Final
STAFF SUMMARY OF MEETING

SCHOOL SAFETY AND YOUTH IN CRISIS

Date: 08/27/2015

Time: **08:06 AM** to **11:09 AM**

Place: RM 271

This Meeting was called to order by
<u>Senator Scheffel</u>

This Report was prepared by
<u>Rachel Kurtz-Phelan</u>

ATTENDANCE

Cadman	X
Crews	*
Duran	X
Ganahl	X
Harms	X
Kerr	X
Lawson	X
McDonald	*
Moreno	X
Newell	X
O'Donnell	*
Scheffel	X
Silvia	X
Weinerman	E
Wilson	X
Willett	X

X = Present, E = Excused, A = Absent, * = Present after roll call

Bills Addressed:	Action Taken:
Introductory Remarks and Presentation by Mental Health America of Colorado	Witness Testimony
CDE Presentation	Witness Testimony
Panel discussion concerning youth in crisis	Witness Testimony
Public Comment	Witness Testimony

08:08 AM -- Introductory Remarks and Presentation by Mental Health America of Colorado

Senator Scheffel, chair, called the meeting to order and introduced Desiree Davis, Special Advisor to the committee. Ms. Davis introduced herself and told the committee what she hopes that the committee achieves during the interim to help youth in crisis. President Cadman provided introductory remarks to the committee and spoke about bullying in schools.

08:13 AM

Senator Scheffel invited Michael Lott-Manier, Assistant Director of Public Policy, Mental Health America of Colorado, to the table to begin his presentation. Mr. Lott-Manier spoke about the language of Senate Bill 15-214, and told the committee about the prevalence of suicide and suicide attempts among youth in Colorado. He said that it is important to consider mental health in the safety of students and the need to study programs that can help track students in crisis. He provided demographics and population-level statistics about youth mental health and explained that 50 percent of adolescents in the United States meet the criteria for a diagnosable mental health condition. He provided the specific criteria used to define mental disorders and said that deviant behavior is not necessarily a sign of a mental health disorder. He spoke about youth versus adult brain development, and the difference between mental health conditions in youth and mental health conditions in adults. He said that poor mental health can lead to poor academic performance, and talked about the the risk factors associated with mental health conditions, including genetics, head injuries, and environmental issues such as family and home environment. He talked about the need for culturally and geographically competent and sensitive solutions to these issues the acknowledge the difference between urban, rural, and frontier populations.

08:24 AM

Mr. Lott-Manier spoke about the results of the Healthy Kids Survey that was distributed to students in public schools in Colorado, focusing on the results of questions related to suicide attempts and drug use. He said that suicide is the second leading cause of death for Coloradans between ages 10 to 24, and that most suicide attempts and death occur during a crisis which means that situational control and means restrictions are important to consider when discussing suicide prevention. He spoke about the types of interventions that youth receive, which include universal prevention (most prevalent); selective prevention; indicated preventative; and treatment, which should be the lowest use so that resources can be focused in the most efficient way.

08:32 AM

Mr. Lott-Manier provided the definition of "school safety" from the Washington State School Safety Center and the definition of "youth in crisis." He talked about the difference between crisis intervention, which is insufficient for protecting all students, and crisis prevention, which is more of a public health-conscious way of looking at the issue. He provided national statistics about the prevalence of violence in U.S. public schools, such as that 20 percent of students report being bullied on school property and 15 percent report being cyber-bullied, and that 5 percent report having carried a weapon onto school property sometime in the last month. He explained that most non-fatal violent victimization happens on school property. He talked about the risk factors for youth violence in terms of personal, family, community, and social risk factors, and stated that 90 percent of suicides are associated with depression or other mental health issues. He discussed the protective factors for youth safety in terms of personal, family, community, and social factors and told the committee about the benefit of universal programs in schools that educate all students about violence prevention and have been shown to lead to a decline in violent behavior.

08:43 AM

He discussed examples of legislation from other states, including Texas (SB 13-460), Oregon (HB 13-2756), Nebraska (LB 13-556), Utah (HB 13-154 and HB 13-298), Connecticut (SB 13-1160 and SB 13-972) and Washington (HB 13-1336). He focused on SB 12-972 in Connecticut, which concerns the mental, emotional, and behavioral health of youths. He made other suggestions about information that may be helpful to the committee, including: Colorado Education: Framework for School Behavioral Health Services; Massachusetts Task Force Report on School Safety and Security; California School-Based Health Alliance: Connecting Students to Mental Health Services; Youth Mental Health First Aid; and Colorado Crisis Services. He made policy recommendations to the committee that included the need for universal prevention, the importance of addressing inequities facing certain youth populations, and the need to leverage recent policy gains.

08:52 AM

Mr. Lott-Manier answered questions from the committee about teacher training requirements pertaining to youth mental health in other states and disparities between the percentage of youth versus adult populations with mental health disorders. He answered questions about legislation focusing on keeping youth in school as opposed to suspension and expulsion and the importance of keeping youth connected with their peers and removing them from a particular situation instead of completely from a school environment. He discussed privacy laws and policies impacting information sharing between mental health professionals and school professionals.

09:08 AM

Mr. Lott-Manier continued answering questions from the committee about the differences between larger and smaller schools, and about the ability of and need for schools to bring in parents and families when there is a mental health issue with a student. He talked about the shortage of and training of youth mental health providers and about the importance of expanding telehealth to rural areas. He discussed the need to continue arts, music, and physical education programming in schools to increase social connectedness and having a sense of purpose for students. He concluded by discussing the need for public-private partnerships to provide some programming in schools, and about the number and effectiveness of school-based health centers.

09:25 AM -- CDE Presentation

Senator Scheffel invited Rebecca Holmes, Associate Commissioner of Innovation, Choice, and Engagement, Colorado Department of Education, to the table to begin her presentation. She distributed several handouts (Attachment A, Attachment B, Attachment C, and Attachment D). She talked about the mandatory reporting requirements for schools mainly, in terms of school health and safety, and provided statistics related to student health, wellness, and discipline. She talked about the role of school health professionals, which include mental health providers, school counselors, and school nurses, and their relationships with parents and ability to connect families with resources. She discussed the recommended ratios of school health professionals to students and where Colorado compares to national recommendations, and about the school behavioral health services framework.

09:35 AM

Ms. Holmes explained that CDE's charge in this arena is in relation to school climate as opposed to mental health, and outlined specific ways in which the department fulfills its charge which include comprehensive health and physical education standards, Project AWARE, School Nurse Regional System, School Medicaid Program, School Health Professionals Grant Program, Healthy Schools Data and Coalition Building, Traumatic Brain Injury Support System, Counselor Corps Grant Program, Dropout Prevention and Student Re-engagement activities, Positive behavior/learning supports, and Exceptional Student Services Unit. She discussed in further detail the funded and unfunded state grant programs pertaining to behavioral health in schools. She told the committee that the unfunded grant programs are the Health Choices Dropout Prevention Pilot Program and the Bullying Prevention and Education Grant Program. She talked about the power of peers for students in crisis, and provided a copy of the safe schools assurance form(Attachment C). She explained that 100 percent of districts have submitted a safe schools assurance form, but that CDE does not have a role in reviewing the school safety plans themselves.

09:44 AM

She shared with the committee where schools tell CDE more resources are needed, which include professional development; funding for safe school efforts; time for prevention and early intervention; stigma reduction efforts; formal referral processes; collaborative monitoring of student progress; prioritization, accountability, and measurement; capacity for, and comfort with, data collection and data-driven decision making; behavioral health professionals embedded in school culture; financial and legal liability; role confusion among school health professionals; bridging pre-kindergarten and school-aged supports; services for students transitioning from treatment; and self-care for school staff. Ms. Holmes answered questions from the committee about school safety plans and assurance forms. She said that generally, school safety policies are similar across the board except they are seeing a variation in those districts that are moving away from zero-tolerance expulsion policies.

10:01 AM --   Panel discussion concerning youth in crisis

      The committee took a brief recess.

10:16 AM

      The committee came back to order. Senator Scheffel invited the members of the next panel to the table. They included Christine Harms, Director, School Safety Resource Center, Rebecca Holmes, Associate Director, CDE, and Jarrod Hindman, Suicide Prevention Unit Manager, Office of Suicide Prevention, Colorado Department of Public Health and Environment. Mr. Hindman introduced himself and told the committee about his background. He stated that 220 schools and 40,000 youth participated in the most recent Healthy Kids Colorado survey. He explained that the data from the survey can now be looked at from a regional perspective. He said that his office is looking at both risk factors and protective factors, and are examining shared factors instead of working in subject-matter silos. He said that studies show when there is an increase in school engagement for students, it impacts multiple areas of violence including bullying, suicide, and sexual assault. He spoke about the Sources of Strength pilot program which focuses on protective factors for suicide prevention.

10:28 AM

      The panelists answered questions pertaining to student engagement which can be defined as a student's perception of feeling connected to school. Heidi Ganahl asked about the anonymity of the Healthy Kids Colorado survey. Ms. Holmes responded that even though the survey has anonymity controls in place, school districts are concerned about privacy issues. Greg McDonald asked about length of survey and expressed his concern with how much time is taken away from class time. The committee members discussed how to encourage more schools to participate in the survey and talked about suicide prevention programs and tactics in further detail.

10:43 AM

      Mr. Hindman told the committee that his office works to coordinate suicide prevention across the life span, not just for youth, and talked about the mission and charge of the suicide prevention commission. He discussed some of the specific programs that his office is currently working on and answered questions about data on the link between suicide and homicide. The panelists answered questions regarding what to do about the issues of communication and how to handle privacy regulations. In response, Ms. Harms spoke about the new Colorado Crisis Services as a way to help improve communications and bridge the gap between schools, parents, and mental health specialists. The committee spoke about the need to hear student voices. Mr. Hindman spoke about the peer leader model of the Sources of Strength program and Ms. Harms spoke about the Safe2Tell program as ways to engage students.

10:58 AM

 The panel answered questions about what exactly schools need to do to make sure their students are safe at school. Ms. Harms responded that it needs to be a variety of things, from abiding by the Safe schools Act, having trained all staff members that need to be trained, implementing bullying and suicide prevention programs, determining how to respond to a variety of types of incidents, strengthening school threat assessment protocols, and putting in place an incident recovery team (Attachment E).

11:04 AM --   Public Comment

 There were no witnesses signed up to testify. Senator Kerr spoke about some of the school safety work done in Jefferson County schools.

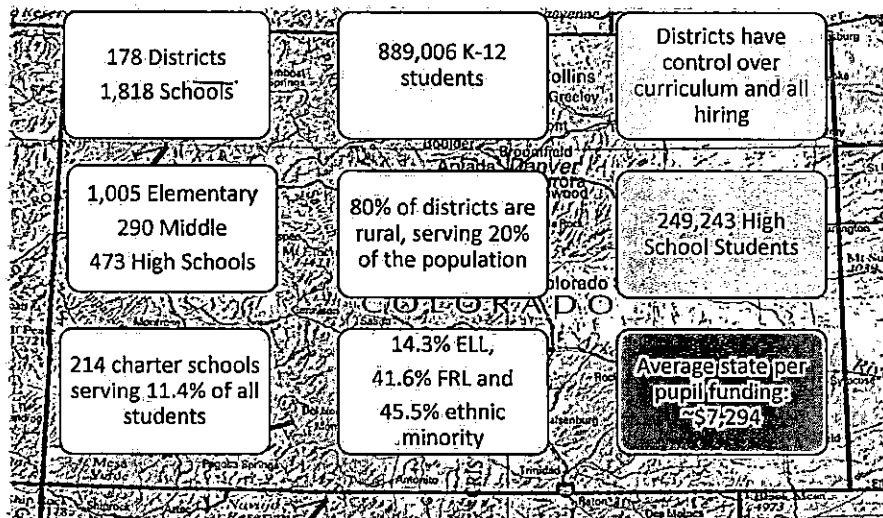**11:09 AM**

 The committee adjourned.
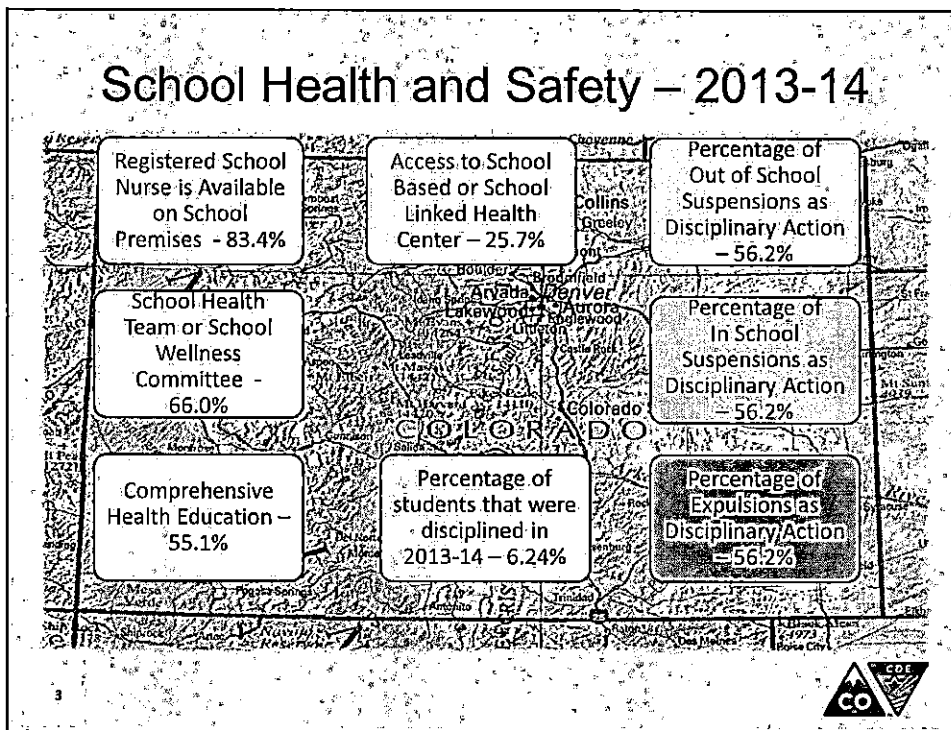
CDE | COLORADO
Department of Education

School Safety and Youth in Crisis

Rebecca Holmes, Associate Commissioner

August 27, 2015

Colorado Schools

178 Districts
1,818 Schools

889,006 K-12 students

Districts have control over curriculum and all hiring

1,005 Elementary
290 Middle
473 High Schools

80% of districts are rural, serving 20% of the population

249,243 High School Students

214 charter schools serving 11.4% of all students

14.3% ELL,
41.6% FRL and
45.5% ethnic minority

Average state per pupil funding: ~$7,294

2

School Health and Safety – 2013-14

Registered School Nurse is Available on School Premises - 83.4%	Access to School Based or School Linked Health Center – 25.7%	Percentage of Out of School Suspensions as Disciplinary Action – 56.2%
School Health Team or School Wellness Committee - 66.0%		Percentage of In School Suspensions as Disciplinary Action – 56.2%
Comprehensive Health Education – 55.1%	Percentage of students that were disciplined in 2013-14 – 6.24%	Percentage of Expulsions as Disciplinary Action – 56.2%

# School Health Professionals Support the Needs of All Students

- Help children and youth overcome barriers to success in school, at home, and in life
- Collaborate with professionals, educators and families to problem-solve and intervene early for students
- Prevent or reduce the immediate and long-term effects of children mental health problems
- Link mental health to learning and behavior
- Support positive and safe school climates, which benefit all students
- Support individuals in crisis or schools in the event of a crisis
- Connect families and educators with resources

Mental/Behavioral Health in Schools

* How Colorado compares to recommended ratios of school health professionals:

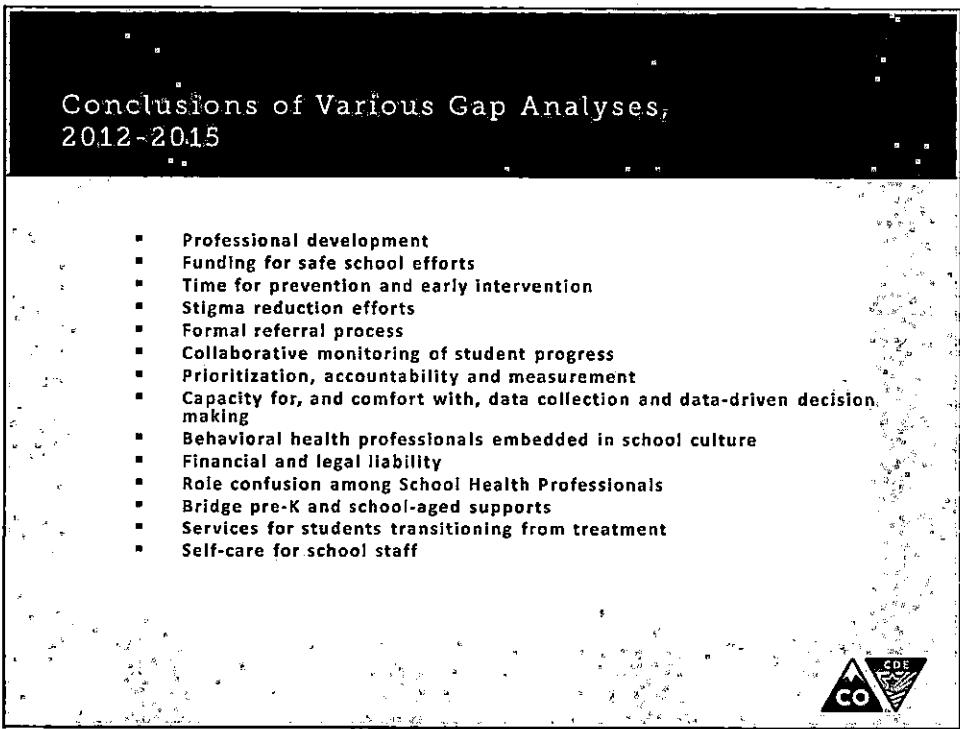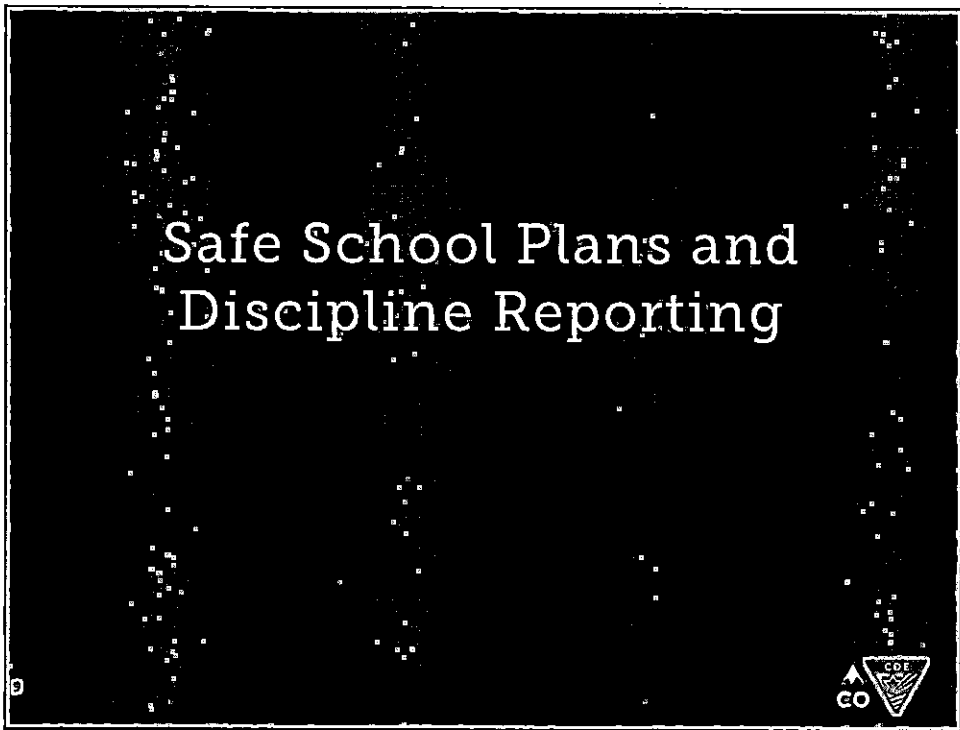| Ratio	Colorado	National Recommendation
School Psychologist to Student Ratio	1:1273	1:1000
School Social Worker to Student Ratio	1:2738	1:250
School Nurse to Student Ratio	1:2104	1:750
School Counselor to Student Ratio	1:410 (2012-13)	1:250
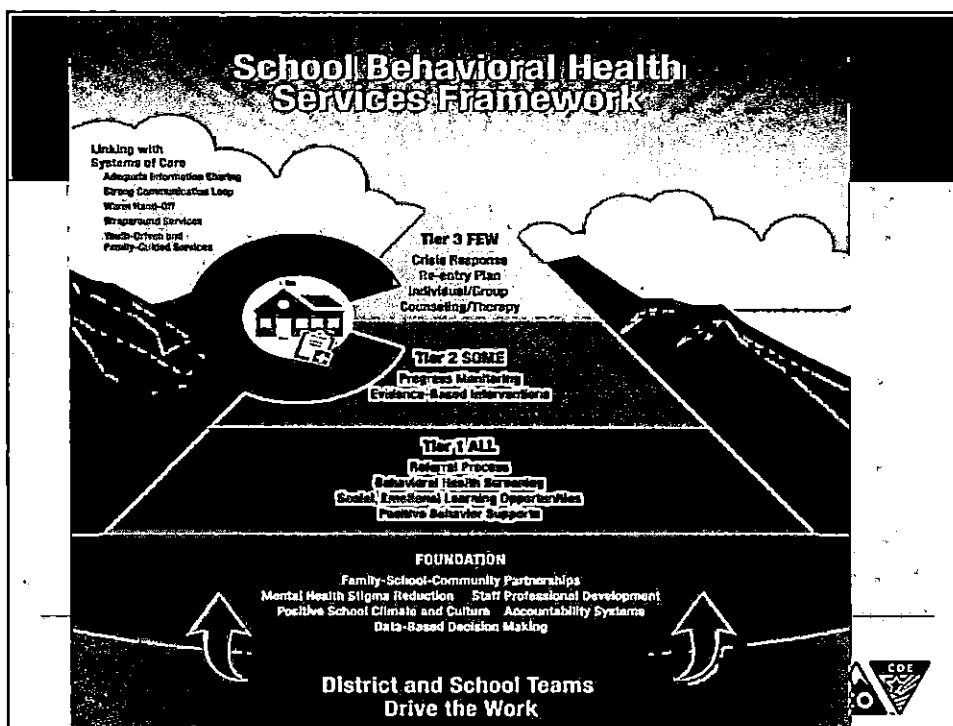
CDE Health, Wellness, and Climate Supports

- Comprehensive Health and Physical Education Standards
- Project AWARE Infrastructure and Capacity Building at State and Partner District Levels
- School Nurse Regional System
- School Medicaid Program
- School Health Professionals Grant Program
- Healthy Schools Data and Coalition Building
- Traumatic Brain Injury Support System
- Counselor Corps Grant Program (Office of Postsecondary Readiness)
- Dropout Prevention and Student Re-engagement Activities
- Positive Behavior/Learning Supports
- Exceptional Student Services Unit

Resources

Safe School Plans and Discipline Reporting

Conclusions of Various Gap Analyses, 2012-2015

- Professional development
- Funding for safe school efforts
- Time for prevention and early intervention
- Stigma reduction efforts
- Formal referral process
- Collaborative monitoring of student progress
- Prioritization, accountability and measurement
- Capacity for, and comfort with, data collection and data-driven decision making
- Behavioral health professionals embedded in school culture
- Financial and legal liability
- Role confusion among School Health Professionals
- Bridge pre-K and school-aged supports
- Services for students transitioning from treatment
- Self-care for school staff

Colorado School Emergency Management Grant: School Emergency Operations Plans

Colorado School Safety Resource Center

* ***Don't have a plan?*** Want to build your school's first plan to the new standard?

* ***Have a plan?*** Want to bring your school emergency planning to the next level?

* ***Have a great plan?*** Want to refine and update your plan?

* ***Here's your chance!***

Workshop 1	Workshop 2	Workshop 3
♦ Begin by identifying the threats & hazards that face your school. Assess the threats and hazards. ♦ Assess the threats and hazards identified using a rubric developed by the Federal Emergency Management Agency (FEMA). ♦ Develop goals and objectives for the three highest priority risks. ♦ Identify critical functions common to all goals and objectives. ♦ Identify courses of action to meet all goals and objectives.	♦ Use the information collected in the first workshop to begin writing the School/District Emergency Operations Plan (EOP). ♦ Based on the guidance found in the "Guide for Developing High Quality School Emergency Operations Plans." ♦ Includes the Basic Plan, Functional Annexes and Threat/Hazard Annexes. ♦ Gain knowledge to complete the School/District EOP at the end of this workshop (team will have access to a variety of tools, including Colorado-specific tools, in both hard copy and electronic versions).	♦ Learn how to take your knowledge back to your district. ♦ Write and plan Table Top Exercises (TTX). ♦ Make exercises come to life! ♦ Access tools and resources to make this job easier. ♦ Finalize your EOP.

During each workshop we will focus on gaining knowledge, not just filling in the blanks. In order to do this the instructors will use selected portions of FEMA's Multi-Hazard Emergency Planning for Schools coursework along with Colorado specific tools and a set of tools developed by the REMS TA Center. It is vital that members of each team have taken these required FEMA courses before the first workshop IS 100SCa. The team leader is required to complete IS 100SCa., IS 700, and IS 362. Team up with colleagues from your district/school and join colleagues from other districts.

Colorado School Emergency Management Grant: School Emergency Operations Plans

**Colorado School Safety.
Resource Center**

Planned training events:

Region	Dates	Location	Contact
Thompson School District	8/20/15, 9/17/15, and 10/2/15	Loveland School District Offices, Loveland	Rick Frei Rick..Frei@thompsonschools.org
Northwest: Rifle	8/28/15, 9/16/15, 10/2/15	Learning Opportunities Center 829 White River Ave. Rifle, CO	Teresa Yohon tyohon@comcast.net
San Juan: East/West	11/19-20/15, others TBD	San Juan BOCES Office, Durango/TBD	Kathy Morris kmorris@sjboces.org
Northeast: Limon	9/14/15, 9/28/15, 10/26/15	East Central BOCES Office, Limon	Teresa Yohon tyohon@comcast.net
Pikes Peak: Pueblo	9/29/15, 10/20/15, 11/3/15	Patrick A. Lucero Library/ East Side Branch, Pueblo	Teresa Yohon tyohon@comcast.net
Southeast: La Junta	9/30/15, 10/21/15, 11/17/15	TBD, La Junta	Teresa Yohon tyohon@comcast.net
Pikes Peak: Colorado Springs	10/28/15, 11/11/15, 12/2/15	Pikes Peak BOCES Office, Colorado Springs	Teresa Yohon tyohon@comcast.net
Southeast: Lamar **TENTATIVE**	10/30/15, 11/6/15, 12/11/15	TBD, Lamar	Teresa Yohon tyohon@comcast.net
Northeast: Fort Morgan	1/20/16, 2/17/16, 3/9/16	District Admin Building Conference Room, Fort Morgan	Teresa Yohon tyohon@comcast.net

**Please contact Chris Harms at the Center for more info.
(303) 239-4534 or christine.harms@state.co.us**

COLORADO
Department of Education

Copy of
Safe Schools
Assurance Form

August 2015

Safe Schools Act Accreditation Report (CRS 22-32-109.1)

June 2015 Collection (due on/before June 5, 2015)

	YES	NO
(1) Mission statement - Does the school district have a mission statement that includes making safety for all students and staff a priority?	☐	☐
(2) Safe school plan - Following consultation with the school and school district accountability committees, parents, teachers, administrators, students, student councils where available, and, where appropriate, the community at large, has the school district adopted and implemented a safe school plan or revised an existing plan in response to any relevant data collected by the school district? The plan shall include but is not limited to:	☐	☐
(a) Conduct and discipline code - Does the school district have a written conduct and discipline code uniformly, fairly and consistently enforced for all students, that is given to each student upon enrollment and is posted or on file in each school including those due by August 1, 2013?	☐	☐
(b) Safe school reporting requirements - Does the school district have a policy whereas each principal submits an annual written report to the district's board of education concerning the learning environment?	☐	☐
(3) Agreements with state agencies - Does the school district have a written agreement (to the best extent possible) with law enforcement officials, the juvenile justice system, and social services to keep the school environment safe?	☐	☐
(4) Does the school district have a policy whereby procedures will be used following instances of assault upon, disorderly conduct toward, harassment of, the making knowingly of a false allegation of child abuse against, or any alleged offense directed toward school teacher or school employee or instances of damage occurring on the premises to the personal property of a school teacher or school employee by a student?	☐	☐
(5) NIMS policies – Does the school district have the policies and procedures described in 22-32-109.1(4)(a) through (p) to meet compliance requirements for the national incident management system (NIMS) including the development of a school safety, readiness, and incident management plan, which includes, • to the extent possible, emergency communications, that coordinates with any statewide or local emergency operation plans, • identify for each school, to the extent possible, an all-hazard exercise program conducted with community partners to practice and assess preparedness and communications interoperability with community partners, and • hold all-hazard and fire drills, and inventory emergency equipment every academic term?	☐	☐

	Enter date to the left
(6) On or before July 1, 2009 each district shall establish a date by which each school of the district shall be in compliance with the national incident management system (NIMS) requirements and make the established dates available to the public upon request. What is the date by which the district was, or intends to be, in NIMS compliance? (date)_____	**Enter date to the left**

	YES	NO
(7) Safety and security policy - Does the school district have a policy requiring annual school building inspections regarding removal of hazards, vandalism and other barriers to safety and supervision?	☐	☐
(8) Sharing information - Does the school district have a policy consistent with CRS 24-72-204 (3) and in accordance with FERPA and associated regulations and guidelines to share and release information directly related to a student and maintained by a public school or by a person acting for the public school in the interest of making schools safer?	☐	☐
(9) Open school policy - Does the school district have an open school policy which allows parents and board members reasonable access to observe classes, activities and functions at a public school with reasonable notice to the administrative office?	☐	☐
(10) Employee screenings - Does the school district have a policy that allows for making inquiries upon good cause to CDE for screening licensed and non-licensed employees hired on or after January 1, 1991?	☐	☐

I VERIFY THAT THE SUPERINTENDENT HAS REVIEWED AND APPROVED THE RESPONSES ON THIS FORM PRIOR TO ITS SUBMISSION TO CDE.	☐

Respondent's Name: _____

School District:_____

Date:_____

Item	Notes	CASB Sample Policy*
1	Mission Statement [Statutory Reference CRS 22-32-109.1 (1.5)]	AD
2	Safe School Plan [Statutory Reference CRS 22-32-109.1 (2)]	ADD
2.a	Conduct and Discipline Code - The conduct and discipline code shall include, but need not be limited to:	
	(I) General policies on student conduct, safety, and welfare	JIC and sub-codes
	(II) Policies and procedures for dealing with students who cause a disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event, including a specific policy allowing a teacher to remove a disruptive student from his or her classroom	JKBA* and JKBA* R
	(III) Provisions for the initiation of suspension or expulsion proceedings for students who qualify as habitually disruptive	JK and JK-R
	(IV) Policies and procedures for the use of acts of reasonable and appropriate physical intervention or force in dealing with disruptive students that are not in conflict with the definition of child abuse	JKA and JKA-R
	(V) Policies and procedures for determining the circumstances under and manner in which disciplinary actions, including suspension and expulsion, are to be imposed in accordance with 22-33-105 and 22-33-106 [Grounds for suspension, expulsion and denial of admission]	JICDA; JKD/JKE and JKD/JKE-R
	(VI) A policy concerning gang-related activities on school grounds, in school vehicles and at school activities or sanctioned events	JICF
	(VII) Written prohibition, consistent with section 22-33-106, of students from bringing or possessing dangerous weapons, drugs, other controlled substances on school grounds, in a school vehicle or at a school activity or sanctioned event and from using drugs or other controlled substances on school grounds, in a school vehicle, or at a school activity or sanctioned event	JICH and JICI
	(VIII) Written prohibition of students from using or possessing tobacco products on school grounds, in a school vehicle, or at a school activity or sanctioned event	ADC
	(IX) A policy concerning searches on school grounds including student lockers	JIH
	(X) A dress code policy that prohibits students from wearing apparel that is deemed disruptive to the classroom environment or to the maintenance of a safe and orderly school	JICA
	(XI) A policy for bullying prevention and education that sets forth appropriate disciplinary consequences for students who bully other students and for any person who takes any retaliatory actions against a student who reports in good faith an incident of bullying, which consequences shall comply with all applicable state and federal laws	JICDE*
	(XII) On and after August 1, 2013, the conduct and discipline code shall: (a) impose proportionate disciplinary interventions and consequences, including but not limited to in-school suspensions, in response to student misconduct, which are designed to reduce the number of expulsions, out-of-school suspensions, and referrals to law enforcement, except for such referrals to law enforcement as are required by state or federal law; and	JIC and sub-codes and JK and sub-codes
	(b) include plans for the appropriate use of prevention, intervention, restorative justice, peer mediation, counseling, or other approaches to address student misconduct, which approaches are designed to minimize student exposure to the criminal and juvenile justice system	JKG*
2.b	Safe school reporting requirements - The district's board of education must submit a compiled report to the Colorado Department of Education based on the principals' reports and must make it available to the general public. [Statutory Reference CRS 22-32-109.1 (2)(b)]	ADD
3	Agreements with state agencies - To extent possible, written agreements with law enforcement officals, the juvenile justice system, and social services, as allowed under state and federal law, to keep each school environment safe [Statutory Reference CRS 22-32-109.1 (3)]	KLG
4	Procedures following instances of assault, harassment, knowingly making false allegaton of child abuse or offense under "Colorado Criminal Code" directed toward a school teacher or employee or damage occurring on premises to the personal propoerty of a school teacher or employee by a student [Statutory Reference CRS 22-32-109.1 (3)]	GBGB
5	National incident management system (NIMS) including the school safety, readiness, and incident management plan. [Statutory Reference CRS 22-32-109.1 (4)(a) through (p)]	KDE
6	NIMS compliance date [Statutory Reference CRS 22-32-109.1 (4)(a)]	KDE
7	Safety and security policy [Statutory Reference CRS 22-32-109.1 (5)]	ECA/ECAB
8	Sharing information [Statutory Reference CRS 22-32-109.1 (6) and CRS 24-72-204(3)]	JRA/JRC; JRCA
9	Open school policy [Statutory Reference CRS 22-32-109.1 (7)]	KI
10	Employee screenings - Licensed employees shall be screened upon good cause to check for any new instances of criminal activity listed in section 22-32-109.9 (1) (a). Non-licensed employees shall be screened upon good cause for new instances of criminal activity listed in section 22-32-109.8 (6) (a). [Statutory Reference CRS 22-32-109.1 (8)]	GBEB

Item Number	Statutory Reference	Notes	CASB Sample Policy*
1	CRS 22-32-109.1 (1)	Mission Statement	AD
2	CRS 22-32-109.1 (2)	Safe School Plan	ADD, BDF
2.a	CRS 22-32-109.1 (2)(a)	Conduct and Discipline Code - The conduct and discipline code includes but is not limited to: (I) General policies on student conduct, safety, and welfare (II) Policies and procedures for dealing with students who cause a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events (III) Provisions for initiating expulsion proceedings for students who qualify as habitually disruptive in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events for a third time in a single school or calendar year (IV) Policies and procedures for the use of reasonable and appropriate physical intervention or force dealing with disruptive students that are not in conflict with the definition of child abuse (V) Policies and procedures for determining the circumstances and manner which disciplinary actions, including suspension and expulsion, are to be imposed in accordance with 22-33-105 and 22-33-106 [Grounds for suspension, expulsion and denial of admission] (VI) A policy concerning gang-related activities in the school, on school grounds, in school vehicles or at school activities or sanctioned events (VII) Written prohibition of students bringing and/or using dangerous weapons, drugs, other related controlled substances or tobacco to school, on school grounds, in school vehicles or at school activities or sanctioned events (VIII) A policy concerning searches on school grounds including student lockers (IX) A policy for dress code that defines and prohibits students from wearing apparel that is deemed disruptive in the classroom or to the maintenance of a safe and orderly school (X) A policy for bullying prevention and education that includes information related to the development and implementation of prevention programs. The policy covers behavior in school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events	JH, JIC, JICDA, JK, JKA, JKD/JKE
2.b	CRS 22-32-109.1 (2)(b)	Safe school reporting requirements - The district's board of education must submit a compiled report to the Colorado Department of Education based on the principals' reports and must make it available to the general public.	AE
3	CRS 22-32-109.1 (3)	Agreements with state agencies - As per the agreements with state agencies, does the district have a policy for procedures to be used following instances of assault, disorderly conduct, harassment, making a false allegation of child abuse, or any alleged offense under the "Colorado Criminal Code" directed toward a school teacher or school employee or instances of damages occurring on school premises to the personal property of a school teachers or school employee by a student.	JK, JKD/JKE
4	CRS 22-32-109.1 (3)	Assault, harassment	
5	22-32-109.1(4)(a) through (o)	National incident management system (NIMS)	KDE, KDEA, KDEA-R
6	22-32-109.1(4)(a)(I) and (II)	NIMS compliance date	KDE
7	CRS 22-32-109.1 (5)	Safety and security policy	ECA/ ECAB
8	CRS 22-32-109.1 (6) and CRS 24-72-204 (3)	Sharing information	JRA/JRC, JRCA
9	CRS 22-32-109.1 (7)	Open school policy	KI
10	CRS 22-32-109.1 (8)	Employee screenings - Licensed employees shall be screened upon good cause to check for any new instances of criminal activity listed in section 22-32-109.9 (1) (a). Non-licensed employees shall be screened upon good cause for new instances of criminal activity listed in section 22-32-109.8 (2) (a).	GBJ, GCE/GCF, GCE-R/GCR-R, GCQF, GDE/GDF, GDE-R/GDF-R

* Please note that the CASB policy reference is for those districts that are members of the Colorado Association of School Board. Districts are encouraged to check with CASB to ensure that their district policies meet current statutory requirements.

CDE CO

COLORADO
Department of Education

Grant Programs for Behavioral Health and Safety in Schools

There are six grants administered by the Colorado Department of Education that are contributing to behavioral health and safety in schools. Two grants are federally funded and four grants are state funded. In addition, there are two state grant programs that are authorized in statute but are unfunded.

Colorado received two federal grant awards in 2014. The Office of Health and Wellness received the Substance Abuse Mental Health Services Association (SAMHSA) Project Aware Grant. This $10 million grant will be spread over five years to build infrastructure and expand the capacity of the state and district partners around mental health. The Office of Dropout Prevention and Student Re-engagement received the US Department of Education School Emergency Management (SEM) Grant. This grant represents a partnership with the Colorado School Safety Resource Center. The goal is to train 100 school teams in developing high-quality emergency operation plans, with a focus on rural districts, charters and private schools.

In FY 2015-16, $23,142,811 in grant funding will contribute to behavioral health and safety in schools. This represents $2,363,411 in federal funds and $20,779,400 in state funds. Descriptions of the state grant program are provided in the following table. Additional details on the federal grant programs are also provided.

State Grants Programs - Behavioral Health in Schools			
Grant Title	**Description**	**Number LEAs/ Schools Served**	**State Funds Appropriated 2015-16**
Expelled and At-Risk Student Services Grant Program (EARSS) Enacted in 1997	Assists in providing educational services to expelled students and at-risk of expulsion students. Authorizing Legislation: Expulsion Prevention Programs, Part 2 of the School Attendance Law – of 1963 (§22-33-201 to 22-33-205, C.R.S., Effective April 1996) Through competitive grant process awards 4-year grants to local education agencies and facility schools. During the 2013-14 school year, 52% of 44 grantees utilized EARSS grant funds for mental health/counseling services. This refers to either school-based or community-based services by qualified school staff or other mental health professionals. In 2013-2014, 45 grantees located in 22 counties, serving 34 districts and 10 facility schools. Grantees served 8,635 students and 6,099 parents/guardians. For a copy of the 2013-14 evaluation report visit: www.cde.state.co.us/dropoutprevention/earss_evaluation	34 districts /BOCES in 2013-14	$ 7,493,560

Comprehensive Health Education of 1990 Enacted in 1990	Originally enacted in 1975, was repealed and re-acted in 1990. Authorizing legislation - §22-25-101 to 22-25-110, C.R.S. Encourages every school district to provide a pre K-12th grade planned, sequential health education program. Parental and community involvement in the program is stressed. Parents and guardians have the right to exempt from any or all of the health education program. All Districts or BOCES can apply for this grant which can then be renewed for an additional two years. For more information visit, http://www.cde.state.co.us/healthandwellness/HS_Comprehens iveHealthEducation	10 districts in 2013-14	$1,005,396
School Counselor Corps Grant Program (SCCGP) Enacted in 2008	Authorizing legislation (§22-91-01, C.R.S., Effective May 2008) SB14-150 Amended Effective May 2014. The purpose of SCCGP is to increase the graduation rate within the state and increase the percentage of students who are appropriately prepared for, apply to, and continue into postsecondary education. Through competitive grant process awards 4-year grants to local education agencies. Award priority goes to schools with higher-than-average remediation rates, numbers of first-generation students applying to postsecondary schools, numbers of at-risk students at the school, and dropout rates; in underserved geographic locations; and with higher-than-average counselor-to-school ratios. School counselors are interventionists that assist in determining how to meet a student's social/emotional needs in order for them to be engaged in the classroom. They do not provide intensive, individualized mental health supports. School counselors recognize and respond to the need for mental health and behavioral prevention, early intervention, and crisis services that promote psychosocial wellness and development for all students. In 2013-14, SCCGP Cohort 2 consisted of 23 grantees funding a total of 75 secondary schools. Served 44,489 students, 64 percent of whom qualified for free or reduced lunch on October 1, 2013. For a copy of the 2013-14 evaluation report visit: http://www.cde.state.co.us/postsecondary/schoolcounselorcor ps	75 schools in 2013-14	$10,000,000 – increased from $5,000,000 in 2013-14
School Health Professional Enacted 2014	Authorizing legislation - §22-96-101 to 22-96-105, C.R.S. This program enhances the presence of school health professionals in secondary schools throughout the state to facilitate better prevention education, screening for early	20 districts in 2015-16	$2,280,444

	identification, and referral care coordination for secondary school students with substance abuse and other behavioral health needs.		
	It intends to reduce the risk of marijuana and other substance use and abuse by secondary school students.		
	School health professionals need to be licensed school practitioners or eligible for CDE licensure; this includes psychologists, nurses, counselors and social workers. Competitive 1-year grant awards to local education agencies and are granted depending on the number of health professionals added to help bring the student-to-school health professionals to the recommended ratio.		
	For more information visit, http://www.cde.state.co.us/healthandwellness/schoolhealthpro fessionalgrantprogram		
Unfunded State Grants Programs - Behavioral Health in Schools			
Healthy Choices Dropout Prevention Pilot Program (§ 22-82.3-102, C.R.S., Approved May 21, 2009)	Creates a pilot out-of-school program to enhance academic achievement and physical and mental health of adolescent students to encourage healthy choices and reduce dropout rates. The objective is to enhance the academic achievement and physical and mental health of adolescent students and thereby improve student attendance and reduce the number of students who fail to graduate from high school. Authorizes CDE to seek and accept gifts, grants and donations from private or public sources for the program. After implementation requires report to the Education and the Health and Human Services Committees of the General Assembly concerning the activities carried out under the program and the effectiveness of the program.		
Bullying Prevention and Education Grant Program (§22-93-102, C.R.S., Effective May 13, 2011)	Creates the school bullying prevention and education grant program in the department of education to allow a public school, a facility school or a collaborative group of public schools or facility schools to apply for grants to fund programs to reduce the frequency of bullying incidents. The department shall solicit and review applications from public schools and facility schools for grants. Applying certain minimum criteria, the department may award grants for periods of one to three years (§ 22-93-103, C.R.S.) The school bullying prevention and education cash fund is established in the state treasury. The department may seek, accept and expend gifts, grants and donations from public and private sources to fund the program. (§ 22-93-105, C.R.S.) Requires district charter schools and institute charter schools to adopt and implement policies concerning bullying prevention and education. (§ 22-30.5-116, C.R.S.)		

Federal Grants Programs for Behavioral Health and Safety in Schools			
Grant Title	Description	Number Districts/ Schools Served	Federal Funds Appropriated 2015-16
Substance Abuse Mental Health Services Association (SAMHSA) – Project Aware 5-year grant	Colorado's Project Aware project aims to build a comprehensive, coordinated and integrated school behavioral health services system that supports every student in Colorado in reaching their fullest potential in school and life. Involves collaborating with behavioral health stakeholders across the state to improve mental health awareness and response. Includes partnership with three school districts, Aurora Public Schools, Fountain-Fort Carson and Thompson. In addition, Project AWARE will be working with Mental Health First Aid Colorado to provide Youth/MHFA training across the state. For more information visit , http://www.cde.state.co.us/healthandwellness/projectaware#	3 district and multiple state partners in 2015-16	$1,950,000
USDE School Emergency Management Grant 1-year grant	The Colorado Department of Education and the Colorado School Safety Resource Center are partnering to provide training to schools and districts in developing and implementing high-quality, school emergency operations plans (EOPs). The goal is to train 100 schools teams, with a focus on serving rural school district, charter school, and non-public school teams. Centennial BOCES, San Juan BOCES, and Thompson School District received cooperative agreements to provide training coordination and planning in six Colorado regions. Grant funds are available to cover travel expenses and hiring of substitute teachers to help reduce barriers in training attendance. In addition to effective emergency planning, the project seeks to organize a training engagement committee to improve coordination of regional trainings that supports school safety and behavioral health. For more information visit, http://www.cde.state.co.us/dropoutprevention/schoolemergencymanagementgrant	TBD	$413,411

State Source: Bill summaries were taken from the digest of bill, which is prepared each year by the Colorado Office of Legislative Legal Services

COLORADO
School Safety Resource Center
Department of Public Safety

School Safety Requirements & Recommendations from the Safe Schools Act (CRS 22.32.109.1)
(Needs to be updated when 2015 Legislative Session changes are added to the
Colorado General Assembly's website)

1. Mission statement to include making safety for all students and staff a priority in each public school
2. Safe School Plan
    a. Conduct and discipline code
        i. Written Conduct and Discipline Code
            1. General policies on student conduct, safety and welfare
            2. General policies for dealing with disruptive students
            3. Provisions for suspension or expulsion
            4. Policies and procedures for the use of acts of reasonable and appropriate physical intervention
            5. General policies and procedures for determining the circumstances under and the manner in which disciplinary actions shall be imposed
            6. Specific policy concerning gang-related activities on school grounds, in school vehicles and at school activities
            7. Written prohibition of students from bringing or possessing dangerous weapons, drugs or other controlled substances on school grounds, vehicles, etc.
            8. Written prohibition of students from using or possessing tobacco products on school grounds, etc.
            9. Written policy concerning searches on school grounds, including lockers
            10. Dress code prohibits students from wearing apparel that is deemed disruptive or to the maintenance of a safe and orderly schools
            11. Specific policy concerning bullying prevention and education
        ii. Requirements
            1. Impose proportionate disciplinary interventions and consequences
            2. Include plans for the appropriate use of prevention, intervention, restorative justice, peer mediation, counseling or other approaches to address student misconduct
            3. Ensure that the implementation of the code complies with all state and federal laws concerning the education of students with disabilities
            4. Ensure that each school shows due consideration of the impact of certain violations of the code upon victims of such violent in accordance with title IX
    b. Safe schools reporting requirements
    c. Internet Safety Plan (recommended)
3. Agreements with state agencies to keep the school environment safe
4. School response framework (NIMS) – see 8 steps document dated July 2011
5. Safety and security policy requiring annual school building inspections
6. Sharing information particularly on out of home placements (FERPA)
7. Open school policy
8. Employee screening
9. Immunity (will change with SB213)
10. Compliance with safe school reporting requirements & state funding

8.19.2015

First Steps Recommended by CSSRC in Trainings:

1. School safety planning team and crisis response team with initial training
   a. IS 100 SCa for Schools for all with ICS role
   b. IS 362A Multi Hazard for those creating the school/district plan
   c. Both courses free online from FEMA
2. Assess community and building safety concerns
   a. Templates available
   b. Community first responders and emergency managers will assist
3. Write/Update existing school safety plan
   a. Templates and assistance available from CSSRC
   b. SEM grant thru CDE supporting teams to do this work
4. Incident Command Structure in place
   a. Templates available from CSSRC
   b. CSSRC will help with training along with FEMA courses
5. Develop emergency actions and conduct drills including communications checks
   a. Templates from CSSRC & I Love You Guys Foundation
   b. CSSRC and/or community responders will help with table top drills
6. Threat assessment policies and procedures in place
   a. CASB has policies
   b. CSSRC has sample assessment tools
7. Threat assessment team trained
   a. CSSRC can train teams
8. Psychological Recovery Team trained
   a. PREPaRE/NASP training
   b. CSSRC training
9. Continue to complete and update plan and train according to best practices
   a. Templates available from CSSRC/U.S. Dept. of Ed/ U.S. Dept. of Homeland Security
   b. CSSRC assistance