



# Wyoming Department of Education

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## MEMORANDUM NO. 2007- 023

**TO:** School District Superintendents  
**FROM:** Dr. Jim McBride *JMcB*  
**DATE:** February 2, 2007  
**SUBJECT:** School Safety and Security Study Results

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### BENCHMARK COMPARATIVE INFORMATION

I want to genuinely thank all of you who were able to participate in the recent legislatively required school safety and security study. Just over 81 percent of the districts were able to respond within the allotted time frame.

The following is a simple breakdown of where the districts appear to stand on select key safety issues.

Of all respondent districts, two-thirds (2/3) indicated that they will have a future need to implement integrated video, door access, and alarm systems throughout all facilities networked to the district office.

The following respondents, however, indicate that no effective safety/security measures are present in their schools:

- One-third (1/3) of the districts at the elementary school level
- One-fourth (1/4) of the districts at the junior high/middle school level
- One-fifth (1/5) of the districts at the high school level

These respondents indicate an inadequate representation of security personnel/school resource officers in their schools:

- Four-fifths (4/5) of the districts at the elementary school level
- Three-fourths (3/4) of the districts at the junior high/middle school level
- Just under three-fifths (3/5) of the districts at the high school level

These respondents claim that present video monitoring technology exists that covers extensive locations:

- Just under one-fifth (1/5) of the districts at the elementary school level
- One-third (1/3) of the districts at the junior high/middle school level
- Just under one-half (1/2) of the districts at the high school level

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These respondents communicate the future need to install video monitoring technology that covers extensive locations:

- Between one-half (1/2) and two-thirds (2/3) of the districts at the elementary school level
- Just over two-fifths (2/5) of the districts at the junior high/middle school level
- Just under two-fifths (2/5) of the districts at the high school level

It may be useful to see where your schools are relative to these data and resolve to take action, if necessary, consistent with your board and community needs.

Enclosed is an updated version (second iteration) of the executive summary. It incorporates recent feedback from the districts and the Joint Education Committee (JEC). You can actually access both the executive summary and the longer original study on the [www.k12.wy.us](http://www.k12.wy.us) site.

If you have any questions, please call Bruce Hayes, Facilities and School Safety Consultant, at 777-6198.

JM:BH

Enclosure

# **School Safety and Security Study Executive Summary**

**From the  
Wyoming Department of Education  
In Consultation with the  
School Facilities Commission**



**January 26, 2007**  
2<sup>nd</sup> Iteration

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## Introduction

Pursuant to House Enrolled Act 23 (from the original HB 0139) Section 7 (g), the Legislature has required that the Wyoming Department of Education (WDE), in consultation with the School Facilities Commission (SFC) review school district safety and security needs.

The survey portion of the study encompassed 39 out of a possible 48 respondents – an excellent response by most survey standards.

### A. Phone Feedback (Reference Main Study)

### B. Survey Data (See below)

The safety and security survey administered to Wyoming school districts in 2006 is shown below along with the frequency of answers.

	Question:	Yes	No	In Process	Not Reported
1.	Are safety and security needs addressed in a district policy or a crisis management plan?	37	1	0	1
2.	Does each school have an individual, appointed in writing, responsible for administering a school safety program?	31	6	1	1
3.	Does the district have a risk manager (full or part-time)?	18	18	1	1
4.	Are the school emergency plans reviewed by appropriate first responder agencies (Sheriff, Police Chief, Fire Chief, etc.)?	30	8	0	1
5.	Has each school conducted a risk/vulnerability assessment identifying both internal (fire potential, disturbed individuals, etc.) and external (nearby chemical facilities, half-way houses, etc.) risks? If no, go to question 7.	22	17	0	0
6.	Do the emergency plans reflect prevention, preparedness, response and recovery issues specific to risks and vulnerabilities identified?	23	7	0	N/A 9
7.	Is there documented training for all school district employees in regard to school safety and security?	25	13	0	1
8.	Is student access controlled during the school day?	31	8	0	0
9.	If yes, how? (Reference main study.)				
10.	Does your district have an anti-bullying program? If yes, please list the program. (Reference main study.)	23	12	0	4
11.	Do you track incidents of bullying in your end-of-year district report?	32	7	0	0
12.	Do schools have two-way communication with all teachers during the regular school day?	35	4	0	0
13.	Do schools have three days of sheltering supplies readily available?	6	33		
14.	If the district is facing any kind of new structure, addition or remodel, is a professional review specifically conducted that addresses school safety concerns?	29	6		N/A 4

15. In what way(s) are first responders apprised of key school information in the event of an emergency? (Put an x by all that apply.)
- a. Information & Access Response Kit (25)
  - b. Wystars Emergency Website (5)
  - c. Use of CDs (4)
  - d. Other (See summary below.) (14)
    - i. Safety handbook
    - ii. Crisis management team meetings
    - iii. Annual joint trainings
    - iv. Facility tours
    - v. School design plans shared with first responders
    - vi. School resource officer (SRO) briefs building administrators weekly

	Put an x by all that apply.	a. No effective safety/security measures are present.	b. Basic cameras at the front of the school or other key entrance.	c. Door/window security alarm systems.	d. Video monitoring technology covering extensive locations.	e. Adequate security personnel/ School Resource Officers in the school(s).	f. Integrated video, door access, alarm system throughout all facilities networked to the district office.	g. Integrated video, door access, alarm system throughout all facilities networked to the district office.
16.	For the <b>elementary school(s)</b> in your district, indicate the presently existing safety and security item(s) that is/are collectively in place.	13	12	7	7	8	2	
17.	For the <b>junior high/middle school(s)</b> in your district, indicate the presently existing safety and security item(s) that is/are collectively in place.	10	16	5	13	11	1	
18.	For the <b>high school(s)</b> in your district, indicate the presently existing safety and security item(s) that is/are collectively in place.	8	19	7	18	17	1	
19.	For the <b>elementary school(s)</b> in your district, what are your <i>future</i> safety and security needs?	1	27	16	23	10	2	27
20.	For the <b>junior high/middle school(s)</b> in your district, what are your <i>future</i> safety and security needs?	4	17	13	17	12	3	28
21.	For the <b>high school(s)</b> in your district, what are your <i>future</i> safety and security needs?	4	15	14	15	12	5	27

There was an optional comment section at the end of the survey that asked for additional specific safety and/or security district needs that were not covered in the question section. The responses were divided into the following major categories:

- a. Our district needs assistance in updating our comprehensive emergency plan.
- b. We need to update our policies regarding physical access to facilities.
- c. Space is needed for the school SRO.
- d. Integrate door access systems, without alarm, that will network to one main location.
- e. Two-way radios at each school [should be made available] to communicate with law enforcement.
- f. Increase exterior lighting.
- g. Need security alarms in new buildings.
- h. Need to train some staff to serve as a district level [emergency] coordinator.
- i. Need security alarms in areas besides the computer labs and office areas.
- j. Classrooms need intercom systems or telephones.
- k. Some schools are not alarmed, but they need them.
- l. Available district wiring needs to be able to handle more video feed.
- m. The state should hold a safety/security conference every year to keep abreast of new technology and ideas. (It would be an opportunity to learn from what other districts have done and exchange valuable information.)
- n. Need ideas.
- o. Need a radio system interconnected between buildings and all emergency responders.
- p. More trained personnel to screen and protect.
- q. Integrated technology surveillance equipment.
- r. Integrated locks on all external and internal doors with an electric door hold opener so a button could be pressed and all doors would close and lock.
- s. External lighting is needed on several schools in the district.
- t. Need a “contact system” to alert police and sheriff if a problem situation arises.

### **C. School Safety Committee/State Homeland Security Recommendations**

The following listings that have no listed dollar amount can be implemented with little or no cost to the districts or state.

#### **1. School Emergency Notification.**

Recommendation: this was originally \$320,000 for a trial first year, with further support depending on performance. No funding, however, will be appropriated from the 2007 legislative session. It is intended that the department facilitate a

long-term sustainable approach from a variety of funding sources for 2008 and beyond.

2. Access Monitoring.

Approximately \$35,000 per school, \$11,235,423 for remaining schools.

Recommendation: explore School Facilities Commission making a change to rules to accommodate installation of new systems, in addition to current ability to replace them.

3. Single Access Point.

4. Anti-Bullying Programs/Efforts are Critical.

5. Annual School Survey.

6. Anonymous School Safety Hotline.

Likely to be introduced to Wyoming with a grant from Project Safe Neighborhood (PSN) funds. The department will then support long-term continuation.

7. Annual School Safety Workshops.

Expected to start small and build each year in size and scope. An attendance fee may be required.

8. Increased use of SROs (School Resource Officers). There are three main sources of need that may directly influence the presence of a uniformed officer; local commitment, school size and unique need. There are four possible means of dispersion.

- a. By district: one SRO per district could potentially be subsidized by the state. Currently the needs at this level are funded as by the local board or community as required.

$1 \times \$4,600 / \text{month} \times 9 \text{ months} = \$41,400$  nominal cost per district per year per each officer,  $\$41,400 \times 48 \text{ school district} = \$1,987,200$  statewide cost

Note: further study will be needed to see more clearly the exact costs of statewide assistance and to explore the mechanics required. The scenario of one SRO per district would cost approximately two million per year, assuming that  $\frac{1}{4}$  of the year was covered by local community funding.

- b. By school size: one SRO for each school at or above 700 students equals 22 schools (based on the latest edition of the Wyoming Education Directory).  $\$41,400 \times 22 \text{ larger schools} = \$910,800$

- c. By unique need: it is anticipated that any security requirement unique to the district would be covered by the same on a case-by-case basis.
- d. By student population: this approach takes a net state dollar amount and apportions it by enrollment numbers. In this scenario the total state dollars would be divided by the number of students in the state times the number of students in any specific district. This would serve as a subsidy to be matched, if need be, with local dollars. The SRO could divide his or her time among several schools.

Note: The department will take a *long-term sustainable approach* to school safety and security to avoid spikes in services that are destined to go away in a year or two. Future recommendations for SRO funding will take the form of grant programs that will pay the police departments directly for the months spent with the districts in the school year.

9. Increased Police Visits.

10. Varied Routines.

11. Include Non-Certified Personnel in planning and training.

12. Sex Offender Registry. [http://attorneygeneral.state.wy.us/dci/so/so\\_registration.html](http://attorneygeneral.state.wy.us/dci/so/so_registration.html)  
<http://www.sexcriminals.com/regs/1056.html>

13. Walkie-Talkies or Panic Buttons.

The purposes for the walkie-talkie units may include:

- a. Increasing the school's communication options in an emergency.
- b. Providing communication to the front office if power is knocked out.
- c. Being able to instantly signal an intruder alert.
- d. Radioing for medical help in a crisis.
- e. Being used independent of standard two-way conferencing which may be tied up in an emergency.
- f. Serving as playground to main office communication.
- g. Being used by the district to designate the varying radio channels for different purposes to align with the purposes of the overall crisis management plan.
- h. Serving to let first responders (if they have similar units or if they are in the presence of school staff) know the status of a protracted event.
- i. Ability to operate when cell phones and land lines are saturated.

Recommendation: all districts should have a backup communication contingency plan. The details of this plan would be up to the districts and could include walkie-talkies, panic buttons, or other forms of suitable emergency communication. Funding could come from district dollars that are already earmarked for preparedness.

14. Computer Integrated Security Management Systems.

Recommendation: because of the cost and complexity of the equipment, as well as the potential for safety & security gains, this option will need additional exploration. This could include work from the School Safety Committee or another group.

15. Back-up power.

This topic was recommended to be explored by the Joint Education Committee (JEC) on December 5, 2006, partly because some of the above recommendations are power intensive. There are typically numerous levels where back-up power can be utilized: to cover computer servers only, to cover automatic locks and security systems, to cover all actual computer power systems, to cover limited key loads in the building, etc. Some buildings already have some form of back-up power. The extent, complexity, form, and cost of such a potential request by the state are still being worked out by the School Safety Committee and other agencies.

**D. Categorical Cost Lists for Proposed Equipment, Personnel, Training and Services**

1. State Equipment Requirements.

To be determined.

2. Personnel Requirements.

Necessary total SRO funding - To be Determined.

3. Training.

There are several training need areas; some are already done within the scope of existing jobs:

<u>Type</u>	<u>Costs</u>
a. Train new SROs.	Covered by existing SRO protocol.
b. Teachers (classroom level)	Professional development budgets.
c. Administration (school level).	Professional development budgets.
d. School Emergency Notification.	Covered with service purchase.
e. Drills with first responders, students and communities.	Absorbed in current fiscal structure.
f. National expert training on best practices for teachers and administrators.	Potential annual workshop.

#### 4. Services.

School Safety Workshops.	Currently facilitating resource options.
State-Wide Hotline.	Recommended for post-grant timeframe.
School Emergency Notification.	\$320,000*

\*The actual cost may likely range from \$253,833 to \$338,444.  
Both costs will be revisited in the next budget session.

#### 5. Summary of long-term Safety/Security Funding (predicated on funding success).

Emergency Notification + SRO Grant Funding + Anonymous Tip Line Funding + Equipment Grants (if available).

### **E. Periodical Data**

Six basic elements of school safety design from planner's perspective:

1. Closed Circuit Television Cameras.
2. Door Security Hardware.
3. Panic Buttons.
4. Electronic Security Panels.
5. ID Cards.
6. Metal Detectors.

Four main areas that schools can work on to reduce problems on an administrative level:

1. Reducing Vandalism.
2. Controlling access.
3. Documenting Activity.
4. Providing Emergency Assistance.

Regarding Closed Circuit Television (CCTV), a relatively small investment of cameras can help protect the larger investment made into school facilities. FBI briefs to various Wyoming communities warn of a wave of student crime coming to the schools in the years ahead. Projected trends of children currently being raised in dysfunctional homes, combined with the spread of gangs and drug use, do not bode well for school officials. The FBI recommends officials plan accordingly. The U.S. Department of Education web site assists schools in planning for crises.

Students actually have to be safe, not just feel safe. There are seven specific steps that are necessary to preparing a school for a crisis:

1. Identify and involve a crisis team.
2. Establish policies and procedures for various types of crises.
3. Establish evacuation routes, on-site safe areas, and off-site shelters.
4. Establish communication methods and protocol.
5. Secure necessary supplies and equipment to assist staff in a crisis.
6. Gather school plans, facility information and keys.
7. Train, practice and drill.

## F. Youth Risk Behavior Survey (YRBS) Data

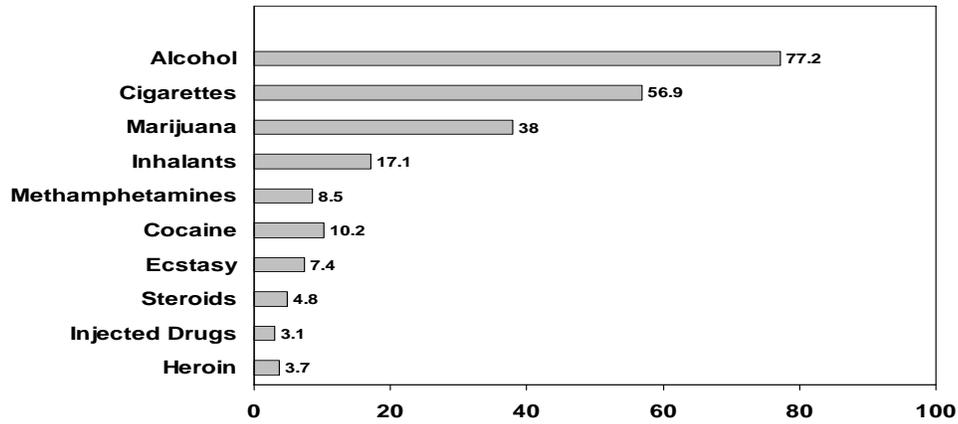
Percentage of students who carried a weapon such as a gun, knife, or club on one or more of the past 30 days.

2003	2005
24.6%	28%

### 2005 Wyoming High School Survey

#### Ever Used Drugs

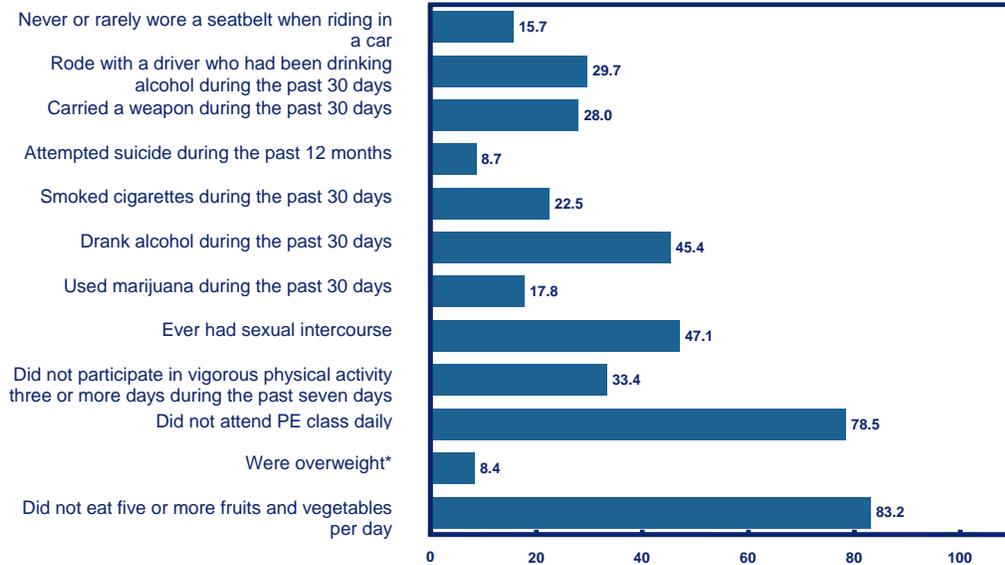
Percentage of participants who ever used:



## Wyoming High School Survey

### Summary Graphs

Percentage of students who:



## G. References and Web Sites

The two following publications can be useful; *Practical Information on Crisis Planning – A Guide for Schools and Communities* and *Jane’s All Hazards Guide for Safe School Planning*.

The following websites can be useful.

<http://www.fema.gov/library/viewRecord.do?id=1561>  
<http://www.fema.gov/library/viewRecord.do?id=1938>  
<http://www.fema.gov/library/viewRecord.do?id=1910>  
<http://www.training.fema.gov/EMIWEB/IS/is362.asp>  
[http://emilms.fema.gov/is362\\_Schools/index.htm](http://emilms.fema.gov/is362_Schools/index.htm)  
<http://www.training.fema.gov/EMIWEB/IS/IS3621st.asp>  
[www.redcross.org](http://www.redcross.org)  
[www.nsscl.org](http://www.nsscl.org)  
[www.nasro.org](http://www.nasro.org)  
[www.nassleo.org](http://www.nassleo.org)  
[www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan)  
[www.secretservice.gov](http://www.secretservice.gov)  
[www.nspra.org](http://www.nspra.org)  
[www.phppo.cdc.gov/phtn/schools](http://www.phppo.cdc.gov/phtn/schools)  
[www.safeschools.org](http://www.safeschools.org)  
[www.edfacilities.org](http://www.edfacilities.org)  
<http://www.ercm.org/index.cfm>  
[infor@ercm.org](mailto:infor@ercm.org)  
<http://www.cde.ca.gov/lr/ss/cp/documents/crisisrespbox.pdf>  
<http://www.theiacp.org/documents/pdfs/Publications/schoolviolence2%2Epdf>  
<http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>  
[http://www.ehow.com/how\\_1239\\_protect-school-crisis.html](http://www.ehow.com/how_1239_protect-school-crisis.html)  
<http://www.nea.org/crisis/index.html>  
[http://www.safetyzone.org/safe\\_secure.html](http://www.safetyzone.org/safe_secure.html)  
[http://www.teach-nology.com/edleadership/school\\_violence/stats/](http://www.teach-nology.com/edleadership/school_violence/stats/)  
[www.LLIS.gov](http://www.LLIS.gov)  
[schoolsafety@llis.dhs.gov](mailto:schoolsafety@llis.dhs.gov)  
<http://www.schoolsafety.us/Checklist-of-Characteristics-of-Youth-Who-Have-Caused-School-Associated-Violent-Deaths-p-7.html>