61-80%	81-100%		
Large	2	0	1	1	0	0	4
Medium	9	1	2	1	3	0	16
Small	9	2	3	1	5	1	21
Very Small	3	1	0	0	0	0	4
Unknown	1	0	0	0	0	0	1
Total	24 (52%)	4 (9%)	6 (13%)	3 (7%)	8 (17%)	1 (2%)	46 (100%)

13. What percentage of doors are monitored by technology/cameras?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	1	1	1	0	1	4
Medium	5	3	0	4	4	16
Small	2	3	1	6	9	21
Very Small	0	0	0	1	3	4
Unknown	0	0	0	0	1	1
Total	8 (17%)	7 (15%)	2 (4%)	11 (24%)	18 (39%)	46 (100%)

14. Does Law Enforcement have a secure dedicated door available 24/7 in all schools?

District Size	Yes	No	Total
Large	1 (25%)	3 (75%)	4
Medium	9 (56%)	7 (44%)	16
Small	9 (43%)	12 (57%)	21
Very Small	2 (50%)	2 (50%)	4
Unknown	1	0	1
Total	22 (48%)	24 (52%)	46 (100%)

15. Do you provide office space for Law Enforcement?

District Size	Yes	No	Total
Large	3 (75%)	1 (25%)	4
Medium	12 (75%)	4 (25%)	16
Small	7 (33%)	14 (67%)	21
Very Small	2 (50%)	2 (50%)	4
Unknown	0	1	1
Total	24 (52%)	22 (48%)	46 (100%)

16. For which of the following is there a 2-way communication modality with the main office in a majority of your schools? (Check all that apply)

	District Size					Total
	Large	Medium	Small	Very Small	Unknown	
Classrooms	4	16	20	4	0	44 (96%)
Transportation dispatcher	3	15	14	3	1	36 (78%)
Custodial staff	3	9	16	4	1	33 (72%)
Playground Staff	3	11	12	2	0	28(61%)
Health Services	1	12	10	4	0	27 (59%)
School-based security staff	3	10	3	0	0	16 (35%)
Portable classrooms/buildings	2	9	5	0	0	16 (35%)
Ball fields	1	3	2	1	0	7 (15%)
Other student services personnel (counselors, social workers, assistant principals, etc.)	3	10	11	3	0	27 (60%)

17. If emergency notification needs to be made to staff/students during the school day, what is the most common form of notification? (Check all that apply)

	District Size					Total
	Large	Medium	Small	Very Small	Unknown	
Public address system	4	15	21	3	0	43 (94%)
Telephone	1	11	11	2	1	26 (56%)
Email	3	9	10	1	0	23 (50%)
Alarm system	3	8	5	1	1	18 (39%)
Word of mouth	2	2	3	2	0	9 (20%)
Megaphone	0	1	0	0	0	1 (2%)
Other (please explain)	0	2	1	0	1	4 (9%)

Other: Internal speakers, Emergency notification system via email/cell phones, Automated Text and phone calls to cells and home phone numbers, School Reach, Social Media

18. What percentage of your schools are able to barricade safely all students against forced entry?

District Size	Percentage Reported					Total
	0-20%	21-40%	41-60%	61-80%	81-100%	
Large	2	0	1	0	1	4
Medium	7	2	0	3	4	16
Small	10	1	3	1	6	21
Very Small	2	0	0	1	1	4
Unknown	0	0	0	0	1	1
Total	21 (46%)	3 (6%)	4 (9%)	5 (11%)	13 (28%)	46 (100%)

19. If you have video systems in place are they monitored at all times?

District Size	Yes	No	Don't have video systems	Total
Large	0	4	0	4
Medium	3	12	1	16
Small	8	12	1	21
Very Small	0	2	2	4
Unknown	0	1	0	1
Total	11 (24%)	31 (67%)	4 (9%)	46 (100%)

20. What do you see as your district's top three unaddressed needs for building security?

- #1. All three campuses have more than one building. Students need to move between buildings to attend classes, which mean they are outside and doors are sometimes left unlocked. #2. Dedicated office space for school security personnel. (we now "share" space for our SRO) #3. We have cameras, but really need more for outdoor coverage of football fields, outer areas of the school parking lots.
- 1 - Buzz in front doors once the day begins 2 - Reviewing the crisis plan 3 - Practicing the crisis plan.
- 1- SRO 2- Front entrance monitoring
- More SRO presence in all middle-high schools. 2) Updated camera systems. 3) Ability to automatically lock classroom doors.
- Electron lock down, one touch ability. 2) Human traffic control and flow during school hours. 3) Current crisis plans that include relevant drills.
- lack of eyes-on view for the entry at either of our high schools. 2) excessive number of exterior doors at Pine Bluffs Elementary (36). 3) Too few exterior cameras.
- 1) SRO/Security. 2) Shatter Proof Glass in front offices and leading to hallways. 3) Video Surveillance: interior and exterior.
- 1. Electronic access systems. 2. District-wide communication systems. 3. Funding to maintain systems and keep up with new technology and training.
- 1. More training. 2. More emergency responder equipment and supplies. 3. More complete emergency disaster plan.
- 1. State Funding for School Resource officers. 2. Internal and External video surveillance systems at all schools. 3. The ability to monitor all exterior door lock status.
- 1. Controlled access to our Recreation Center and High School. 2. Emergency response to our rural schools 3. SROs.

- Funding for School Resource Officer 2. Shorter response time (location) 3. Classrooms need second emergency egress.
- Professional security staff to provide continuous force protection and 24/7/365 monitoring of video management system, access control, intrusion detection and other related building systems. 2. Develop and implementation of a comprehensive security risk management program to include related technology and human resources. Specifically electronic access control and video management systems. 3. 21st century building and design standards (for physical security and CPTED) for new schools, and mitigation best practice options for older schools.
- 1. Secure front entrances with "buzz in" systems for all buildings. 2. ALICE Training. 3. Updated Surveillance Systems.
- 1. Clear protocol for emergencies. 2. Automated responses to authorities 3. Ongoing consistent communication and collaboration with local law enforcement.
- Additional security Cameras in our buildings. Additional security personnel not funded. Training and continued staff development support.
- Cameras SRO.
- Cameras, hide children, control access.
- Controlled access entries by trained personnel.
- Each building needs a dedicated, armed SRO. In absence of that we need to be able to train and arm school personnel.
- Exterior Doors that are secure - we have a lot of glass as we have old buildings. Automatic Lockdown doors. A panic button to alert local law enforcement directly.
- Full capability electronic access on all doors. Video Monitoring Systems. Security Personnel Funding.
- Fully functional security system. We should be up by Aug 1st. Communication with remote school. Updated Crisis Plan.
- More cameras is always a need.
- Need for more SROs. Higher quality camera systems. Additional electronic access control.
- No security officer.
- Older building security Cost of SROs.
- Perimeter at HS. Service dock entry. Public use of school grounds during day.
- Preventing unauthorized entry. Barricade students safely Well designed lock down systems in ALL schools.
- Quicker lockdown capabilities More secure vestibules and interior doors.
- secured entry, internal doors (appropriate locking), front door access control.
- Security plan. Liaison (Resource) Officer. Additional cameras.
- Security Vestibules . Door locking systems.
- Security vestibules. Vulnerability of students at recess Vulnerability of students attending outdoor activities.
- Some of our schools have too much outside glass that makes it very difficult to keep an intruder out.
- The community and the school board would like to have a second SRO; we would like all SROs to be funded by the state.
- The need for limited entry system. Barricades in front of the buildings. Training for staff.
- The two main entrances are left unattended at times. Doors are propped open.
- Unified system.

- Video/cameras, unlocked doors, badge/ID for employees.
- We are currently moving toward key fobs. We have three systems in place. Old fashioned keys in some buildings, old key fobs in some and new key fobs in others. Soon we will have new key fobs and key access points and old fashioned keys for the rest. The next thing is to get outside surveillance at all schools not just new ones and secondary schools.
- We are in the process this summer of increasing the number of doors that we monitor and can unlock remotely. We are also working to increase the number of methods of locking all doors. For example, we will include access to the security program by cell phones and fobs so an administrator can lock down their building anywhere on the campus. All of the improvement we have done have been paid for by district funds. Assistance for security would be helpful. We are also planning to improve the front door security of the middle school by relocating the office and adding additional doors that will remain locked during school hours and can be opened remotely by building personnel as we have in other buildings.
- We need a dedicated school resource officer to be present at campuses 100% of the time to give the appearance of a hard target.

21. What other comments or observations would you like to make about building security?

- As a rural district with a response time for emergency personal of 25-45 minutes, we need the funding to support a School Resource Officer along with additional training for staff.
- Assistance with an SRO would be helpful. So far the Sublette County Sheriff's office has provided an officer for both districts. They have informed us that may not continue after this new fiscal year.
- Education for the community, students, and staff is critical. We can't prevent every situation!!! Student and Staff need to feel safe, but our main job is educating students.
- Every campus, or group of campus's within a 3 min response time, needs an SRO.
- First, about this survey: Question about employing a security/safety advisory person: We employ an SRO, but we don't have a s/s advisory person; however, I clicked "yes" thinking you probably meant SRO. In regard to the question about are all exterior school doors locked during normal school operating hours: 4 of our schools have the buzz-in system; two do not; thus, I checked "no". In regard to the question about Law Enforcement having a secure dedicated door available 24/7 in all schools: Law enforcement has the ability to enter any of our schools through various doors 24/7; however, there is not a "secure dedicated door." I checked "yes" due to their having access. In regard to the question about the percentage of your schools able to barricade safely all students against forced entry, I answered that for being able to lockdown a school. If that was not what the intent was, then I answered wrong. -- Other comment: The public needs to understand that good safety and security may result in inconveniences to them.
- Glass exterior elements are a reality yet, a safety issue.
- Good security doesn't always equal convenience for staff.
- I would have to agree with law enforcement, you can't stop someone from getting in the building, just attempt to stop additional damage, you need to be realistic.
- In the last 2 years we have been working towards making our schools safer, but at a cost concerning making our community feel welcomed. It's a balancing issue, with student and staff safety at the main front.
- It is a sad commentary on our society that we even have to think about this type of security for our children, but because we do, we need adequate funding for security.

- It is taking too long to implement any (state) standards for security.
- Now more than ever, it is important that we don't drop the ball. Implementing an integrated security risk management system is just the beginning. It is very important that we not become complacent and start to believe that "everything is now safe and secure because we have a couple of new security measures or systems in place." It is important to remember that true security is not a destination; it is a never ending process. To succeed, we must make security and safety an everyday priority in education, while maintaining a comprehensive and fluid program that includes a continuous source of funding, accountability and enforcement, as well as continuously looking to establish new countermeasures, the latest in technology, implement best practices and evolve preparedness guidelines that our school districts can mobilize to protect its physical, intellectual and human assets.
- Response training is needed.
- Secure/controlled entry locations are critical to the security of a building. The cost to assure security is a budget burden on the districts. A sharing of this cost with the state would be very helpful.
- Security personnel funding needs to be part of the funding model.
- Should be a priority with state funding.
- State funded resource officers would be a huge step forward.
- There is no mechanical or technological device or protocol that will stop outside individuals from hurting students in school. It is a cultural piece and a societal issue that needs to be addressed publicly.
- We are remote and isolated and feel very exposed at this point. We are trying to address the physical security of the building, but have to do so incrementally. We are also taking steps to increase awareness and training of staff, but again are limited by funding. An SRO would be very welcome in our building, as well as possibly funding or even grants to help address building security deficiencies.
- We are in the process of updating our camera security this summer.
- We look at student security and safety as a priority in our district. The district is eager to partner with the state on enhancing the safety for Wyoming students. For the questions that referred to doors and not specific doors we assumed all internal and external doors in the school. We looked at barricading as no one being able to get into the building not just locking all doors limiting access.



Response Planning and Training Subcommittee

Chairman: Chris Walsh
Chief of Police
Casper Police Department

The Response and Training Subcommittee is a branch of the School Safety and Security Task Force. Its purpose is to evaluate the status of school safety as it pertains to crisis management, and recommend statewide improvements for crisis prevention, preparedness, planning and training.

Report and Recommendations Summary

TO: School Safety & Security Task Force
Committee of the Whole

FM: Response Planning and Training Subcommittee

DT: July 29, 2013

Introduction

In light of national discussions regarding school safety, Governor Mead established a task force of multi-disciplined professionals was established to study school safety and security issues in Wyoming.

During its inaugural meeting, the task force determined that the top security issues moving forward would be: 1) to increase the number of School Resource Officers in Wyoming schools; 2) to modify school buildings with controlled access systems; and 3) to develop a comprehensive crisis management training program for district staff.

With those priorities defined, the task force was divided into three subcommittees to focus on different issues: School Resource Officers, Facilities Analysis, and Response Planning and Training.

The following report was prepared by the **Response Planning and Training Subcommittee**, which was tasked with evaluating the current status of emergency/crisis planning among schools and local law enforcement agencies.

Background Information

- To assess current status, all districts were asked to submit recent emergency action plans; the same request was made of local law enforcement agencies in each district's community.
- All 48 Wyoming school districts provided copies of their emergency action plans. However, the subcommittee only received plans from eight (21%) local law enforcement agencies.
- An initial review showed that most plans were current, but there was very little consistency in operational procedures, as each plan was unique in its approach, breadth, and depth of services in relation to school safety.
- There is a significant need to provide Incident Command System (ICS) training for district staff (in collaboration with local law enforcement).

Recommendations

Overall:

The subcommittee recommends that each school district – and school therein – be required to establish a crisis management team.

District Training:

Since the survey revealed a widespread need for ICS training, the subcommittee recommends that a basic course be made available, such as an Introduction to Incident Command Systems (ICS) for Schools. In addition, we also recommend that districts/schools participate in ongoing emergency training courses, for example:

- 1st Year: based on district size, a proportional number of district staff would complete train-the-trainer courses in Crisis Management and School-Based Incidents, Screening of Persons by Observational Techniques & Behavioral Indicators of Aggressive Behavior in K-12 Ages, and a 32-hour course in Mental Health First Aid.
- 2nd Year: each trainer would be charged with training a crisis management team in their school. The curriculum would be same as described above, except Mental Health First Aid would only be an 8-hour course.
- Ongoing: members of each school's crisis management team would provide initial and ongoing training to select, certified staff.

Law Enforcement Training:

- Work to develop a train-the-trainer course for active shooter offered through the Wyoming Law Enforcement Academy. Trainers would then provide training to local law enforcement. Currently, active shooter training is only available to local agencies on a paid, contract basis.

Statutory Amendments:

- Expand W.S. 35-9-505 – which pertains to school fire drills – to incorporate provisions for lockout drills, lockdown drills, weather-related drills, and one offsite evacuation drill per year in each district.

Crisis Planning Model:

- Develop a comprehensive public safety planning model as a statewide framework that districts and law enforcement agencies can use for creating local plans.

- The model will include guidelines regarding the five phases of emergency preparedness: Prevention, Mitigations, Preparedness, Response and Recovery, but give districts flexibility to customize plans to meet their unique needs.
- The Wyoming Department of Education will establish the “Emergency Preparedness Guidelines” and serve as the state’s primary contact with districts on issues of school safety and security.
- Each district will be required to have a written public safety policy that is consistent with the guidelines outlined by WDE; each plan will be reviewed with local stakeholders annually.
- WDE will establish a multi-disciplined advisory board within the department to address school safety and security issues in the future.

SCHOOL SAFETY AND SECURITY PROPOSED TRAINING PLAN

*Version 1.0
July 15, 2013*

VERSION HISTORY

Version #	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	<i>Russell Clark</i>	<i>July 15, 2013</i>			NA

TRAINING PLAN TABLE OF CONTENTS

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1 INTRODUCTION

1.1 PURPOSE

This training plan establishes procedures to plan, develop, and implement a School Safety and Security Training Program within all forty eight school districts of Wyoming.

This training plan is a living document that will change based on the needs and availability of the proposed training.

The following three train the trainer courses consisting of forty hours of training will be made available two times each at an estimated total cost of \$30,401.76. This training will develop up to 96 instructors.

These train the trainer courses will enable the school districts to develop trainers within their district and deliver the core training program to school district in 24 hours / three training days

1.1.1 Crisis Management for School-Based Incidents – Train the Trainer (AWR 148)

The purpose of the *Crisis Management for School-Based Incidents – Partnering Rural Law Enforcement and the Local School Systems* course is to educate rural law enforcement personnel as well as school administrators and personnel on the elements that must be in place to effectively respond to an emergency at a school building or an entire school system. With the influx of shootings in and around schools, the training offered in this course is extremely critical. In particular, schools, law enforcement personnel and other emergency responders in rural communities are often times limited in resources, so it is very important for all parties to plan, prepare, and communicate. Rural law enforcement officials will receive information and training tools they can provide directly to their local school systems. By doing so, they will be better prepared to actively work with Superintendents, Principals, School Resource Officers, and others within their school systems, thereby making all school systems and school buildings safer and more secure.

This course supports the strategic goals of *Homeland Security Presidential Directive 8–National Preparedness*, the National Preparedness Goal and the Target Capabilities List in the areas of Planning, Information Collection & Threat Detection, Information Sharing & Collaboration, Risk Analysis, Critical Infrastructure Protection, Citizen Preparedness & Participation, On-Site Incident Management, Worker Health & Safety, Public Safety & Security, Explosive Device Detection & Response Operations, Citizen Protection: Evacuation and/or In-Place Protection, Emergency Public Information & Warning, Restoration of Lifelines, and Economic & Community Recovery.

Training Provider: Rural Domestic Preparedness Consortium (RDPC)

Duration: Train the Trainer - 16 Hours.
Direct delivery in school district - 8 hours

Deliveries - 2

1.1.2 Introduction to Incident Command System (ICS) for Schools (ICS-100 SC)

The Emergency Management Institute developed the Introduction to ICS for Schools course in collaboration with the U.S. Department of Education. The course is designed primarily for school personnel for kindergarten through high school.

The overall course goal is to promote school safety by:

- Familiarizing school personnel with how ICS principles can be applied in school-based incidents.
- Preparing school personnel to interface with community response personnel.

Training Providers:

- Emergency Management Institute Independent Study (Online).
- Volunteer Cadre Instructors.

Train the Trainer Course – 16 Hours

Deliveries- 2

Interactive, web-based independent study course - 3 hours

Deliveries - unlimited

Cadre Instructor – direct deliveries - 6 Hours

Deliveries - Dependent on need and availability of instructors.

1.1.3 Screening of Persons by Observational Techniques & Behavioral Indicators of Aggressive Behavior in K-12 Ages

This course addresses identifying threat in a two pronged approach, both external and internal threats.

External Threats - In this module, participants are provided an overview of threat and vulnerability analysis and how these can be used to establish effective defenses. Participants are also provided with an overview of security operations that can be applied for prevention and detection of potential criminal & terrorist acts.

Internal Threats -This module is designed to prepare the educator in identifying anti-social behavior that may result in attacks on fellow students or teachers within the daily environment where they frequent.

Beginning with the earliest stages of withdrawal, contained animosity and directed hostility through the planning and implementation phases of the active aggressor, this course will help the educator be better prepared to identify, document and relate those key mannerisms and conduct that may stop an attacker on the students and staff of the school.

Specifically, this module covers; stages of anti-social behavior, acute aggressive progression, behavioral withdrawal charts, key identifiers in escalated aggression toward others, recommended training outlines for school staff and policy drafts for dealing with general population risk management.

At the outcome of this course of instruction, the educator will be able to return to the school and provide sample policy changes, share identification templates and provide a basic understanding of threat identification of active aggressors in the K-12 range to other staff and teachers.

The participants will also have an understanding of how to incorporate this course into planning & conducting behavioral assessments, implementing screening operations, and conducting non-intrusive inspections.

Training Provider: Contract Instructor

Hours: 8

Deliveries - 2

The following objectives have been established for this plan:

- Identify training goals
- Develop training process timeline
- Identify target audience
- Define roles and related activities essential to the training delivery
- Training deployment

1.1.4 Goal

The goal of this training program is to educate school administrators and personnel on the elements that must be in place to effectively respond to an emergency at a school building or an entire school system.

1.2 SCOPE

1.2.1 Planning Principles

Multiple training courses and providers were considered to form a basis for the plan. These courses we selected as a starting point in the educational process of enhancing school safety and security.

1.2.2 Assumptions

- The success of this plan is predicated on the assumption that each school district will participate in this training by providing participants to attend the train the trainer classes and return to their school district to deliver the training in the form of in-services and training days.
- The Rural Domestic Preparedness Consortium (RDPC) will provide Crisis Management for School-Based Incidents at no cost if Department of Homeland Security (DHS) funding is available at the time of the course delivery, if not the training will be delivered under the Excess Delivery Acquisition Program (EDAP) for a fee to cover the cost of training only.
- The administration and management of this program / plan will be dependent upon the availability of federal grant funding.

2 ROLES & RESPONSIBILITIES

Wyoming Homeland Security Training Program will assume the following responsibilities:

- Coordinate the training deliveries through the Rural Domestic Preparedness Consortium (RDPC), state volunteer cadre instructors and contract instructors.
- Schedule classrooms in Casper and Riverton Wyoming.
- Manage enrollment process.
- Receive and document training deliveries in the first responder training database.
- Make training reports available to Wyoming Department of Education and individual school districts as to who has successfully completed the training.
- Promote and advertise the training program through websites, social media, face to face interactions, and email, mail and telephone conversations.
- Provide classroom materials to participants and a take home instructor package including: instructor guide and PowerPoint presentation.
- Provide certificates for completion of training.

Individual School Districts will:

- Provide one to two students to attend the train the trainer class and return to deliver training to the appropriate personnel in their school district.
- Provide a student roster of training delivered by their instructor to Wyoming Homeland Security Training Program.

3 STRATEGY AND DELIVERY METHOD

The training strategy for delivery of the School Safety and Security Training Program is to deliver Crisis Management for School-Based Incidents and Screening of Persons by Observational Techniques / Behavioral Indicators of Aggressive Behavior in K-12 Ages as train the trainer courses. These courses will be delivered in Casper and Riverton Wyoming. The trainers will then return to their school districts and deliver the training to district employees during in-service and training days.

There are three options that a school district will have for the delivery of the Introduction to ICS for Schools.

Option one is for school employees to take the training online through the Emergency Management Institute, independent study program.

<http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=IS-100.SCa> .

Option two is for a representative from each school district to attend an Introduction to ICS for Schools train the trainer course then deliver the training in their district as stated above. Wyoming Homeland Security Training Program can facilitate this train the trainer class.

Option three is to utilize ICS instructors that are already certified in the state to deliver the training to school district employees. This option may be limited because of the amount of available instructors and the number of students needing to attend the training. Additionally many of the ICS trainers are volunteer instructors and can deliver only a limited amount of class deliveries.

Training Methods

The instructor will use an instructor guide, in conjunction with the PowerPoint slides and other visual training aids, to deliver the class objectives.

Learning Activities

An instructor led scenario based practical exercise will be conducted at the end of the lecture modules. These exercises will combine the knowledge from the previous training modules and tie them into functional task that student will have to perform. These exercises will also act as a check on learning.

Assessment

Students will be assessed informally through questions and discussions during training modules. Students will also be accessed through observation during the practical exercises. Students will be assessed formally through an end of course test that they must achieve 70% to complete course standards.

4 TRAINING RESOURCES

The following resources are required to facilitate the delivery management and administration of this training program:

4.1 MATERIALS AND EQUIPMENT

- Instructor guide
- Student guides - 1 each student
- Practical exercise sheets - 1 each student
- Class roster
- Test booklets - 1 each student
- Test answer sheets - 1 each student
- Test grading sheet
- Student class evaluation sheets - 1 each student
- Laptop computer w/Microsoft PowerPoint
- Computer remote presenter
- Projector
- Screen
- Speaker system
- Power extension cord
- Certificates of completion - 1 each student
- Easel Boards with paper - 2 each
- Markers
- #2 pencils - 1 each student
- Vehicle to transport Instructor and materials to training site

4.2 STAFFING

The below staffing requirements are required for the successful management of this training program.

Description	FTE	Primary Activities	Name
Instructors	<p>Three -one instructor per each type course.</p> <p>An additional instructor with courses over twenty four students enrolled for each class delivery.</p>	<p>The instructor will facilitate the course delivery to include the management of classroom administration (e.g. class applications, Testing, and course evaluations).</p>	<p>To be Determined</p>
Training Coordinator	<p>One</p>	<p>The Training Coordinator will coordinate with training providers and instructors for the delivery of each class. The coordinator will also manage logistics for the delivery of each class to include: classrooms, instructor reimbursements, accommodations and course fees as applicable.</p>	<p>To be Determined</p>
Administrative Support Specialist	<p>One</p>	<p>The Administrative Support Specialist will be responsible for the daily input, dissemination, and maintenance of training records. Maintaining the training schedule for all training offered. Serve as repository for all training program documentation. The Administrative Support Specialist will also reproduce and disseminate classroom materials to the appropriate instructor prior to the class delivery.</p>	<p>To be Determined</p>

4.3 ENVIRONMENT

The classrooms for the initial train the trainer courses will be located in Casper and Riverton, Wyoming. The reason for the selection of these locations is that they are centrally located giving prospective students an equal opportunity for less travel to attend the training.

Each classroom will meet the below minimum standards:

- Handicap accessible
- Comfortable seating to accommodate expected number of students
- Instructor's lectern or table in place
- Adequate room for audio-visual equipment
- Restrooms available
- Adequate area for practical exercises (if applicable)
- Sufficient lighting for instructional environment
- Acceptable acoustics
- Adequate temperature control
- Adequate parking for expected number of vehicles
- Break area with beverage/snack vending machines and/or refreshments on site and set up (if applicable)
- Trash Receptacles in classroom

4.4 COST

4.4.1 Direct costs associated training activities using volunteer Cadre Instructors. ICS 100sc Train the Trainer

- Printing & binding student manuals \$10-\$12.00 each manual
- CD Manuals \$0.55 each
- Shipping of training materials and training aids (FedEx, UPS, USPS) average \$25
- Venue rental \$60-\$200 per day based on the venue and location
- Refreshments based on a class of thirty students \$50-\$100
- Instructor mileage \$0.55 per mile driven in a privately owned vehicle
- Instructor per-diem \$45.00 per day
- Instructor accommodations 77.00 per day
- An average two day class taught by a volunteer cadre instructor with a classroom provided by the local host **\$957.80**

Manuals	\$250.00
Certificates & Printing	\$5.50
Shipping Certificates	\$10.50
Shipping Class Materials	\$25.00
Refreshments	\$100.00
Instructor mileage	\$113.00
Per Diem 4 days	\$162.80
Administrative time to process training	\$60.00
Accommodations x 3 days	\$231.00
Total	\$957.80

Cost per student to attend 16 hours training \$38.28

Cost per student training Hour \$2.39

**4.4.2 Cost for Direct Delivery of Crisis Management for School Based Incidents
AWR 148 Train the Trainer not funded directly from DHS to the provider**

Note: The below courses may become available again at no cost at the beginning of the fiscal year. If this happens we can request a train the trainer course with no fee.

Course Fee	\$11,394.80
Venue	\$200.00
Refreshments	\$100.00
Mileage	\$113.00
Per Diem 4 days	\$162.80
Administrative time to process training	\$60.00
Accommodations x 3 days	\$308.00
Total	\$12,338.60

16 Hour Class

25 Students

Cost per student to attend (25 students) \$528.77

Cost per student training hour \$33.0

The above cost per student will be less if the maximum attendances of 40 students are enrolled.

4.4.3 Cost for Direct Delivery of Screening of Persons by Observational Techniques & Behavioral Indicators of Aggressive Behavior in K-12 Ages

Course Fee	\$798.00
Student Manuals	\$250.00
Certificates & Printing	\$5.50
Venue	\$200.00
Refreshments	\$100.00
Mileage	\$99.44
Per Diem 3 days	\$162.80
Administrative time to process training	\$60.00
Accommodations x 3 days	\$231.00
Total	\$1907.48

8 Hour Class

25 Students

Cost per student to attend (25 students) \$76.29

Cost per student training hour \$9.53

Note: While there is no standard national average of training cost, The Office of Personnel Management National training Center averages there training delivery cost at \$79.52 per student training hour based on a 16 hour class.

Estimated total program cost for two deliveries of each train the trainer course, developing ninety six instructors to deliver training in forty eight school districts – **\$30,401.76**

5 TIMELINE

Training Phase	Task	Timeframe	
Deployment	Identify target audience and number of students to train	September 2013	
	Schedule training with training providers	October 2013	
	Identify and evaluate facilities	October 2013	
	Determine availability of facilities	October 2013	
	Schedule training facilities	November 2013	
	Identify and coordinate with instructors	December 2013	
	Advertise training to school districts	December 2013	
	Open enrollments on Eventbrite enrollment system	December 2013	
	Students complete self-registration. Confirmations sent via the Eventbrite	February 2014	
	Enter class information into the training database	February 2014	
	Print and distribute instructional material to instructors	April 2014	
	Remind students of upcoming class	April 2014	
	Conduct train-the-trainer classes	May 2014	
	Issue certificate of completions	May 2014	
	Record training in training database	May 2014	
	Review training evaluations	May 2014	
	Follow up with new instructors to assist in scheduling training in there school districts	May 2014	
	Document training data from classes delivered by new instructors	May 2014 – until completion	

6 TRAINING PROGRAM EVALUATION

The overall training program success will be evaluated by percentage of successful training completed by each school districts with a goal of 25% completion per year.