

LITTLETON PUBLIC SCHOOLS

A detailed look:



*Safety, Mental Health and Wellness
in Littleton Public Schools*

www.littletonpublicschools.net

LPS BOARD OF EDUCATION

Letter to the Community from the Littleton Public Schools Board of Education

Dear Littleton Public Schools Community Members,

As your elected Littleton Public Schools Board of Education members, we are pleased to provide you with this unique publication. In the aftermath of the tragic events at Arapahoe High School in December 2013, and the resulting studies and internal evaluations, we wanted to better understand: (1) the programs and protocols in place at the time; (2) what has been implemented since, and (3) how to gather input and collaborate with our community and other agencies to define the work that needs to occur in the future. This publication is a snapshot of where the district is regarding these three questions and we felt it important to share it with our community.

We are proud of the care our schools have taken to provide support to students and families in both academic and emotional wellness. These two areas of emphasis go hand in hand. This publication tells the story of increased efforts by LPS staff to meet the social/emotional needs of students and to support families. It outlines how our schools have benefited from long-standing partnerships with other local agencies and how these systems have evolved over time into the multi-faceted approach taken in our schools today.

The Littleton Public Schools Achievement Goal states: 100% of Littleton Public Schools students will graduate prepared for meaningful postsecondary opportunities. Preparing ALL of our students academically for success in the future is our goal. That goal is reached through strong curriculum, high academic standards and interventions for students who need additional assistance.

It also means helping students be best prepared to learn. This happens when schools provide a safe, caring learning environment. In November 2014, we as a Board approved revisions to our Strategic Plan to better reflect the Board's and the community's values for education. The most significant change to the Strategic Plan was the addition of Focus Area 10, which centers on the community's value around the importance of mental health for our students and their families: Focus Area #10 — Partner with parents and community to expand and enhance programs that address the physical, social, and emotional well-being of students, families, and staff.

Littleton Public Schools has expanded and enhanced opportunities in these areas, which provide a safe learning environment for students as well as provide resources for students, staff and families in multiple mental health arenas. We recognize the role of public schools in ensuring a safe learning environment for all students and the role in which mental health awareness and assistance is part of that environment. We are also aware that safety and mental health are community-wide issues that need discussion and action on a broader scale. We look forward to the ongoing discussions with our community.

We thank you for your continued support of Littleton Public Schools.

Sincerely,

The LPS Board of Education

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WHERE WE'VE BEEN

Littleton Public Schools has had a focus on physical safety and mental health for many years. LPS' security system is currently one of the most advanced systems used in any school district in the nation.

Following the tragic events at Columbine High School in 1999, LPS administration reached out to various agencies to partner in areas such as safety, security and mental health wellness. These agencies included Littleton Police Department, Arapahoe County Sheriff's Department, Littleton Fire Department and the City of Littleton. These agencies worked together to examine current practices. LPS committed to learning as much as possible and to seeking out best practices and advice from experts.

In 2001, The Greater Littleton Youth Initiative (GLYI) was formalized from this original group and expanded to include the South Metro Chamber of Commerce, Arapahoe-Douglas Mental Health, Littleton Adventist Hospital, South Suburban Parks and Recreation, Arapahoe Community College, the 18th Judicial District and clergy in addition to Littleton Public Schools and various committed private citizens. GLYI and the City of Littleton provided Blueprint Programs in LPS such as:

- Nurse Family Partnership: in-home nurses who visit young mothers with newborns to teach parenting skills
- Incredible Years: teaches social and emotional competency skills to 3-7 year old children
- Life Skills: designed for middle school children to help them make good choices around peer pressure, sex, drugs and alcohol
- Functional Family Therapy: 8-12 weeks of intensive therapy for families of students at risk

During these initial years, LPS learned important lessons about addressing at-risk youth. There is no quick fix or guaranteed prepackaged program. The work is labor intensive, and teams of professionals must address one individual situation at a time. All efforts had to be integrated within the entire system and with partners outside the system.

At the same time, Littleton Adventist Hospital formed a partnership with LPS and secured an \$80,000 grant from the hospital foundation to begin addressing risk factors related to teen suicide. The Yellow Ribbon Initiative, which teaches suicide awareness and reporting skills to teens, was implemented in LPS high schools, and later at LPS middle schools. Applied Suicide Intervention Skills Training (ASIST) and SafeTalk programs followed. Second Wind, an outside resource, was soon added to the list of available interventions.

Thanks to grant funding, the LPS Redirection Center was launched in 2001-2002. The Redirection Center serves as an alternative for students already expelled or at risk of expulsion. This allows students to stay in a school setting while they access supports specific to their needs and provides recoverability for students who made poor choices. The program features a significant mental health component, a high ratio of adults to students, and a personalized academic program for each student.

LPS implemented additional programs to help highly at-risk students, as well. These include a partnership with the Tennyson Center for Children (1997), the Student Attendance Review Board - SARB (2005), Juvenile Sexual Offender Management, Apollo and Summit Programs (2005), Positive Behavior and Intervention Supports—PBIS (2007), an academic and behavioral Pyramid of Intervention (2006), the Mental Health Crisis Response Team (2011) and the CyberSavvy Parent Workshops (2012).

Specifically from 1999 to 2013, a number of key integrated processes changed the district's approach and practices:

- Added a district liaison to the Emergency Planning Committee, which already included a principal from each level along with law enforcement and community partners, for support to the ongoing priority of safety, security and preparedness.
- Established one contact point for the district during an emergency or crisis situation, with the authority to speak for the district.
- Established an emergency command center with clearly defined roles and protocols which later became the unified command system.
- Developed a one voice protocol where all members of the team share the same message with their constituents.
- Completed safety and crisis response drills two times a year, including debriefs to focus on lessons learned, what went well, where improvements need to be made, and determination of next steps.
- Developed a well-trained mental health crisis response team to support recovery and post intervention after traumatic events.
- Maintained statistics on threat assessments to maintain quality assurance and find gaps in the process.
- Maintained suicide intervention statistics to determine if we are intervening with success.
- Worked together with Greater Littleton Youth Initiative's community partners to address issues and establish resources around at-risk youth.

- Worked with the SARB group around helping students with truancy issues and their families access needed community resources.
- Established an expulsion process that allows, when legally possible, for recoverability and student access to needed supports.
- Established many alternative education opportunities for at-risk youth such as Redirection Center.
- Established programs to support students with significant emotional disabilities (Apollo and Summit).
- Implemented the Positive Behavior Interventions and Supports model at 18 schools/programs.
- Established the Behavior and Mental Health Consultation Team to provide support to school teams as they work with students with behavioral challenges and social emotional needs.

Littleton Public Schools has been seen as a leader in school safety and security for decades. Littleton Public Schools is consistently ranked as one of the best school districts in the country by *Security Magazine* for safety and security protocols. Since 2012, LPS has been ranked consistently in the top 20 school districts in the nation in *Security Magazine*. Technology enhances our collective efforts. But, the most important asset is making sure that students and employees know how to appropriately respond to a variety of emergencies. Since the 1990s, LPS has been expanding and improving emergency planning activities to make schools safe for students and staff:

- All schools implemented National Incident Command System within their emergency response teams.
- All LPS schools partnered with Red Cross and are certified members of the Ready Rating program.
- All LPS schools are equipped with automated external defibrillators. Each school has CPR, First Aid and AED trained staff members assigned to the Incident Command Teams.
- The District Emergency Operations Center is established and equipped with dedicated phone lines, IP and other cyber emergency tools.
- The LPS Security System also has many Emergency Planning related response capabilities.
- LPS mandates that all school Incident Command Teams conduct at least two annual table top emergency response simulations.
- The District Emergency Planning Committee is in place and meets monthly (members include law enforcement and fire department representatives). This committee will be merged with the new Safe Schools Committee.

- All Security Employees are Community Emergency Response Teams (CERT) trained.
- LPS has full radio communication interoperability with all area first responders.
- LPS continues to meet with emergency responders.
- School-level emergency response plans will be revised/updated when necessary to be consistent with the National Incident Command System and the Red Cross Ready Rating Program.
- LPS allows first responders to train regularly in LPS schools preparing for emergencies.
- Emergency Procedures Handbook has been printed in an easy-to-read, flip-chart format and distributed to each classroom.
- The Arapahoe County Sheriff, Littleton Fire Department, Littleton Police Department, Red Cross, Tri County Health and other emergency responders have been given the district's "Emergency Management Plan" and complete virtual floor plans of all district buildings. Plans are updated every semester.
- LPS has signed mutual agreements with other emergency response partners.
- Security and emergency planning improvements are budgeted for annually.
- LPS has identified, numbered and catalogued all windows, doors and maintenance areas allowing ingress/egress to facilities district wide.

LPS works closely with local law enforcement through the preparation of and drilling for various emergency responses and through our school resource officers to help keep our schools safe learning environments for our students.

The Littleton Public Schools Security Department monitors and maintains the security systems. This includes access control, closed circuit television systems (CCTV) and various intruder detection systems. The security components are fully integrated at each school. All of the schools' systems comprise a seamless, district wide networked security management system that is monitored twenty-four hours a day, seven days a week by district security officers.

The most visible security equipment at the schools includes the proximity card readers at designated entrances and the security cameras on the exterior of the building. Proximity card readers provide accountability for who is coming into the building. CCTV cameras are a useful crime deterrent, and, by working in conjunction with the access controls system, the cameras provide accountability for access during both regular business hours and outside of business hours (nights and

weekends). The cameras also provide surveillance of the school grounds.

In addition to providing detection of unauthorized entries into the schools, the security system addresses key control, vandalism, and emergency planning issues. This provides LPS with documentation on who accesses schools. Exterior cameras and detection devices provide prevention, notification and documentation of vandal-

related incidents. The security system enhances planning, preparation, and response.

In addition to monitoring the security system, the District Security Department also monitors the fire and heating, ventilation and air conditioning (HVAC) controls for the entire district. The District Security Officers assist and communicate with appropriate parties.

WHERE WE ARE TODAY

The district's focus on physical safety and mental health was sharpened following the tragic events of December 13, 2013 when a student took the life of a fellow student and then his own life at Arapahoe High School. In the weeks and months following, district staff conducted a comprehensive analysis of existing systems related to safety and mental health supports for our students and staff. Those findings showed that LPS had many successful safety and mental health programs and procedures in place prior to December 13, 2013. Since that time, LPS has made significant improvements and additions to those processes and procedures. In January 2016, reports prepared by independent, national and international experts in the fields of school safety and mental health, were provided to LPS. Many of the recommendations aligned with improvements LPS already made to processes and procedures. We continue to study and learn from these reports. These kinds of programs pervade all areas of the organization and are part of the LPS culture.

It is important to us in Littleton Public Schools that we share with you—our community—the work we have done in these areas. Three years later, we have the perspective to see that safety and mental health issues in schools aren't about isolated incidents.

We are proud of the improvements we have made here in LPS with our community's support. It is important to remember that even though much has been done, there is much more to do. The work will never be finished. We are always looking for ways to continue improving.

They are much bigger than that. They encompass the entire community and must be faced by parents, community agencies, law enforcement and schools all working together.

It is our community's shared responsibility to make our schools safe places where students can learn in order to reach their fullest potential.

Many other school districts in Colorado and across the nation are looking to LPS and its community as a model. We take this responsibility seriously. We hope our community's efforts—our response—can help others. This resource outlines the improvements and additions

in areas of physical safety and mental health across all areas of the LPS organization. The LPS Safety and Mental Health Advisory Committee (SMHAC) also contributed highlights of its work to this publication. SMHAC was formed in January 2014 and has made significant contributions to continued improvement in LPS. At the end of this report, you will find a list of mental health community resources and additional information regarding safety and security.

Thank you, LPS community members, for your continued confidence in and support of your schools. Your commitment to school safety makes all of this possible.

LEARNING SERVICES

SOCIAL, EMOTIONAL AND BEHAVIORAL SERVICES AND STUDENT SUPPORT SERVICES

Littleton Public Schools is committed to helping ALL students develop strong social and emotional skills. We continue to build strong multi-tiered systems of support in every school—support that helps our students face the many social challenges encountered by today's youth and teens. These programs require extensive staff training, and we are proud of our Board of Education's commitment of resources to make these programs available in our schools. We cannot do it alone; we are fortunate to have effective partnerships with local community agencies that help us connect families in need with services.

Social Emotional Learning (SEL) and Colorado Content Standards for Health and Social Emotional Wellness

SEL outlines five key competencies including: self-management, self-awareness, responsible decision making, relationship skills and social awareness. LPS is reviewing the Colorado Academic Content Standards in the area of Comprehensive Health and Social Emotional Wellness for the best possible implementation in LPS. These standards focus on personal decision-making around emotional and social well-being, positive communication, healthy eating, physical activity, tobacco, drug and alcohol abuse prevention and violence prevention. The standards underscore important skills for navigating today's society with its complex and often confusing messages around health, beauty and happiness.



Additional Mental Health Staffing

The LPS Board of Education invested \$810,000 additional ongoing dollars—beginning in the 2014-2015 school year—for additional counselors, psychologists and social workers in district schools. This additional mental health staffing provides increased capacity to implement social/emotional support in our schools, including direct counseling and group interventions. School mental health staff make strong connections to students and provide counseling, crisis support, case management, academic support and community resources for students and families.

School Health Assistants

In 2013, the LPS Board of Education approved the addition of a five-hour-a-day health assistant in every school. These professionals, who work under the direct supervision of school nurse consultants from Children's Hospital, address the health needs of students such as first aid and medication administration. They also monitor immunization completion.

Collaborative Intervention Program (CIP)

In 2015, LPS created CIP as an innovative approach to help "broker" mental health services and other resources for LPS students and families. The primary goal is to break down barriers that prevent kids and families from getting mental health care in the community. Through intentionally developed partnerships, CIP staff help families access services through their insurance, Medicaid or occasionally through designated LPS funds.

200+ families participated and benefited from the case management and expertise of the CIP staff in year 1 of this program.

Additionally, LPS was awarded a state grant funding a full-time substance abuse specialist for this program. Working task groups made up of teachers, administrators, nurses, mental health staff and other district experts will review current programming and make recommendations for how to best implement a system-wide approach to health education and social emotional learning.

Warning Signs Training

Beginning in the fall of 2016, all school staff and volunteers are required to attend warning signs training. The purpose of the training is to help them identify warning

signs that students could be considering suicide, violence to others, or suffering from abuse or neglect. Within this training, school staff learn how to report these concerns in alignment with FERPA.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy and confidentiality of student education records (except in cases of safety emergencies.) The law applies to all schools that receive federal funding, which includes all schools in LPS. Staff training regarding the Family Educational Rights and Privacy Act took place in the fall of 2016.

Resiliency Workshops

LPS partnered with Littleton Adventist Hospital to provide resiliency workshops for the Arapahoe High School community in December of 2014.

PlayWorks

Implemented in LPS elementary schools in 2014, PlayWorks changes school culture by leveraging the power of safe, fun and healthy play at school, where every child feels included and can build valuable social and emotional skills. PlayWorks, along with other student supports, is available in our School Age Child Care (SACC) programs. Additionally, all School Age Child Care managers receive training from the LPS Behavior Support Team.

Love and Logic Classroom Training

LPS offered Love and Logic Classroom trainings targeted at helping teachers to create low-stress classrooms where students can learn to own and solve their own problems.

Bullying and Harassment

LPS is committed to creating a safe and welcoming environment for all students. Definitions and interventions for bullying and harassment are specifically outlined in the LPS Code of Conduct and Board of Education Policies. Discriminatory harassment is also prohibited under civil rights legislation. It is the role of school administrators to investigate allegations of bullying and determine the appropriate intervention, which may include disciplinary action.

LPS schools employ a variety of programs to support positive school culture and prevent bullying and harassment. Some of these include Positive Behavior Interventions and Supports (PBIS), Second Step, Rachel's Challenge, Yellow Ribbon, and No Place for Hate.

Positive Behavior Interventions & Supports (PBIS)

PBIS is a framework and philosophy that promotes positive school culture, social-emotional learning and effective interventions for behavior problems. LPS began

implementing PBIS in 2007. Many LPS schools use the PBIS model, which includes developing a common language, setting clear expectations, teaching social and emotional skills, reinforcing positive behaviors and creating standard protocols for behavior intervention. PBIS mottos and slogans such as PR2, The Keys to Success, RAMS Pride or PAWS may be recognizable because of their frequent use in LPS schools. Training in PBIS philosophy and tools is provided for teachers and staff. Parents can get involved through participation in a PBIS committee, helping to organize school assemblies or helping to develop recognitions for students and staff.

LPS Suicide Intervention Protocol

This protocol is initiated whenever a student appears to be at risk of suicide, self-harm or other significant mental health problems—both inside and outside of the school setting. School psychologists, counselors and social workers (and many other staff) are trained in the Applied Suicide Intervention Skills Training (ASIST) model through Livingworks, Inc. The protocol includes interviewing the student to assess potential risks and protective factors, and working with parents to identify the best course of action. In serious cases, a student may be transported to an urgent care facility by a School Resource Officer or by ambulance. Every attempt to contact parents is made prior to taking any urgent action.

In LPS, we are trying to approach social/emotional learning on a more thoughtful, systemic level, integrating it with academic standards. The more structure we have and the more we communicate about the importance, the more it highlights the need for adequate school funding to support what is proven to help kids be successful in life.

Threat Assessment Protocol

The LPS Threat Assessment protocol is initiated when a student poses a threat, makes a threat or if there is concern that a student might act out violently. LPS administrators lead a process that includes gathering information, interviewing involved persons, completing a screening tool, communicating with parents and establishing an action plan. Suspension may be used as an immediate intervention during the threat assessment process. The student's age, background and developmental level are taken into consideration when assessing the level of concern and appropriate interventions. In serious situations, a law enforcement investigation may be initiated at the same time the school is conducting a Threat Assessment.

In 2014, LPS reviewed and improved the district's Threat Assessment Protocol based on the recommendations of local law enforcement and threat assessment experts—including the Arapahoe County Sheriff and the Littleton Police Department. Among other changes, district-level administration is now more involved in the process. A three member team that includes the LPS director of social, emotional and behavior services and the LPS director of security was established and now meets weekly to review all critical incidents and to address specific student safety situations. The LPS superintendent is also advised regularly of these assessments and disciplinary actions.

District Threat Assessment Training Programs were improved and expanded, as well. Danger Assessment Training, which focuses on intervening with threats, suicide, bullying and other safety situations was updated and expanded to include video scenarios and other helpful learning tools. These programs work in conjunction with ASIST and Mental Health First Aid Training.

LPS Student Code of Conduct

The district's Student Code of Conduct outlines the expectations and interventions for student behavior at school and school-related activities. In some situations, students can face disciplinary action for behavior outside the school environment. Included in the Student Code of Conduct is a summary of the procedural rights of students and parents within the disciplinary process.

Crisis Prevention Intervention (CPI) Training

LPS experts train administrators, teachers and paraprofessionals in crisis prevention and intervention including verbal de-escalation.

Restorative Justice

Restorative Justice (also known as Restorative Practices) is a philosophy in which problems are viewed as learning opportunities. Emphasis is placed on building the capacity of students (and teachers) to respond to wrongdoing and conflict in a positive manner by focusing on the problem rather than the person. The model involves using an alternative approach to discipline in certain situations. This change in focus ensures the dignity of each person is respected. A restorative approach to conflict or wrongdoing consists of three key questions:

1. What happened?
2. Who has been affected?
3. What can be done to repair the harm?

Restorative Justice uses positive discipline versus punitive discipline. People who harm others are given an opportunity to hear how their actions affect others. Those who were harmed get to talk about how the actions of others affect them and are given an opportunity to ask questions. All of the people involved in the incident get a

chance to participate in plans to repair the harm. Restorative Justice training for staff was recently expanded to a full day.

School Engagement and Truancy

LPS works closely with students and parents to ensure that all kids have an opportunity to learn. Under state law, a student is considered habitually truant if they; are age 6 (by August 1st) or are under the age of 17 and they miss four (or more) unexcused days of school in a month or 10 (or more) unexcused days in a school year—absences due to suspension or expulsion are considered excused. A student is considered chronically absent if they are absent, excused or unexcused, for 10 percent or more of school days in the current year.

The LPS School Engagement Team provides case management, support and resources to help students maintain regular attendance and overcome barriers to school success. LPS also participates in the Community Student Attendance Review Board (SARB), which includes an inter-agency team that can offer resources and support to families as an alternative to Truancy Court.

Culture and Climate Survey

The Comprehensive School Climate Inventory (CSCI) is a nationally-recognized school survey tool developed by the National School Climate Center that assesses perceptions of students, parents, and school personnel regarding school climate and culture. Littleton Public Schools implemented the CSCI survey for the first time in the fall of 2016 for all students in grades 3-12, with corresponding surveys for parents and school personnel. At the preschool to 2nd and Transition ages, only the parent and staff surveys were given. The survey is anonymous and will provide each school or program with valuable information about how students, staff and parents view the school climate. Results will be shared with each school community and used to help guide school leadership teams.

If you are concerned about someone else being potentially suicidal, you can call 9-1-1, or make a report using the anonymous Safe2Tell hotline.

If you are not sure how to obtain mental health therapy services, please contact your child's school. The Second Wind Fund and other organizations can provide services at low or no cost.

SECURITY & EMERGENCY PREPAREDNESS

The Littleton Public Schools Safety and Security Department is actively engaged in improving security within our own school district, as well as in school districts throughout the United States. Highly committed to the LPS Board of Education's Focus Area 10, we employ a variety of vital programs and state-of-the-art technologies as part of our robust safety, security and emergency preparedness operation in our mission to educate all LPS students in a safe and supportive environment.

Gold Award of Excellence

In October 2016, the LPS Security Team was named one of five nationwide recipients of the Gold Award of Excellence for the Campus Security Sector. LPS was selected for this prestigious award by *Security Technology Executive* magazine, *Security Dealer & Integrator* magazine, SecurityInfoWatch.com and Secured Cities. The award showcases and honors the best collaborative project efforts of security solutions providers, systems integrators and their clients. LPS is a finalist for the Grand Platinum Award for Best Overall Project for 2016, which will be announced later this year.

Physical Security Information Management (PSIM) System

PSIM is a category of software designed to integrate multiple unconnected security applications and devices and control them through one comprehensive user interface. It collects and correlates events from existing disparate security devices and information systems (video, access control, sensors, analytics, networks, building systems, etc.) to empower personnel to identify and proactively resolve situations. PSIM integration enables numerous organizational benefits, including increased control, improved situation awareness and management reporting.

Littleton Public Schools is considered a PSIM pioneer and an industry influencer for other school districts nationwide. The PSIM system went online in June 2016. With its interactive design, this system is the first of its kind in K-12 education. It is also customized for various users from the school-level and from the district security office.

Power over Ethernet (PoE) Cabling

PoE is a type of cabling that allows a single cable to provide both data connection and electrical power to devices such as intercoms, door controllers and

security cameras. PoE devices are the new standard in security equipment. The entire LPS PSIM system is based on the PoE data and power system.

As a result of the 2013 bond, PoE infrastructure is being implemented in most LPS facilities. This infrastructure allows LPS to add needed security devices—such as cameras and card readers—while once again mitigating expensive installation costs typical of older access control systems. The PoE framework will also improve the district's ability to maintain the system over time.

Safe 2 Tell

Safe 2 Tell, the anonymous reporting system developed in Colorado, has been in place in LPS for nearly a decade and is a successful program in LPS. For example, there were 185 Safe 2 Tell reports in LPS from 2012 to 2015. These reports enable LPS and appropriate parties to act preventively and aid students who might be in crisis. This is one example of how LPS security and mental health professionals provide valuable services to the community 24 hours a day, seven days a week.

School Resource Officers (SROs)

LPS partnered with local law enforcement agencies to increase the number of SROs in district schools. The district also increased its budget for SROs by \$210,000, which allowed for SROs in all middle schools and high schools. These SROs actively support LPS elementary schools, as well.



LPS Safety and Security Command Center

Security Industry Pilot Programs

LPS Security proactively adopts pilot programs to help determine best practices that can then be implemented throughout the district. Two programs are currently being piloted in LPS schools:

- **Visitor Management Kiosks:** currently deployed at Newton Middle School and Arapahoe High School. It is a simple but powerful school security system that streamlines the visitor sign-in process and tracks visitors' actions at the school. The system makes it easy for the school to monitor who visited, who was visited, sign-in time, sign-out time, reason for visit, and much more. The system also runs a check of the National Sex Offender registry on all visitors, and allows the school the ability to flag individuals for reasons such as civil protection and trespass orders.
- **Stanley Lockdown Solution:** Stanley's interior electronic locks product is currently being piloted at Centennial Academy of Fine Arts. The interior electronic locks are for large spaces, such as media centers and cafeterias, and allow for greater security control within an individual school. Stanley Security Solutions consulted with LPS security personnel during the development of this product.

PC, Android and Mobile Applications

The new PSIM system is fully deployable in mobile applications. From designated mobile devices, Security Officers and SROs can utilize camera systems while on patrol. Office staff can also monitor intercoms and visitor management via district-provided android devices. Each school was provided with a custom PSIM interface to be utilized by school staff. Designated, authorized persons have access to cameras and building schedules and are notified when doors are opened.

Wireless Loss Prevention Devices

Made possible by the 2013 Bond Program, Littleton Public Schools elected to update its loss prevention devices. Loss prevention devices are motion detectors, door contacts and beam detectors that are deployed inside and outside of district schools. The updated system is low-maintenance and can easily be expanded as the needs of the district change over time. It is also fully integrated with LPS' PSIM system. By avoiding the hefty installation costs associated with hard-wired devices, wireless technology is also a cost-efficient solution for the district.

LPS also began adding duress devices to its infrastructure. The first deployment of duress devices enabled

schools to call for help and to initiate lockdowns quickly. In the future, the addition of more devices will help LPS to establish an even safer environment. Mobile duress panic buttons are easily integrated into the existing school security system panels.

Video Intercom Capabilities

LPS is in the process of installing two-way intercoms at its schools. These intercoms feature video entry security, internal communication, emergency stations and paging. All units and apps in the systems can unlock doors remotely on a network and assist onsite visitors from an offsite location.

A key feature is the ability to record audio and video of visitors on the district's network digital video recorders (NDVRs). The audio and video feature means that in addition to recording transactions, schools and district security personnel can talk with visitors prior to unlocking any doors. Since the intercoms report back to the main district security office, they can also be used as call-for-help stations after hours.

Integrated Mass Notification Systems

When the four-year bond program is completed in August 2017, LPS will be able to broadcast safety alerts both inside and outside of schools. Each school, along with the district security office, will be able to implement alerts at any time. Examples of mass notification alerts include lockdown, evacuation, tornado watches and warnings, secured perimeter and other potential safety concerns.

This integrated mass notification system is beneficial for aiding a safe and efficient response to potential emergencies. As the system is fully integrated with district Incident Command Systems (ICS), it enhances the all-hazards responses to emergencies.



Integrated access control video intercom

Video Surveillance System

In the fall of 2013, the district planned to install new hybrid Network Digital Video Recorders (NDVRs) at Arapahoe High School to replace the older Analog Video Recorders. The update was scheduled to take place over the 2013 winter break and was completed prior to school re-opening in January. This updated video surveillance system helped restore normalcy to AHS following the December 13, 2013 tragedy. The update also served as an example that in addition to improved capabilities, the new system is more user-friendly and cost-efficient.

In the summer of 2015, LPS began migrating the existing analog surveillance system to NDVRs. Littleton High School, Goddard Middle School, Newton Middle School, Centennial Academy of Fine Arts, The Village at North, Peabody Elementary School, Sandburg Elementary School and Transportation Services went online in August 2015. LPS is in the process of completing the migration to this new system for the rest of its schools. LPS also improved the base systems at each school by adding additional HD cameras.

The new video surveillance system fully integrates with the PSIM system. LPS Security will also utilize many of the system's new features; such as analytics, tracking, motion sensors and mobile applications.

Patrol

LPS Security's goal is to respond efficiently to all types of emergencies. A patrol is available 24/7. District Security Officers patrol and check the grounds for suspicious activities and safety concerns. District Security Officers also work very closely with law enforcement in school-related responses.

Radio Interoperability

Since 2003, LPS has utilized the 800MHZ StateWide radio system for mutual aid operation and incident response within schools. The system is a key asset in day-to-day emergency response.

The district also installed the SchoolSAFE radio system in all three high schools. The system went online in October 2016. SchoolSAFE Communications is a web-enabled two-way radio based product that allows

for communication interoperability between school radio systems and public safety radio systems. This system allows school personnel carrying radios to communicate directly with first responders.

Incident Command and All-Hazards Plans

Incident command and all-hazards plans are analyzed and revised every year. This annual revision aids the district in maintaining and adopting the best practices and procedures to keep its schools safe. Virtual tours and pre-incident plans are also updated every year, where needed. Due to bond construction, the entire plan consisting of about 29,000 videos of classrooms and building exteriors will have to be updated by 2017. LPS also coordinates with local law enforcement to ensure that their pre-incident plans are met. Plans are also provided via the district's Intranet to school Incident Command Systems (ICS) teams.

Staff Training

Incident Command training and annual drills are conducted at all school sites. In 2016, LPS Security added annual safety and security training for all preschool directors, School Age Child Care (SACC) managers and summer SACC staff.

Red Cross Partnership and Training

Since 2013, LPS Security and the American Red Cross have provided training and certification opportunities to district employees in First Aid, CPR and automated external defibrillators (AEDs). The district has also increased training capabilities to certify more employees as Emergency Medical Responders. This partnership with the American Red Cross allows LPS to effectively train employees and students on emergency preparedness in a cost-efficient and timely manner. Trainings are offered throughout the school year and at schedules that meet the needs of the entire school community.

LPS regularly trains Boy Scout and Girl Scout troops, along with SACC students, on emergency protocols such as Junior First Aid and CPR. The district also assists the American Red Cross in providing Pillowcase Project training to its students. These emergency preparedness trainings help to foster a sense of personal responsibility among LPS students, giving them confidence to overcome

“For Guy Grace, his security and emergency planning operation at Littleton Public Schools covers 26 sites... ‘We are moving to wide angle megapixel cameras’ overall, he says. But, ‘at night, schools become community centers, some typically open 18 hours a day.’ To combat after-hours vandalism, he employs day/night and low-light cameras with motion detection and alerting signage. ‘A patrol team can respond more efficiently.’” *Security Magazine*

potential crises. LPS also holds a popular emergency preparedness event with the community every year.

National Conversation Regarding School Safety

LPS contributes to the national conversation regarding school safety. Since 2013, LPS Security has regularly been invited by top security industry organizations to assist in providing ideas for ways to improve safety and security in schools. LPS' Director of Security and Emergency Planning serves on the Partner Alliance for Safer Schools (PASS) Board and the *Security Magazine* Editorial Board.

Additionally, LPS contributed to a study conducted by John Hopkins University surrounding Physical Security Information Management (PSIM) and has contributed to

numerous "white papers" targeted at fostering creative solutions for improving school safety. LPS has spoken at many conferences, both prior to and since 2013, and has made the industry's esteemed Security 500 list every year since 2011.

Crisis Prevention and Intervention (CPI)

Since 2013, LPS Security has had 5 employees trained as CPI instructors. CPI training and certification programs are designed for educators and human service providers; specializations are available in nonviolent crisis intervention, dementia care and workplace violence prevention. LPS CPI instructors can also teach the new, hybrid, online course to other staff members. Two LPS instructors are also verbal de-escalation instructors.

COMMUNICATIONS

In LPS, we hold our community's trust and support in the highest regard. In order to keep that trust, we will continue to strive to be the best source for accurate information. We will never compromise student, employee or family privacy. We will communicate in compliance with state and federal law. And, most importantly, we will continue to communicate directly with our community.

LPS has a history of tremendous support from its parents, students, employees and the community at large. This has been proven time and time again through the passage of local mill levy and bond elections and positive, nonpartisan elections for the selection of Board of Education members. We firmly believe that this kind of support is the result of purposeful and ongoing involvement with all of the various community groups that LPS serves. To that end, we are committed to sustaining effective, accurate and meaningful communications that facilitate dialogue, encourage involvement in district programs and create community advocacy for our public schools.

Direct Communication

LPS communicates directly with the community in a variety of ways that include—but are not limited to—face-to face communication, TeleTown Halls, community and parent surveys, newsletters, direct mail, the district website, email, voicemail, text messages and social media.

Infinite Campus Parent Portal

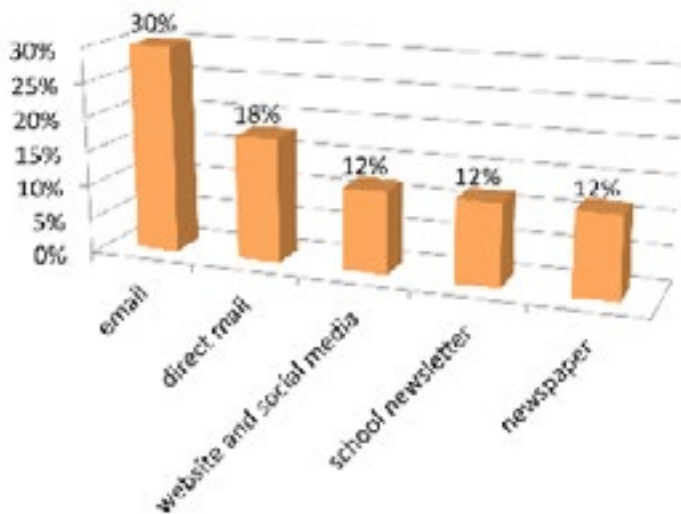
The Infinite Campus Parent Portal is an important tool for communicating with parents. Families can choose how they prefer to receive messages from their child's school and from the district regarding attendance, behavior, general notifications, messages from teachers and emergency notifications. The Infinite Campus Parent Portal app allows parents and students to monitor assignments and grades on their mobile devices, in real-time.

Data Driven Communications Decisions

LPS Communications' decisions are data driven. About every two years, LPS conducts a survey of residents within LPS boundaries—including parents and non-parents of all ages—to help the district determine the focus for the future in many areas of the organization. The last survey was conducted in June 2015 and included questions about communication:

- 84% said LPS communicates accurately and clearly with the community
- 80% continued to be satisfied with communication from LPS
- Residents indicate the best way to communicate with them:
 - 30% prefer emails
 - 18% prefer direct mail (33% of senior citizens prefer direct mail)
 - 12% prefer district/school websites & social media
 - 12% prefer school newsletters
 - 12% prefer the newspaper

LPS community's most preferred methods of communication



As a result, LPS increased the number of direct mail pieces sent to constituents—from one per year to three per year—to better meet the needs of the LPS community. Individual schools and the district continue communicating via email with parents and key communicators on a frequent basis.

Department Reorganization to Better Serve the Community

In 2014, existing positions in the communications department were combined to create the position of

communications support specialist. This position shares responsibility for improving and expanding services to meet the changing communications needs of the community with increased efforts in digital and social media.

New Website Platform

In 2015, the district launched a new web platform—the first update in a decade—to better meet the needs of the LPS community. The district, followed by each school, launched new websites over the course of the 2015-2016 school year, featuring greatly improved navigation and responsive design technology. Responsive design allows all LPS websites to work seamlessly on any device; desktops, laptops, tablets and smartphones. LPS also added “The Newsroom” to the district website—a dedicated space to house all the latest news about LPS. All school sites and the district site have a common look and feel for consistency.

Evolving Communication Provides Challenges

The way in which the world communicates is evolving at an unprecedented rate. All school districts struggle to keep up with the speed of social and mainstream media as well as meet the rapidly changing and increasingly diverse communications needs of parents, employees, students and community members of all ages. LPS is always looking to improve its communications practices and procedures within a continuously changing communication environment.

OPERATIONS, TRANSPORTATION & NUTRITION SERVICES

Nothing is more important than the well being of our students and employees, whether they are in the classroom, on the playground, eating a meal or being transported to and from school. Custodians, bus drivers, and nutrition services employees play an important role in keeping students safe. Many times, they are the first and last LPS adult a student sees every day.

Proper Nutrition for Optimal Learning

Well-nourished students have higher test scores, increased school attendance, improved concentration, and improved classroom behavior. LPS is pleased to serve more than one million school meals each year! Several schools offer breakfast, and Breakfast in the Classroom (BIC) is served after the first bell at no charge

to all students at Field Elementary and East Elementary. All schools serve lunch. Nearly 20% of LPS students’ families meet federal income guidelines to qualify for free or reduced-price meals.

Meals are often prepared from scratch using fresh ingredients. The Harvest Bar concept offers fresh fruit and vegetable choices every day. LPS meals are prepared to taste great while meeting stringent USDA guidelines that regulate everything from food temperature, portion sizes and calorie counts to sodium and saturated fat.

Food Allergies

Food allergies are a growing concern for public schools. Students with severe food allergies have documented health plans. Increasing numbers of students have severe allergies, and LPS is now an “allergy aware” culture. LPS

has created Allergy Guidelines to support staff, parents and students with understanding their role in supporting the “allergy aware” environment in our schools.

Equipment Purchases for Increased Employee Safety

LPS believes that better equipment reduces personal injury risks. Since 2014, Transportation has required all new buses purchased to be equipped with electronically activated drop-down tire chains during inclement/slippy road conditions. This equipment increases traction and provides greater student safety on school buses. During the spring of 2016, Risk Management purchased an electric tire “extractor” to help protect mechanics from personal injury during the breakdown and replacement of vehicle tires from the wheels.

LPS Risk Management Services purchases protective footwear (steel-toed boots) for district operations staff members to help prevent personal injury while at work. Since 2013, the Risk Management and Transportation departments have collaborated to reduce personal work injuries by providing staff special shoe/boot attachments to wear during icy/slippy conditions that can occur in the bus parking lot. This footwear has drastically reduced staff injuries due to slips and falls.

Routing Software

During the summer of 2013, LPS Transportation implemented a routing software program to enhance student, driver and passenger safety, and to increase bus route efficiency. The routing program provides school bus drivers and transportation paraprofessionals with important information regarding all eligible students as well as route directions and mileage indicators for each segment of the route.

Employee Health and Wellness

The health and wellness of employees is an important focus in LPS. Since the fall of 2015, LPS Transportation has coordinated with LPS Wellness staff to provide one-hour exercise opportunities every Thursday. Transportation hopes to expand the program to include classes on proper nutrition.

Crisis Prevention Intervention (CPI) Training

LPS experts train other district employees in Crisis Prevention Intervention. Since 2013, Transportation has funded two department trainers to receive their instructor certification to provide training to all school bus drivers in CPI skills as required by LPS Board Policy.

Monitoring Physical Demands

LPS works to monitor the physically demanding aspects of jobs to ensure safety. During the 2012–2013 school

year, Risk Management hired an ergonomics representative to review the different lifting and physical requirements of drivers and paraprofessionals. This will help to ensure that school buses are safe for operation and that staff are safe in their physical lifting requirements of students to and from their bus seats.

School Bus Cameras

In 2014, Transportation purchased and installed 25 camera systems for LPS school buses. These cameras work to increase the safety of students and staff.

Restricted Access to Bus Routes

Beginning in 2013, in an effort to increase student safety, LPS bus routes were made available to families through the Parent Portal of Infinite Campus and were no longer published in the district’s annual Back to School Guide.

Employee Training for Transporting Special Needs Students

Since the fall of 2014, Student Support Services has provided training opportunities to all drivers and paraprofessionals who transport students with special needs, to increase the safety of these students. The training covers a variety of subjects regarding not only the specific federal and state laws that must be followed, but also how to best serve the diverse medical conditions and emotional needs of the students they drive to and from educational programs each day. Drivers and paraprofessionals also connect with the classroom for the benefit of the students they serve. In the future, Transportation officials will collaborate with classroom teachers and paraprofessionals to receive appropriate, additional training in order to best serve students with severe needs.

It is our community’s shared responsibility to make our schools safe places where students can learn in order to reach their fullest potential.

Thank you, LPS community members, for your continued confidence in and support of your schools. Your commitment to school safety makes all of this possible.

INFORMATION TECHNOLOGY

Littleton Public Schools' Information Technology Department plays a pivotal role in the district's ability to prepare students for future success in an environment that is safe, caring and promotes the mental health of all of its students, families and staff. As part of the 2013 Bond Program, we committed more than \$8 million for updates to our IT infrastructure. We have long been known as a leader in 21st century learning, but our commitment to adopting and maintaining the latest technology also plays a critical role in providing a positive learning environment for all of our students. Key technology infrastructure updates that we have completed to improve safety and mental health in LPS schools are:

Extended Discipline/Attendance Access to Principals and SROs

Extending the scope and accessibility of discipline and attendance information available to principals and SROs has aided in improving student safety across the district. By streamlining this information and making it available to principals and SROs, it offers key school personnel another tool to help identify students who may be in need of additional support.

Mass Notification Public Address Systems

In conjunction with LPS Security, LPS IT has improved controls and flexibility for broadcasting emergency announcements via the district's integrated mass notification systems. This has given the district and schools the ability to remotely enter messages into the system and has removed the need to be at a fixed station to make an announcement. (See security section for more information)

Networking Equipment to Support Additional Security Equipment

New networking switches will be added to support the new IP-based security cameras and other security equipment. These switches are IP-based PoE switches that enhance the district's security infrastructure. (See security for more information.) Additionally, network equipment is supported by robust batteries that improve "uptime" in the event of a power outage.

Data Privacy Legislation

New Colorado data privacy legislation—HB 16-1423, signed into law in June 2016—targets student online data safety through stronger data sharing requirements of contracted online software providers. As technology plays an increasingly prominent role in K-12 education nationwide, this legislation was passed as a means to better protect the privacy of all students. LPS is a proud leader in educational technology and actively works to protect the data of its students.

Remote Filtering for 1:1 Take-Home Devices

LPS offers a 21st century model for educational technology, including remote filtering that improves student internet safety by restricting and removing access to obscene and objectionable content on the internet on district-issued take-home devices. Remote filtering helps ensure that educational technology programs, like the district's secondary schools' 1:1 Initiative, reinforce the district's goal of best preparing students for a successful future, while providing a safe learning environment both at school and at home.

CyberSafety

LPS is committed to promoting a safe and healthy "cyber climate" for all students. LPS provides a variety of CyberSafety resources to support parents in a world of ever-changing technology. Hundreds of parents attend the district's free Cyber-Savvy Parent Workshops, which are held each year. Additionally, students learn to practice CyberSafety through trainings about identify theft, spyware, laptop security, chat abbreviations, legal issues and appropriate methods for finding friends safely online. Students are provided with tips on how to prevent and report Cyberbullying.

Resources include the Cyberbullying Research Center, the National Bullying Prevention Center, the National Crime Prevention Council and the Arapahoe County Sheriff's Department. Parents are provided with resources about common apps used by teens, appropriate screen time, Facebook safety and gaming safety.



Helping parents understand social media

Wired and Wireless (WiFi) Network Filters

LPS places filters on its wired and WiFi networks to help maintain an environment of appropriate internet access. Because students can still access the internet unfiltered through the use of cellular data, LPS provides a variety of resources designed to support and guide students in using their devices in a safe and healthy manner.

Digital Citizenship

LPS is a national and international model for how to effectively use technology as a learning tool in the classroom and at home, and digital citizenship is an important

part of an LPS education. Most student digital portfolio templates used in the classroom link to a free curriculum designed to empower a generation of responsible and engaged digital citizens. This curriculum also provides a framework and resources to help teachers, families and other trusted adults:

1. Introduce reliable, research-based information to students about digital media and its impact
2. Help students explore the complex issues of digital ethics
3. Help students build digital citizenship life skills

HUMAN RESOURCES

LPS is a destination district for professionals. We attract the very best educators and support staff and want to continue to do so. Our diligence does not stop there. LPS Human Resources is committed to supporting all district employees, providing them with a safe and caring environment so that they can continue to best educate and support LPS students and families. LPS is known for offering a strong sense of community, and that starts the moment a student or employee joins the district. While the involvement and vigilance of employees, students and neighbors are the best safety measures, LPS Human Resources—in conjunction with other district departments—has implemented and improved safety and security systems across the district—much of which was made possible by the community through the 2013 bond.

Enhanced fingerprint system for background checks

Screening potential employees is an important component to the hiring process. All new employees must complete a fingerprint background check as part of their employment. Background checks are also done before accepting student teachers into the district. In an effort to complete background checks in a more timely fashion, the district implemented an online background check system. This system allows LPS to either hire or deny potential employees in a more timely manner and ensures that potential employees will not have contact with students prior to a completed background check.

Improved and systematized employee training

Public school employees are required by state and federal law to complete extensive training every year. Training requirements continue to increase, as well. The training requirements are different for different types

of employees and include areas such as: child abuse reporting, bloodborne pathogens, sexual harassment, use of social media, appropriate social media interactions between employees and students, and training in many other safety related topics.

In an effort to improve both the training and the documentation of completed training, LPS is implementing Public School Works—an electronic system for tracking employee training. Public School Works includes many web-based training modules for all employees that address safety protocols. The system records completion of training modules and provides a more streamlined training program.

Improved information sharing among school leaders and law enforcement

School districts are challenged to find the appropriate balance of maintaining student privacy while providing teachers, principals and outside agencies—such as law enforcement—with the information they need to identify students in crisis. In an effort to increase student safety, LPS has created a central student information repository and has extended access to student discipline and attendance data to all principals and SROs.

Increased on the job safety

LPS HR recognizes schools and departments for their efforts in decreasing or eliminating worker's compensation claims through safer practices. This provides a safer learning environment and saves the district money, which can in turn be used in the classroom. The district also supports an Employee Assistance Program (EAP), which provides confidential counseling to employees who need assistance in areas ranging from anxiety, stress, elder care, to financial planning.

LPS FOUNDATION

Littleton Public Schools Foundation (LPSF) is the fundraising partner for Littleton Public Schools. Providing a quality education for every child is at the forefront of our purpose and we are committed to generating financial resources and building community partnerships that enhance student and staff success in all of our neighborhood schools.

We have provided over \$5 million in funding to Littleton Public Schools and have made an impact in every school and all educational subjects. Echoing the district's steadfast commitment to safety and mental health, LPSF has contributed significant funds to support safety and mental health in LPS schools.

The Legacy Fund

In 2015, the Littleton Public Schools Foundation established The Legacy Fund to support Littleton Public Schools' efforts in fostering positive mental and emotional health for students and staff. Now more than ever, the necessity for real-life social and emotional skills such as self-control, empathy, healthy decision making and resiliency skills are warranted to help students navigate through stressful and difficult times. Although most kids do not need ongoing support, most kids need support at some point. Schools today are looked upon more and more to provide these vital services—a responsibility taken very seriously in LPS.

Over the past two years, LPSF has been extremely successful in garnering public support and has provided over \$166,000 for mental, social and emotional programming in LPS. Through the generosity of the community, Littleton Public Schools is able to continue helping students build resiliency and positive mental health at school, as well as continue connecting families with mental health experts in the community. Thus far, the Legacy Fund has supported a variety of important efforts:

Mental Health Team Leaders

A variety of professional development opportunities trained team leaders representing counselors, social

workers and psychologists to enhance their roles within the schools including specific education on trauma and the brain as well as bullying prevention.

Mental Health Awareness Campaign

Developed an ongoing district program called Mental Health First Aid which trained staff on the signs of mental illness and provided tools for how to support students demonstrating mental health needs.

Positive Coaching Alliance

Available at all three high schools, this program promotes building and maintaining a positive coaching and student/parent participation culture within the school's athletic programs.

Collaborative Intervention Program

Provides direct services for students and families demonstrating intensive mental health needs. It also connects LPS families with support services in the community that are affordable and accessible.

Parent Workshop Series

A variety of workshop programs will be developed to support parents' awareness and skills in the area of mental health and wellness including topics such as supporting children with anxiety and other mental health challenges. Other workshops will be developed to support families raising kids today like the wildly popular Cyber-Savvy Parent Workshop.

Options Discovery Program

LPSF recently contributed \$50,000 to fund the Discovery Program at Options—for both middle and high school students. Discovery is a social/emotional curriculum aimed at teaching students the skills necessary to succeed in school, work and life. All students at Options must successfully demonstrate Discovery skills, both academic and behavioral, before transitioning into LPS aligned academic courses. The research-based Discovery curriculum was created over twenty years ago and is currently being taught in schools in more than twenty states. All Options staff members have been trained through the Discovery Institute in the model.

SAFETY & MENTAL HEALTH ADVISORY COMMITTEE

We in LPS want to express our sincere gratitude to the members of the LPS Safety and Mental Health Advisory Committee. They spent countless hours over a two-year period delving into these critical issues on our community's behalf. Their attention to detail, desire to learn and commitment to provide recommendations that support LPS in these efforts into the future are unprecedented. Their contributions are an important part of the overarching safety and mental health focus in LPS.

OPEN LETTER TO THE COMMUNITY FROM THE SAFETY, MENTAL HEALTH ADVISORY COMMITTEE

Dear LPS Community,

As a community we have all been heartbroken by the too frequent news of school shootings, but we were shaken to our core when it happened here in our hometown. The sorrow and anguish that followed left us feeling vulnerable in its aftermath. Yet, through it all, there has been a resolve in our community and in our district to closely examine our role in the physical safety and mental health of our students, staff and families.

As fellow community members, we are honored and humbled to serve as your representatives on the district Safety and Mental Health Advisory Committee (SMHAC). We appreciate the Board of Education's long standing value of community input and involvement in the important work of the district. Please know that we take our responsibility seriously. It is important to understand that we represent many faces of the greater community and that the nature of this Committee's work is driven with a respect for the work of the district as well as a value for transparency. This work is done with the collective intended goal to improve outcomes in the areas of safety and security, mental health and communications for students, staff and families. To date, there have been two Safety and Mental Health Advisory Committees appointed. The first was appointed by former Superintendent Scott Murphy in 2014-2015 and the second, with some of the same membership, by the Board of Education in 2015 to continue the work. Please take a look within the following information at the form and function of our Committee to better understand our work.

Although the shooting at Arapahoe High School was the catalyst for us to reexamine our approach to safety and mental health, our focus as a Committee quickly shifted to the need to look at all safety and mental health conditions in our schools. It became apparent that the issue of student and school safety is broad and far reaching, and that our efforts should not solely focus on school violence, but on an "all hazards" approach that addressed all risks and threats. Much work has been done by the district and it should be commended for its ongoing efforts. To many people, physical safety is the most visible area to address and is therefore often seen as the primary focus. However, we must recognize that the impact of mental health issues on our students today can be challenging to address. Our students are affected by a range of issues that all need our attention.

Prior to the release of the sheriff's report or any independent reviews, our initial Committee was convened. During those early conversations, shared community and school values and beliefs emerged. These values have provided us the necessary guidance to delve into the many complex issues concerning safety and mental health. The list that follows represents both Committees' best thinking to date, supported by community input, and is not necessarily all inclusive.

Overarching: The Committee believes that safety and mental health needs should be addressed collaboratively between families, community agencies and schools.

Safety:

- Schools should not be perceived as fortresses. Finding a balance between safety and a welcoming school climate is critical.

- Regardless of precautions, not all acts of school violence can be prevented. However, we will continue to have high safety and security standards in our schools. We will continue to implement recommended practices based on lessons learned, research and guidance from recognized state and national experts.
- An integrated security system across the district is critically important and cost effective.
- Continuing strong and ongoing collaborative relationships with law enforcement and other first responders, as well as community mental health providers, is of high value.

Mental Health:

- The mental health of our children, along with their social and emotional well-being, needs to be addressed through an ongoing partnership between families, schools and the community at large.
- Any mental health interventions should be based on best practices.
- Students need opportunities for recoverability, and to learn from their mistakes while still considering the experiences and needs of those victimized.
- A working environment that values and enhances the mental health and well-being of all district staff is of critical importance.

Communication: The greater LPS community values consistent, transparent, timely, and relevant communication about the district as a whole.

- Opportunities for dialogue and two way communication between the district and LPS community are important.
- Sharing LPS strengths, achievements and stories needs to be a continuing practice.
- Littleton Public Schools has always had a rich tradition of working with the community to acknowledge challenges and shortcomings as well as to collectively take actions to address them. We encourage that this continue.

For two years, the Committees have studied the issues of physical safety, mental health and communication in a very deliberate manner. It is our belief that acknowledging the issues at hand has been important to drive the work we have done thus far. It has helped us gain greater knowledge of best practices with an emphasis on prevention and intervention. This work can help inform policies and practices to best meet our challenges and provide a greater understanding of the critical financial and professional resources that are needed throughout our community. We continue to work on these connections with the intent to present our findings to the Board of Education in December 2016.

Perhaps the importance of our work is best summed up by our student Committee member:

“This Committee means the world to me and has helped me heal since the Arapahoe shooting. The time that I have put into this Committee seems miniscule compared to the complexities of mental health and safety, but I hope it can help students, teachers and parents in the LPS community.” Molly

As we continue this complex work, it is important to recognize that we are asking a lot more of our schools and staff. We also recognize that they strive to meet the challenge. We believe that the schools have a strategic role and responsibility in supporting the needs of all students, and the district has that same responsibility to support all staff in this expanded role. We cannot be expected as a community to simply move on, but we can move forward with greater confidence and hope. We must embrace the lessons learned and continue to grow in our efforts to meet the needs of our students, our staff and our community.

On behalf of the Safety and Mental Health Advisory Committee,
Tammy Harimon and Nancy Seavall, Co-chairs SMHAC

Safety and Mental Health Advisory Committee History and Background

Littleton Public Schools has always held a deep value for community involvement and has appreciated the community's perspective in the study of the critical areas of its work. In that spirit, the district has convened two Committees to look at the safety, mental health and communications strategies and processes of the district. The initial Committee was appointed in December 2014 (prior to the release of the sheriff's report or any independent reports) and presented its findings to the Board of Education on June 25, 2015. A second, ongoing Committee is continuing the work under a charge from the Board of Education. It is important that the community understands that the nature of this work is Committee driven with a great respect for the work of the district and a value for transparency.

A complete history of this work can be found on the district website at: littletonpublicschools.net/content/district-safety-mental-health-advisory-committee

December 2014 - initial Safety and Mental Health Advisory Committee

- Convened by former Superintendent Scott Murphy
- 26 members from a cross section of the community including representatives from law enforcement, cities of Littleton and Centennial, Arapahoe County, parents, mental health professionals and citizens at large. The Committee also included school mental health professionals, teachers, principals, a Board of Education member and two members of the superintendent's staff as liaisons.
- Purpose:
 - Advise the district in the three areas of Safety and Security, Mental Health and Communication Systems
 - Provide recommendations and suggest best practices based on current practices, protocols, procedures, training, staffing and crisis management.
 - Outline changes made and identify opportunities for improvement in a report to the BOE
- The Committee's work was supported by:
 - Significant access to district personnel through formal presentations
 - Access to nationally recognized professionals in the field such as Michael Dorn of Safe Havens International and Dr. Linda Kanan of the University of Denver
 - Extensive written material on best practices for physical school safety, support for student mental health, measuring school climate, and identifying available resources among many others
 - Community input from a public forum in the spring of 2015 and online comments over a number of weeks
- June 2015 Report Findings:
 - Identified shared community values and beliefs around school safety, mental health and communications
 - Identified significant areas of strength in all areas of the study
 - Provided a collection of Priority Recommendations
 - Recommended continuing and expanding the work of the SMHAC

October 2015 - Second Safety and Mental Health Advisory Committee

- Appointed and charged by the Board of Education
- 18 members from a cross section of the community including a number of former members
- Purpose:
 - Continued scope of work remains issues of safety, mental health, and communication.
 - Serve as a forum for discussing these issues including reports from and concerning the district's practice and procedures in these areas.
 - Monitor, review and discuss the impact of legislative initiatives
 - Explore the possibility of alliances and partnerships with the community
- October 2016 - interim report to the Board of Education
- December 2016 - anticipated final report to the Board of Education

LOOKING AHEAD

Even as we continue to increase and enhance the mental health supports available to our families in LPS, our community's needs in this area continue to intensify. School leaders report that the number students and families in crisis in ALL schools across the district continues to increase at an alarming rate.

This comes at a time when the state of Colorado is unable to fund K-12 education as directed by Amendment 23; LPS is underfunded by \$87.5 million. Colorado is ranked 42nd in the nation in per pupil spending. LPS will continue to be challenged to find new ways to partner with outside agencies and to identify new funding sources not only to continue to serve our families as we do now, but also to increase

these supports in the future. We in LPS understand that safety and mental health are founded on a bedrock of personal relationships. When those are missing, children and families suffer. It is paramount that LPS continue to foster a supportive climate and culture in our schools.

Thank you, LPS community, for your continued support. None of these programs and protocols would be possible without it. We must continue to face these challenges together. Littleton Public Schools is a special place, and we are all honored to partner with such amazing parents and community members who truly put kids and families first.



APPENDIX & RESOURCES

Security and Emergency Preparedness

Articles:

Campus Safety Magazine: *Lessons Learned from the Arapahoe High School Shooting:*

www.campussafetymagazine.com/article/lessons_learned_from_the_arapahoe_high_school_shooting/Littleton_Public_Schools

Campus Safety Magazine: *How Schools Can Manage Non-Custodial Parent Issues:*

www.campussafetymagazine.com/article/how_schools_can_manage_non_custodial_parent_issues/Littleton_Public_Schools

CBS Denver: *Littleton Public Schools Turns to Red Cross to Get Prepared:*

denver.cbslocal.com/2014/03/21/littleton-public-schools-turns-to-red-cross-to-get-prepared/

Colorado Red Cross: *Saturday's Red Cross Ball Recognizing Local Heroes:*

coloradoredcross.blogspot.com/2014/03/saturdays-red-cross-ball-recognizing.html

Inovonics: *Inovonics Sponsors Panel of Education Experts Who Will Examine Everyday Violence Intervention and Appropriate Security Responses in K-12 Schools at ISC West 2014:*

www.inovonics.com/inovonics-sponsors-panel-education-experts-will-examine-everyday-violence-intervention-appropriate-security-responses-k-12-schools-isc-west-2014/

NSCA: *Partner Alliance for Safer Schools (PASS) Adds Steering Committee Members:*

www.nasca.org/partner-alliance-for-safer-schools-pass-adds-steering-committee-members/

Security Magazine: *2016 Technology Report: New Security Solutions and Risks Go Hand-in-Hand:*

www.securitymagazine.com/articles/86853-technology-report-new-security-solutions-and-risks-go-hand-in-hand

Security Magazine: *Security and Emergency Preparedness: When the Worst Happens:*

www.securitymagazine.com/articles/87053-security-and-emergency-preparedness-when-the-worst-happens

Security Magazine: *Using Day/Night Cameras for 24/7 Surveillance:*

www.securitymagazine.com/articles/86539-using-day-night-cameras-for-247-surveillance

Security Today: *Littleton Public Schools to Improve School Safety:*

securitytoday.com/Articles/2016/04/27/Littleton-Public-Schools-Improve-School-Safety.aspx?admgarea=ht.school

Wall Street Journal: *Using Technology to Protect from Mass Shootings:*

www.wsj.com/articles/using-technology-to-protect-from-mass-shootings-1473012905

YourHub: *Littleton Public Schools Ranks 7th in the Nation in School Security:*

yourhub.denverpost.com/blog/2013/12/littleton-public-schools-ranks-7th-in-nation-in-school-security/14184/

Rankings:

Security Magazine: 2014 Security 500 Rankings:

www.securitymagazine.com/articles/85908-security-500-rankings

Security Magazine: 2015 Security 500 Rankings:

www.securitymagazine.com/articles/86732-security-500-rankings

Speaker/Panelist/Board:

Campus Safety Conference-West:

campussafetyconference.com/west/program/speakers/guy-grace

Red Cross Colorado:

www.redcross.org/local/colorado/news-events/events/business-preparedness-academy/featured-speaker

2014 National Homeland Security Conference:

nationaluasi.com/dru/2014-national-homeland-security-presentations

ISC West:

www.iscwest.com/RNA/RNA_ISCWest_v2/docs/2013/conference-materials/DT01_HowEnterpriseMobileDuessisChangingtheSecurityLandscape.pdf?v=635007721209403981

Partner Alliance for Safer Schools (Pass):

<http://passk12.org/about-us/>

Where We've Been

American Red Cross Ready Rating

www.readyrating.org/How-It-Works/ReadyRatingEssentials

Infragard Denver Members Alliance

www.denverinfragard.org/

Learning Services — Social, Emotional and Behavioral Services and Student Support Services

Suicide Intervention

www.littletonpublicschools.net/content/suicide-intervention

Bullying and Harassment

www.littletonpublicschools.net/content/bullying-and-harassment

School Engagement and Truancy Resources for Parents

Colorado's Compulsory School Attendance Law House Bill 13-1021
www.littletonpublicschools.net/content/school-engagement-truancy

Reporting Safety Concerns

www.littletonpublicschools.net/content/reporting-concerns

Grief and Tragedy Resources

"Helping Children Cope With Loss, Death, and Grief Tips for Teachers and Parents"
www.littletonpublicschools.net/content/family-support-services

Information Technology

Data Privacy Legislation

HB 16-1423, signed into law in June 2016

Cyber Safety resources

www.littletonpublicschools.net/content/cybersafety

Gaming Tips

www.littletonpublicschools.net/sites/default/files/Gaming%20safely%20tipsheet.pdf

Common Sense Media

www.common sense media.org

Health Insurance, Medical Care & Other Benefits

Apply for Benefits through Colorado PEAK

coloradopeak.secure.force.com/
Arapahoe County Contact: 303-636-1170

Doctor's Care of Littleton

doctorscare.org/
303-730-1313

Tri-County Health

www.tchd.org/
303-220-9200

Connect for Health Colorado

connectforhealthco.com/
855-752-6749

Parenting Resources

Positive Parenting Solutions

www.positiveparentingsolutions.com/
1-844-307-0700

Child Care Resources from Qualistar

www.qualistar.org/child-day-care-resources.html
877-338-2273

Colorado State Foster Parent Association

www.csfpa.org/
303-463-7989

Parents without Partners Colorado

800-637-7974

Colorado Legal Services

coloradolegalservices.org/
303-837-1321

LPS security and mental health professionals provide valuable services to the community 24 hours a day, seven days a week.



LITTLETON PUBLIC SCHOOLS

Arapahoe County School District #6
Littleton Public Schools
5776 S. Crocker Street
Littleton, CO 80120

RESOURCES

The following information is intended to provide resources for parents. LPS does not endorse or recommend any specific organization or service.

United Way 2-1-1 Resource Directory

Dial 2-1-1 or 866-760-6489

Interfaith Community Services (Integrated Family Community Services)

303-789-0501

Arapahoe County Dept. of Human Services

303-636-1130

Report abuse & neglect: 303-636-1750

South Metro Housing Options

303-794-9608

Colorado Crisis Services

1-844-493-TALK(8255)

Highlands Behavioral Health

720-348-2800

National Alliance for the Mentally Ill - Colorado

303-321-3104

Judi's House

Bereavement support groups for
grieving children and teens
www.judishouse.org/
720-941-0331

McKinney-Vento Homeless Act

nche.ed.gov/downloads/briefs/who_is_homeless.pdf

CDE Homeless Education

303-866-6600

LPS Homeless Liaison

303-347-3406

Reporting Concerns

URGENT School Safety Concerns

To report potentially violent situations, threats or other serious concerns, utilize the anonymous 24-hour Safe2Tell reporting system via phone call, text or online form. Safe2Tell reports are sent immediately to school officials and law enforcement. Please utilize this system only for very serious concerns. Check out the new Safe2Tell App for your mobile device. 1-877-542-7233.

Psychological Safety Concerns

In a life threatening emergency, call 9-1-1. For other urgent mental health crisis situations contact Colorado Crisis Services. Their phone hotline and walk-in centers are open 24 hours a day. Visit coloradocrisis-services.org/ or call 1-844-493-TALK(8255)

Other Safety Concerns

For general concerns and situations that do not involve urgent danger, please contact your child's school directly or contact the LPS Safety and Security Department 24 hours a day at 303-347-3420.

Child Abuse or Neglect

Contact the Arapahoe County
Department of Human Services
www.co.arapahoe.co.us/index.aspx?nid=396
303-636-1750
or call the Colorado Statewide
Child Abuse Hotline at 1-844-CO-4-KIDS.