

**Canyon Addendum
February 2020**

Goal # and Goal Description:	1.8 Additional Campus Security (New Goal)
Funds are taken from Goal #:	Taken from Goal 1.7
Description of Change:	<p>Additional Campus Supervisor: Provide additional campus supervisor time to support student wellness, safety, and engagement on campus throughout the school day. This will increase coverage before school hours and after school hours</p> <p>Removing funding from Goal 1.7 Museum of Tolerance field trip to support campus security. District Diversity Greg Lee to cover the Museum of Tolerance transportation and subs needed.</p>
Object Code:	(OBJ's 2230 or 2260) Classified Wages and Benefits
Amount\$	<p>Wages -- \$1,200 (adding an additional 200 minutes a week to two additional campus supervisors)</p> <p>Benefits --\$375 (rate of 31.2%)</p> <p>Total -- \$1,575</p>
Reason for Change:	<p>Rationale:</p> <p>After discussion with staff, parents, students, and stakeholders, evidence shows more campus supervision is needed throughout the day. This will assist in student, and staff safety. Campus supervisors are tasked with assessing and diminishing possible risks to school safety, collecting meaningful data of student attendance as well as direct visitors to the correct place on campus. In concordance with the Canyon Wellness and Safety Plan additional personnel are needed to monitor and interact with all stakeholders throughout the campus's daily activities. Due to an outpouring of requests from parents, stakeholders believe that an additional 30 minutes a day will be added to at least one campus supervisor on-site to ensure adequate supervision at the site's two entry points and on campus as students report to first period classes.</p> <p>Research:</p> <p>According to the <i>Final Report of the Federal Commission on School Safety</i>, "Effective security plans use a layered approach across all three areas of a school: entry points, the building envelope (e.g., walls, roofs, windows, doors), and the classroom. An effective security plan can be especially valuable in rural areas, where law enforcement response times may be significantly longer than in more urban jurisdictions." (2018). Adding additional campus security will increase the ability to cover the additional entry points for effective coverage of the school. The report continued to address the "following the completion of a risk or vulnerability assessment to determine what risks and security gaps</p>

exist in the school's current building security program, schools should take steps to address those gaps. In doing so, they should design security measures in a way that achieves security goals without requiring sacrifices to the school's primary educational and developmental missions. Every school is different, and, therefore, the protective measures in place will vary based on the characteristics of the site, location, resources, and personnel available. Schools should make sure to take into account their unique physical characteristics when designing a security plan. School security plans should use a layered approach across all three areas of a school (i.e., the entry points, the building envelope, and the classroom) with measures designed to complement and support each other. Schools also should consider the special needs of the student population and other individuals who access the school to ensure security measures, emergency notifications, and response plans are effective and account for all. " (2018). Thus, Canyon feels that additional security can aide the staff and student's safety based on additional area coverage.

Support: <https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>

Henry Herreras (2013). Found that when properly trained campus supervisors can be effective in their positions and can become good witnesses by providing key facts of an incident (Knechtel, 2008). Because of their ability to interact with the students in a less authoritative way than the officers or administrators, campus supervisors have the ability to work harder and smarter by developing listening and communication skills that we all possess but may not put to use (Knechtel, 2008).

Support: <https://drive.google.com/open?id=1qiEKlqNx4khXi5P3pPgUdCK1XrE8CZd2>