

Northshore School District

Safe Schools Advisory Committee

Report and Recommendations

May 2019

Safe School Advisory Committee

In August of 2019, the District sought persons interested in participating in the Safe School Advisory Committee. The opening was advertised on the District’s website, as well as through direct email invitation, and the application process closed on August 24, 2018. An unprecedented 118 applicants indicated significant interest for this Committee. Due to the large number of applications, the Committee demographic target was modified to incorporate more family participation. The final Committee represents families in all four regions, and at all levels of education.

The Committee makeup consists of the following:

Parent Elementary School South	Corey Hansen, Woodmoor Elementary
Parent Middle School South	Lori Bullord, Kenmore Middle School
Parent High School South	Ajay Kaushal, Inglemoor High School
Parent Elementary School North	Shelly Breedlove, Fernwood Elementary
Parent Middle School North	Robin McKenzie, Leota Middle School
Parent High School North	Ketan Shahdutt, North Creek High School
Parent Elementary School East	Julie Beard, East Ridge Elementary
Parent Middle School East	Tara Shaner, Timbercrest Middle School
Parent High School East	Heath Gross, Woodinville High School
Parent Elementary School West	Tori Gamble, Crystal Springs Elementary
Parent Middle School West	Karen O'Bryan, Canyon Park Middle School
Parent High School West	Carra Connor, Bothell High School
Law Enforcement	SRO Garrett Ware, Bothell Police Department
Law Enforcement	Det. Jess Geoghagan, Snohomish County Sheriff's Office
Law Enforcement	SROs available
Fire Department	Domico Rogers, Bothell Fire
Fire Department	Russell Holmes, Northshore Firefighter
Fire Department	Jeff LaFlam, Northshore Fire Marshall
Community at large	Adam Geoffroy – U of W Bothell employee
Transportation	Connie Noll and Maureen Polcuch (alternate)
Food Services	Jay Neher, Bothell High School
NSD Teacher – Elementary	Carla Squires, Fernwood, 3rd grade teacher
NSD Teacher – Middle School	Tom Petersen, Kenmore Middle School
NSD Teacher – High School	Cynthia Compton, North Creek High School
Student ASB – High School	Mrittika Dutta, North Creek High School, Grade 11
Student ASP – Middle School	Julia Gonzalez, Northshore Middle School, Grade 8
NSEA Union Representative	Clark Combs (appointed by Union President)
Support Services Representative	Robert Foster or Designee
Student Services Representative	Jean Christensen, North Creek High School, Nurse
NEOPA Delegate per contract	Lori Farquharson, Finance Department Teri Engelbrecht, Special Education (alt)

The Safe Schools Advisory Committee meetings took place at various locations, which allowed committee members to see other schools throughout the District. The meetings were held:

September 25, 2018	Northshore Middle	
October 16, 2018	Canyon Park Middle	
November 20, 2018	Kenmore Middle	
December 18, 2018	Leota Middle	
January 22, 2019	Canyon Park Middle	
February 12, 2019	Northshore Middle	Cancelled due to snow day
March 19, 2019	Woodinville High	
April 23, 2019	Timbercrest Middle	
May 7, 2019	Woodinville High	

After several introductory meetings, the Committee was divided into four subgroups, each tasked with providing research and feedback to the larger body. The topic bullets under the subcommittee names is not exhaustive.

<p>Facility Subcommittee</p> <ul style="list-style-type: none"> ● Locks standard ● Cameras standard ● Lighting standard ● Fencing standard ● Access control – visitor management ● Sign standard 	<p>Policy Subcommittee</p> <ul style="list-style-type: none"> ● Door locking policy – assigned by Cabinet ● ID/lanyard policy – assigned by Cabinet ● Parking lot/crossing guard standard
<p>Training Subcommittee</p> <ul style="list-style-type: none"> ● Response to scenes of violence ● Physical intervention techniques – teachers and staff ● De-escalation – teachers and staff ● First aid standard ● Search and Rescue 	<p>Emergency Preparation Subcommittee</p> <ul style="list-style-type: none"> ● Emergency plan preparation / maintenance ● District standard on storage method ● District standard on supplies and ratio ● Replacement cycle for supplies – funding

Northshore School District Safe Schools Advisory Committee Charge

We, in the Northshore School District, intend to address safety and security issues as we recognize these as integral to the learning environment. We believe that only when our schools are safe and secure will we be able to close the gaps in educational opportunity and achievement, as we promote inclusive and welcoming learning and work environments. Imagine the possibilities...

This work is underscored in our bold new strategic plan Building Block 2: Safe Climate and Strong Relationships with Families and Community. Because SCHOOLS CAN'T DO IT alone, we will welcome all families as partners for student success; communicate via forums and media that are responsive to the preferences of our stakeholders; collaborate with our community to build strong schools where all students thrive; and involve Northshore community members meaningfully in decisions about the future of our schools.

During 2018-2019, the District's Safe Schools Advisory Committee will be responsible for a broad range of review and recommendations to the superintendent to provide the support and opportunity for all NSD students to reach their highest potential. Together, we must work to support safe, civil and secure schools. These identified recommendations will be reviewed by the superintendent and adjusted if necessary.

The scope of the Committee's responsibilities includes:

- Review safety programs, strategies, and make recommendations as appropriate to increase effectiveness of school safety issues, as well as research best practices to implement;
- Recommend ways to engage all communities, particularly those traditionally underserved and underrepresented, and facilitate new communication processes to maintain and sustain meaningful engagement with them;
- Determine best method to communicate safety and security expectations internally;
- Examine safety and security issues related to the school system's physical safety, access control and make recommendations as appropriate;
- Review with the Capital Projects Department and Support Services ways to mitigate access control challenges; e.g., lock systems, cameras, fencing, landscaping, traffic safety, etc. within budget;
- Regularly review the emergency preparedness of the District and collaborative community efforts;
- Review and make any necessary recommendations on training policies and procedures;
- Collect input on and communicate staff professional development needs;
- Other topics as they become timely.

The Committee is expected to deliver a report to the Superintendent by May 17, 2019, summarizing the work and recommendations. These recommendations will be reviewed by the superintendent and if modified; the Committee will be provided notice of such modifications and have the opportunity to respond prior to the final recommendation(s) being moved forward. Safety & Security Director Henry Simon will chair the Committee.

Northshore School District – NAC Architecture School Security Assessment Project:

Northshore School District contracted with NAC Architecture to create an assessment tool that is being used to rank the current physical security of the schools throughout the District.

The security assessment tool will document current conditions, and assist in the development of a physical security priority list for the District's schools and campuses. The tool has been created with consideration given to:

1. The Sept 2018 NSD Safe Schools Advisory Committee Charge (specifically bullet points 4 and 5);
2. The chronology of 2018 Capital Bond Planning Task Force meeting minutes; as well as
3. Deputy Superintendent Memorandum dated Aug 25, 2016.

Specifically, the assessment focuses on:

1. Main office areas;
2. Campus/site perimeters;
3. Entry points to schools and campuses;
4. Classroom security;
5. Physical environment/configuration and its impact on site supervision;
6. Communications in the form of radios, PA systems and cell phones; and
7. Video camera coverage.

When used in conjunction with the physical security standards that are being created on a parallel track by the Safety Committee, the outcome of the assessment will be a prioritized list of projects to address the highest 2018 bond facility security needs, as well as build a program to justify future bond requests.

The members of this subcommittee included:

Corey Hansen, Bill Brooks, Cliff Bambach, Garret Ware, Jeff LeFlam, Robert Foster, and Jess Geoghagan.

Topics reviewed:

- Locks standard
- Cameras standard
- Lighting standard
- Fencing standard
- Access control – visitor management
- Sign standard (assisted by Policy Subcommittee)

Northshore School District Facility Design Standards for Security

The intent of these standards is to develop a consistent approach for facility design and physical security standards within Northshore School District. They are applicable to all future new school site and/or building construction projects within the District. Any future facilities renovations and upgrades shall comply with these standards to the extent that scope, budget and practicality will allow. For existing campuses or buildings, projects intended to comply with these standards will be completed as funds, priority, and practicality allows. Where there are existing campus-use agreements in place, such as Memoranda of Understandings (MOUs), the agreements shall be reviewed and reconsidered for continuation. In situations where an agreement is continued, the standard shall be adapted for that particular applicable security standard.

The design standards for the Northshore School District are developed to be in compliance with all applicable national fire and life safety codes. They also were developed considering established principles for Crime Prevention through Environmental Design (CPTED) such as:

1 - Natural Surveillance

Design and placement of features and persons to facilitate observations and maximize visibility. A person is less likely to commit a crime if they think someone will see them do it. Lighting and landscape play an important role in preventing issues by deterring aggressive behavior, increasing the ability to detect, and increasing the feelings of security for students and staff.

2 – Access Management

The use of walkways, fences, lighting, signage, and landscape to clearly guide people and vehicles to and from the proper entrances. The goal is not necessarily to keep intruders out, but to direct the flow of people while decreasing the opportunity for crime.

3 – Territoriality

Creating or extending a "sphere of influence" by utilizing physical designs, such as pavement treatments, landscaping and signage that enable users of an area to develop a sense of proprietorship. Public areas are clearly distinguished from private ones. Potential trespassers perceive this control and are thereby discouraged.

4 – Physical Maintenance

The repair, replacement, and general upkeep of a building or area. The continued use of features and spaces conveys a sense of ownership and caring, whereas neglected and poorly

maintained properties are breeding grounds for criminal activity. The "Broken Window Theory" suggests that one "broken window" or nuisance, if allowed to exist, will lead to others and ultimately to the decline of an entire neighborhood.

NORTHSHORE SCHOOL DISTRICT DESIGN STANDARDS FOR SECURITY:

PART I. CAMPUS/GROUNDS/SITE PERIMETER

Campus Entry and Wayfinding, Signage:

Standard: The designated approach to the campus shall be clear and visible for visitors. Provide signage to clearly identify the school office location at all campus access points. Provide signage that clearly directs people to appropriate parking and drive lanes (visitor parking, bus zone, staff parking, student parking, student drop-off / pick up). Signage shall have lettering/wording that is readable from 30 feet using 3 inch lettering.

Comment: The natural visibility of the school will be different from site to site, however each site should have adequate signage that identify the school and the designated access point(s).

Roadway Gates:

Standard: New campus designs, and existing campuses, shall be evaluated on a site by site basis to determine if a roadway gate preventing vehicular and/or pedestrian traffic is appropriate for installation. Consideration shall be given to the level of school, the campus layout (including drives behind schools), use frequency of the access point, and prevalence of vandalism.

Site Lighting:

Standard: There shall be adequate lighting of: (a) the building, (b) parking lots, (c) drive lanes, and (d) pedestrian paths. Adequate lighting levels are per the Illumination Engineering Society (IES) Guidelines. Lights shall be operated on timers and/or have motion sensors so they turn off when not in use.

Signage on Campus to Main Office:

Standard: Provide signage that is clear, prominent and visible from campus entry points to campus and building approaches that clearly directs visitors to main office. Signage shall have lettering/wording/direction arrows that are readable from 50 feet using 4 inch lettering. To expedite adding signage at existing sites, the signage may appear non-conforming to other signage already present. All signage at new District sites will conform to Northshore School District standards.

Visibility, Landscaping, Obstructions and Hiding Places:

Standard: Arrival pathway and frontage shall be clear and visible without obstructions that may

be used as hiding places or hinder effective surveillance of the area. Landscaping shall be trimmed to keep shrubs below 3' and limbs above 7' to allow passive and active supervision, as well as to prevent obstruction of video surveillance. Consideration shall be given to new plantings to adhere to the 3'/7' rule.

Student Campus Circulation Routes:

Standard: Hallways, pathways and common circulation routes used by students moving from one part of the school to another shall have minimal obstructions to allow for ease of monitoring student movement. Monitoring may be through passive supervision (e.g. teachers having visibility of students through a classroom window) or through the use of cameras.

New construction shall be designed to have a singular visitor access point that leads to the main office area, and shall avoid open campus layouts. Exterior spaces may be used within a campus, but designs shall avoid having access points that can be used to bypass checking in at the main office.

Comment: Several existing school sites have campus layouts with exterior circulation. Each site should be evaluated on a case by case basis to define effective and applicable security improvements for each setting. Schools may adopt a practice of sending students with adult accompaniment to provide supervision, if site layout does not permit appropriate supervision.

Fenced Student Areas:

Standard: All areas intended for regular student access such as courtyards, playgrounds/play fields, outdoor commons, should be fully fenced at a height of 6' or greater and lockable/securable.

Cyclone-style fencing shall be the standard to define and protect an area, or contain students. For areas where fencing is intended to help funnel visitors, or separate student areas from other areas, use of a more decorative fencing may be considered.

Comment: There may be different strategies at different grade levels. For example, elementary campuses may be more enclosed and protected due to age/cognizance level of the student.

Outdoor Student Monitoring:

Standard: Outdoor areas intended for student use (play areas, exterior circulation, sports fields, other) should have minimal visual obstructions so that they are visible and easily monitored.

Comment: Topography, landscaping, building layout(s), and other features hinder visibility at several school sites. The monitoring plan shall be adapted at these sites to provide reasonable supervision based on the given setting.

Public access/Community Access vs. School Use Areas:

Standard: There should be clear delineation of District property intended for general school/student use (buildings, sports fields, courts, tracks, etc.) and public access (pathways, pertinent parking lots, etc.) areas. The type of separation may vary based on each site, but may include a combination of fencing, signage stating school property use times policy, landscaping, or other methodologies.

Where appropriate, student areas abutting trails, parks, and other public access areas should be fully fenced to a height of 6’ or greater. Gates or access points onto school grounds shall be lockable so it may be secured and locked during the school day, or times when in use by students.

PART II. BUILDING PERIMETER/ACCESS MANAGEMENT

Main Office Sightline to Arrivals:

Standard: The reception/staff in the main office shall have good visibility of people approaching the entry. If the configuration is such that windows do not allow for this, then a camera with a monitor viewable by the reception staff shall be installed.

Single Entry Point for Visitors:

Standard: There shall be one clearly designated entry point at the school for visitors; this shall be well-monitored and controlled, and all visitors to the school shall use it. For open campuses, provide physical controls (signage, fencing, or other guides) as appropriate to restrict access to school campus other than by way of the main entry.

Security Vestibule at Entry:

Standard: The school shall have a security vestibule, which prevents visitors from entering directly into the school without going to reception first. Visitors shall be required to be buzzed in or let in.

Comment: The existing architecture at some school sites is not conducive for construction of a vestibule. Alternative options may be considered on a site by site basis with the intent to direct visitors to the reception desk upon arrival, and restrict the ability of a visitor to enter the school/campus and go directly to student access areas without checking in first.

Control of Secondary Entry Points & Exits:

Standard: Building entry points from public areas shall be minimized to the furthest practical extent. All/any secondary entry points shall be secured and controlled; doors shall have the ability to be securable/lockable at all times to prohibit entrance from non-school users (they shall always be available for egress).

Doorways designated as “Exit Only” shall remain locked from the exterior at all times. They may be key operable or locked from the exterior at the discretion of the designer.

Electronic Locking Entries:

Standard: There shall be electronic locking on the main school entrance points. All other entry points shall be mechanically secured per the Single Entry Point for Visitors Standard. For both new and existing building upgrades, electronic locking at secondary entrances, such as student entry, gym entry, and pod entry, etc. should be considered.

Comment: This would help with students changing classes, and would allow for lockdown remotely, as well as controlled access with staff key cards for other buildings on campus.

Security Film Glazing:

Standard: There shall be security film glazing on all windows adjacent to the main entry, and secondary entrances, as well as on windows facing public access areas. Security film should be reflective or shaded to reduce the visibility of occupants. New construction and upgrades should consider shatter resistant glazing next to primary entries, and tinted film on first floor windows that open to public areas.

Visitor Management Protocol:

Standard: Main offices should have power and data connections to support a software visitor management system that has the ability to check names against an exclusion list. The system shall be able to print temporary sticker badges that have expirations.

PART III. ROOMSECURITY/LOCKING PROTOCOL**(See Appendix A for Recommended Policy on Door and Window Locking)****Secure Space for Reception Staff Retreat/Offices/Other Designated Points of Retreat:**

Standard: The main office staff shall have a designated safe room to retreat to which is lockable with a thumb turn and indicator. The room should include communication (email, PA, phone, radio, cell) capabilities/systems. Thumb turn locks shall be installed at every office, main office entries, as well as designated points of retreat. Locks should be equipped with an indicator.

Classroom Entry Doors:

Standard: Thumb turn locks with indicators shall be at every classroom entrance door, including portables.

Connecting Doors between Classrooms:

Standard: Locks shall be on both sides of connecting doors with a keyed deadbolt, such that a teacher on either side of the door can lock to prevent a person moving from one classroom to the other. Locks shall be keyed same as classroom entry.

Doors from Classrooms to Interior Shared Spaces:

Standard: Locks shall be on doors between classrooms and interior shared spaces, such as four classrooms sharing a student use collaboration space, in which an occupant in the interior space can exit into the classroom, but an occupant in the classroom cannot enter the interior space if it is locked. Doors to staff-use interior rooms shall have a storeroom function, where it always locked from the classroom side, but openable with a key. Locks shall be keyed same as classroom entry.

Other Teaching Areas (Library, Gym, Choir, Band, Theater, etc.):

Standard: Thumb turn locks with indicators shall be at all other doors to student areas that are used for direct instruction.

Comment: Areas with double doors may have thumb turn lock and indicator on one interior leaf (the inbound leaf) and allow the other leaf (outbound leaf) to be set such that it is always locked on the exterior, but openable (allows egress) from the interior.

Blinds or Tinting at all Glazing:

Standard: There shall be blinds, tinting, or reflective coating that limits visibility from the exterior to all areas occupied by students and/or staff.

External Classroom and Portables – Visibility:

Standard: Occupants of external classrooms or portables must have a means of viewing the exterior of their classroom through use of a window or door viewer. At a minimum, provide a door viewer in portable doors that allows room occupants to see who is at the door.

Part IV. Communications**PA System Audible and Intelligible at all Locations in School:**

Standard: PA system shall be audible and intelligible throughout the school, including exterior circulation areas and designated play areas. PA system shall have prerecorded messaging. PA system shall include visible emergency alerts in areas where audio messaging may not be audible/intelligible (such as in band/choir, Career Technical Education spaces, and designated play areas/playgrounds). Such visible alerts may be a color coded light on an alarm or digital readout of the message. Visible alerts on sides of buildings for notification of visitors arriving should be considered.

Cell Phone Coverage Throughout Campus:

Standard: As individual carrier coverage varies, due largely to building infrastructure, schools shall provide wi-fi access, and educate administrators/parents how to maximize that functionality (phone capable of wi-fi calling, turn on wi-fi calling, and checking regularly for software updates). District should consider working with individual

carriers, as practical, to see if signal repeaters can be installed, especially on the larger high school and middle school campuses.

District Radio Frequency Coverage Throughout Campus:

Standard: Where physical layout allows, there shall be radio coverage in all parts of building(s) and grounds for radio communications and have the ability to use first-responder frequencies.

Comment: Physical architecture and layouts vary throughout each campus and it is understood there may be dead spots in certain corners or areas.

PART V. SHELTER IN PLACE/EMERGENCY RESPONSE:

Proximity to Possible Exterior Atmospheric Hazards:

Standard: Schools shall have the ability to mitigate risk posed by the proximity to potential exterior atmospheric hazards (factories, noxious spill on highway, etc.). The school TelecenterU system will be set up to send messages to the District's work order system for automatic shutdown process on HVAC systems during a Shelter in Place activation. This process was tested on May 7, 2019, and is scheduled to be in place at all schools by September 2019.

Emergency Response:

Standard: Schools shall have space for storage of emergency supplies. They shall have storage containers/buildings that meet the criteria identified by the Emergency Preparedness Subcommittee Report.

Video Camera Software Standards: Developed by Safe Schools Advisory Committee

Video Camera System and Hardware Standards:

Standard: Recording/monitoring arrangements shall use nonproprietary IP video camera systems connected via CAT5e wiring. Video cameras are intended for monitoring and recording. All camera systems must record to the District video management software system. Network connections must follow District network standards document. Cameras with a CVSS score of 9.0 or higher shall be excluded from use as these have been proven to have legitimate cybersecurity vulnerabilities and exploits.

Modernization: IP cameras will replace all analog, CCTV, DVR/NVR cameras. Camera resolution will be 1080p or better. Field of View (FoV) will provide image quality that allows for subject identification. Campus entrance cameras will provide image quality that allows for license plate identification during daylight hours. When possible, the video should be integrated into a visitor management system.

Camera Specifications:

- Acceptance Testing – video from installed camera is reviewed to ensure that camera delivers desired details in areas and times that are most critical;
- Resolution – minimum 1080p;
- Megapixels – minimum of three megapixel and quality lens based on location for adequate resolution to identify subjects;
- Pixel Density (PPF/PPM) minimum 25 PPF;
- Infra-Red (IR) Light-Emitting-Diodes (LEDs) – camera must have 12 or 24 IR LEDs;
- Field of View (FoV) – FoV to provide image quality for subject identification.

Video Management System (VMS) Standards:

This is the system used by the end users to view video footage from the district IP cameras.

The system will have the following features:

- At least 30 days of video monitoring will be held on District managed storage
- Provide searching features, by motion, on multiple views, by motion zone, and by time frame
- Non-proprietary system, able to work with majority of IP camera manufacturers
- Camera layout maps that link to active view
- Variable camera view layout options
- Limit access control by user
- Active directory integration
- Control to limit ability to record video
- Advanced analytic capabilities
- Ability to have access control and/or intercom integration
- Unlimited user licenses

Video Camera Coverage Standards

Elementary Schools Standard: New schools shall have the following coverage, at a minimum:

- At the main entrance, office lobby facing entrance door, all secondary building entrances, and gym (interior);
- Bus loading zone, parking lot entry and student pick up/drop off areas to allow the reading of license plates;
- Covered play areas and playgrounds, as allowed from structure;
- Additional coverage may be required at other areas depending on the site and layout.

Existing elementary schools shall be outfitted with cameras meeting the above criteria as funds, priority, and practicality allow.

Middle Schools Standard: New schools shall have the following coverage, at a minimum:

- Coverage as noted for new elementary schools, plus:
- Circulation areas such as hallways, including bathroom entrances and stairwells;
- In-school suspension room;
- Cafeteria/commons;
- Partial building perimeter with locations determined by Northshore School District Safety and Security, sports fields, and courtyards;
- Additional coverage may be required at other areas depending on the site and layout.

Existing middle schools shall be outfitted with cameras meeting the above criteria as funds, priority, and practicality allow.

High Schools Standard: New schools shall have the following coverage, at a minimum:

- Coverage as noted for middle schools, plus:
- Full building perimeter;
- Student parking lot;
- Student store;
- Secondary vehicle entrances and loading dock;
- Additional coverage may be required at other areas depending on the site and layout.

Existing high schools shall be outfitted with cameras meeting the above criteria as funds, priority, and practicality allow.

Policy Subcommittee Report

The members of this subcommittee included:

Ajay Kaushal, Robin McKenzie, Tara Shaner, Tom Peterson, and Tori Gamble

Topics reviewed:

- Emergencies
- Door locking policy – assigned by Cabinet
- ID/lanyard policy – assigned by Cabinet
- Public use of school property
- Access authority and visitor management
- Emergency supply provision
- Crossing guard function and oversight
- Video policy

RECOMMENDED REVISED NSD POLICY #3430: Safe School Plan—Requirements & Duties (see Appendix B for modifications)

The Board recognizes its responsibility for the proper care of students during emergency situations. All staff are responsible for assisting and carrying out emergency responsibilities within the school or its surrounding area in times of emergency, consistent with an appropriate comprehensive safe school plan. The District is responsible for ensuring building/site-specific continuity of operations plans are established. The Board directs the superintendent/designee to develop and maintain a comprehensive safe school plan that includes prevention, intervention, all hazard/crisis response, and post crisis recovery, for each district site to address emergency situations to best assure student, staff and community safety. These plans shall:

- Address emergency mitigation, preparedness, response, and recovery;
- Address site establishment of a school Incident Command Post and District Emergency Operations Center;
- Include provisions for assisting and communicating with students and staff, including those with special needs or disabilities;
- Require the building principal and vice principal to be certified on the incident command system;
- Include guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with school district and participate in annual safety-related drills;
- Include provisions for each site conducting at least one safety-related drill per month, at various times of the school day, including summer months when school is in session with

students. These drills must teach students three basic functional drill responses: shelter-in-place, lockdown, and evacuation;

- Include one drill per year to assess the use of emergency/disaster supplies. This will require the opening of the emergency supplies storage container/building;
- Include a labeled key, which opens the emergency supply storage location, in the site crisis box;
- Include procedures for communicating the reunification plan to staff, students, families, and emergency responders;
- Include provisions for each site conducting at least one annual reunification drill (a tabletop exercise is considered an acceptable drill) which may include family members as role players;
- Include annual site training in the Alert, Avoid, Defend and Deny methodology;
- Require administrators, staff, teachers, and District employees take safety and emergency preparedness training. Recommend training be provided in August of each year;
- Include annual parent/family notification of school/district emergency plans, and provide information on preparedness to assist them at home;
- Include yearly updates of information on the school mapping information system

The comprehensive safe school plan and supporting procedures are to be reviewed and updated on an annual basis in collaboration with and guidance from OSPI and local emergency response agencies;

Legal References:

RCW 19.27.110	International fire code - Administration and enforcement by counties, other political subdivisions and municipal corporations - Fees.
RCW 28A.320.125	Safe school plans - Requirements - Duties of school districts, schools, and educational service districts - Reports - Drills - Rules.
RCW 36.28A.060	Statewide first responder building mapping information system— Creation—Data must be available to law enforcement, military, and fire safety agencies—Standards—Public disclosure exemption

RECOMMENDED POLICY: Door and Window Locking

Securing Northshore School District classrooms through door/window locking or other physical means is a fundamental element of teacher and student safety.

Understanding that the school's priority is educating students, this locking policy is put forth in a manner to maximize protection while minimizing disruption.

In general:

- Teachers, staff, and substitutes shall be trained, as per District standards, on how and when to secure their classrooms, both on a routine basis, and in the event of an emergency. This training should include use of classroom equipped door locks, means of physical barriers, how to identify a threat, and degrees of response.
- Emergency egress shall never be impeded.
- The standard is for all doors to remain shut, whether locked, or "ready locked." This is to ensure consistency across all schools, and not provide access for intruders. In some instances, teachers and administrators may decide to temporarily prop a door open for students (passing periods, nurse, etc.) and this is within their authority.
- Classroom doors that are not always locked as a matter of policy shall be in a state of "ready lock." Ready-lock is defined as a being able to quickly lock without a key, using a thumb lock, magnet, slide lock, etc.
- All doors and windows, regardless of type, shall be secured at the end of each day.
- All doors and windows to classroom and common spaces shall be checked daily, once before student arrival, and again after student departure, to ensure points of entry that should be locked are indeed secure.
- Locks, on both doors and windows, shall be inspected quarterly to ensure successful operation. This can be accomplished by District Facilities staff, or individual building administration. A log shall be maintained to ensure this process takes place.

The locking policy is based on door/window type. Different types of access points, by necessity, have different policies. A chart organized by door function, listing the locking policy by door type is in Appendix A, and it will be included with the complete policy.

RECOMMENDED POLICY: Identification Badge and Lanyard

The ability to quickly and accurately distinguish Northshore School District students, staff and authorized visitors from non-students and intruders is the single most important factor in providing a safe environment. The unnecessary delay or hindrance of that ability puts Northshore School District students and staff at risk, and creates the potential for tragedy. During the seconds it takes to effectively complete a lockdown procedure, students in unsecured classrooms are at risk. Students and authorized visitors who happen to be walking in a school hallway must be quickly and accurately identified by a Northshore School District staff member, and be let into that classroom, before the lockdown procedure can be completed.

A Northshore School District ID badge is the only assurance the staff member has on deciding if a person is in fact a student or authorized visitors. Staff members cannot and will not expose students to danger in order to take the time to identify a person in the hallway who is not wearing an ID badge. Any person not wearing an authorized ID badge will not be admitted into a classroom from the hallway for a lockdown procedure. Consequently, a student or authorized visitors who are not wearing an ID badge not only puts himself/herself at risk, but puts others at risk as well. A lockdown is one example of a safety/security procedure.

Therefore, this policy requires:

- All staff, administrators, and teaching staff shall wear identification (ID) badges with the appropriate break-away lanyards around the neck in front of the upper body.
- All staff, administrators, and teaching staff shall have a standardized badge, which would be updated with a current photo annually and identifies their District role.
- Volunteers, and school visitors shall be identified with the system in use by District (stickers, lanyards).
- Middle and high school students shall wear their student ID either on a break-away lanyard, or clipped to their chest/collar so as to be clearly visible on the upper torso. Clipping ID badges to pants or shirt hems is not acceptable.

Students who are in violation of this policy will be allowed to call their parent/guardian to have the badge brought to school, or go home to retrieve it. A student who has lost his or her badge, or cannot retrieve the badge, must obtain a replacement.

By law, the Revised Code of Washington (RCW) requires students to immediately identify themselves to any staff member or school employee when asked.

Legal References:

RCW 28A.40 Principal to assure appropriate student discipline – Building discipline standards – Classes to improve classroom management skills

RCW 28A.600.020 Exclusion of student from classroom – Written disciplinary procedures – Long-term suspension or expulsion RCW 28A.600.022 Suspended or expelled students – Re Engagement plan

RCW 28A.600.040 Pupils to comply with rules and regulations

RCW 28A.635.060 Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected

RCW 28A.635.090 Interference by force or violence – Penalty

RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful – Penalty

WAC 392-400-205 Definitions

WAC 392-400-210 Student responsibilities and duties

WAC 392-400-215 Student rights

WAC 392-400-225 School district rules defining misconduct Distribution of rules

WAC 392-400-226 School district rules defining harassment, intimidation and bullying prevention policies and procedures – Distribution of rules

WAC 392-400-227 School district rules defining students' religious rights

WAC 392-400-233 Unexcused absences and tardiness 20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act

RECOMMENDED POLICY: Public Use of School Property

For everyone's safety, school grounds are closed to the public during the school day, which is roughly the same as teacher site time: from 30 minutes before the start of classes, to 30 minutes after the end of classes.

Signage Policy:

1. Short, direct, and posted at every potential access point, which will vary from campus to campus:
"NO PUBLIC USE DURING SCHOOL HOURS/AFTER DUSK"
"Visitors/Delivery Personnel report to office".
2. Sports fields shall have at least one sign with the long form list of restrictions. These largely go unread, but staff can point to them in case of dispute.
3. All schools shall also have at least one instance of a sign stating: **"All persons on school property must comply with the direction of school district personnel."** This supports any staff member engaging, directing, assisting, or having to order or expel any person other than staff or students from the grounds, and is thus legally supported by the RCWs that enable school personnel to maintain order and make it a misdemeanor to bully, harass, or otherwise interfere with the work of a school employee.

Other Related Policy:

- Staff shall be instructed to question any Postal Service and FedEx/UPS/DHL mail and package delivery, and food service deliveries found outside the extremely narrow, common pathways and points of contact for such people.
- All schools shall have a single, easily accessed point of contact for any and all deliveries, such as the office. Self-employed delivery people (packages, pizza, sports equipment, etc.) should never be wandering around any campus looking for rooms, gyms, kitchens, etc.
- Non-district transportation providers (taxi or rideshare) should never leave their vehicles on school property. Drivers shall only wait outside of their vehicles near the office.

RECOMMENDED POLICY: Access Authority and Visitor Management

Any visitors—non-employees, non-students, volunteers, parents/guardians, siblings, contractors, delivery personnel—during the posted school day hours must report directly to the school office, sign in, and wear an ID badge. Every Northshore school shall have these readily available via the main office along with the sign-in/sign-out process that takes place with each and every visit.

If any person is under the influence of drugs or alcohol, or is disrupting any school program, activity, or meeting, or threatens to do so or is committing, threatening to commit or inciting another to commit any act which would disturb or interfere with any lawful task, function, process or procedure of any student, official, staff member or guest of the school district, the superintendent or staff member in charge shall direct the person to leave immediately. If such a person refuses to leave, the superintendent or staff member shall immediately call assistance law enforcement.

Other Related Policies and Procedures:

- Postal Service and FedEx/UPS/DHL mail and package delivery, and food service deliveries should be brief, routine, expected, directed at a single point of contact (the office), and carried out by licensed, bonded or insured, and duty-bound persons, are exempt from signing in and acquiring a visitor's badge. Staff shall be instructed to question any of the above found outside the extremely narrow, common pathways and points of contact for such people.
- Training films or live discussions, with role-playing, shall become a part of the overall Safe Schools presentations/trainings. Our subcommittee has found that most Northshore School District policies and procedures regarding visitors are sound, complete, and adequate to the task of monitoring people on campus, but that execution of the policies is what's missing or inconsistent. While there is understandable focus on the possibility of an active threat coming to a school, a much more common and frequent concern is the infiltration of stalkers, voyeurs, non-custodial parents, students from different schools (older ages), etc. Training for these instances would be more often employed.

Supporting/Legal Cross Reference:

WSSDA Policy No. 4200, Safe and Orderly Learning Environment

WSSDA Policy No. 3124, Removal/Release of Student During School Hours

WSSDA Policy No. 3510, Associated Student Bodies

WAC 180-16-240 (2h) Supplemental program standards
WAC 180-44-050 - School day as related to the teacher
RCW 28A.605.020 Parents' access to classroom or school sponsored activities
RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to
leave public property, violations, when—Penalty
RCW 28A.635.030 Disturbing school, school activities, or meetings
RCW 28A.635.090 Interfering by force or violence with any administrator, teacher or
student unlawful
RCW 28A.635.100 Intimidating any administrator, teacher or student

RECOMMENDED POLICY: Emergency Supplies Provision

When a catastrophic disaster happens during school hours, students and staff may be stranded at school for days until roads are cleared for safe driving. If the building suffers structural damage, students may be forced to shelter outdoors at the mercy of the elements. Electricity may be out for days to weeks leaving everyone in the dark and causing water treatment plants to shut down. There may also be injuries requiring medical attention when no emergency assistance will be available. We want to keep our students and staff safe, but it is also the administrations' responsibility to take measures to protect the school from foreseeable dangers.

This Supplies Provision Plan Policy applies to all Northshore School District schools and sites:

1. It is the responsibility of the District to develop and implement a provision plan to provide a minimum of a 72-hour supply of emergency water, food, shelter, and other emergency supplies and equipment.
2. It is the responsibility of the District to provide an emergency/disaster storage supplies building or shipping storage container for each school facility that is safe, can withstand hazard conditions, with limited access, and secured with a lock to prevent unauthorized access.
3. It is the responsibility of the District to ensure a properly maintained storage environment for preservation of the supplies over an extended period.
4. It is the responsibility of the District to ensure equity districtwide; the emergency water, food, stop the bleed tourniquets and first aid supplies shall be provided by NSD with a replenishment cycle of 20% per year for perishable items.
5. The emergency supplies will be stored in sealed bins, or similar type containers, and placed out of direct sunlight. Bins/containers must be labeled with contents, and expiration dates. Cardboard boxes shall not be used due to moisture absorption and mold concerns.
6. Site administration/staff are responsible for the regular inspection, and yearly rotation of supplies. It shall be documented on a log sheet. There shall be prompt reporting of issues or concerns to support services.

Legal References:

RCW 19.27.110 International fire code - Administration and enforcement by counties, other political subdivisions and municipal corporations - Fees.

RCW 28A.320.125 Safe school plans - Requirements - Duties of school districts, schools, and educational service districts - Reports - Drills - Rules.

RECOMMENDED POLICY: Video Camera Surveillance

The board authorizes the use of video camera surveillance on District property for the purpose of maintaining the health, welfare, and safety of students, staff, and visitors, and to protect district equipment and facilities. The board authorizes video surveillance in common areas on district property and further authorizes the superintendent or designee to determine exact locations for cameras. The board further authorizes the superintendent or designee to install cameras to address specific incidents or need. However, the District will not install or use cameras in restrooms or locker rooms.

In general, only those individuals with a legitimate administrative, security, or educational purpose may be permitted to view the video recordings. In most instances, those persons will be the superintendent, principals, security staff, supervisors, and other administrators. Passive monitoring of building entrances may be displayed in public areas of school offices.

The District will notify staff and students through the student handbook and district website that video camera surveillance may occur on district property. The district may use footage from video surveillance for student disciplinary action. In addition, the District reserves the right to use footage from video surveillance for staff discipline or discharge, although this is not the primary purpose of video surveillance.

In certain instances, video recordings may become a part of a student's educational record or a staff member's personnel record. The District will comply with all applicable state and federal laws related to record maintenance, retention, and disclosure.

Legal References: 42 U.S.C. 1232g Family Educational Rights and Privacy Act

RECOMMENDED POLICY: Crossing Guard Function and Oversight

Northshore School District crossing guards perform several important functions, including assisting with traffic control during drop off and pick up times. They may also be called upon in the event of a school emergency. However, the primary responsibility of our crossing guards is to ensure student safety, including the safety of the guards themselves. To that end:

Location of Controlled Crossings

1. School patrol controlled crossings shall not be operated unless proper traffic control devices are in place. As a minimum, these shall consist of: (a) school crossing warning signs; (b) marked crosswalks; and (c) school speed limit signs. If these are not present, contact shall be made by school authorities with the governmental agency having jurisdiction over the street or highway in question in order to secure the necessary signs.
2. Where conditions are such that a patrol member cannot be seen at least as far away as the safe stopping distance for the legal speed at the location, a safer location shall be chosen, or an adult crossing guard assigned.
3. Schools shall publish recommended walking routes that directs students to supervised crossing points. RCW 28A.160.160(5)

Supporting Statutes: RCW 46.61.385; WSR 19-01-058, § 392-151-030, filed 12/14/18, effective 1/14/19; WSR 96-22-057 (Order 96-17), § 392-151-030, filed 11/1/96, effective 12/2/96; Order 7-75, § 392-151-030, filed 12/22/75; RCW 28A.160.160(5)

Supervision

1. The school principal or a member of the staff appointed by the principal shall supervise the school patrol. Criteria for the selection of a school patrol supervisor shall include: (1) interest in safety; (2) ability to organize, lead and discipline; (3) ability to recognize individual differences; and (4) dependability. The school patrol supervisor may choose to select a second adult to help with their responsibilities, either another faculty member or parent volunteer.
2. Duties of a school patrol supervisor shall include: (1) being knowledgeable in all areas of the school patrol; (2) selection of school patrol members according to school policy; (3)

instruction and training of all school patrol members and officers in their respective duties; (4) hold regular meetings of the school patrol for the purpose of instruction in safety practices and discussions concerning infractions of rules; (5) instruction in traffic rules and regulations shall be given to all children attending the school. Written rules and regulations shall be distributed to parents/guardians and students; and (6) be trained in de-escalation practices.

3. The school patrol supervisor shall choose a number of student leaders (captains or lieutenants) as is appropriate for their school - usually at least one, sometimes several. In addition to supervising crossing guards, these student leaders may assist with school directed administrative functions as it relates to crossing guards, such as schedules, paperwork, filing incident reports. This is at the discretion of the safety supervisor.
4. An adult or student captain, equipped with a radio and a clipboard or notepad for taking down license plate numbers or other details, must maintain visual line-of-sight supervision of all crossing guards. This usually requires at least two, but for some campuses may require three or more captains. The District shall provide radios as required.
5. The patrol supervisors, along with their captains, are to ensure all crossing guards are appropriately attired including a badge, sturdy shoes, appropriate outer clothes for weather conditions, high-visibility reflective vest, flag that meets the American National Standards Institute (ANSI) and International Safety Equipment Association (ISEA) standards for high-visibility, and lighted wands for visibility. A helmet or hat may be used as part of the standard uniform. Reflective tape may be added. The District shall provide these materials as required.

Safety Patrol Member Responsibility

1. Student school patrol members shall be selected from the upper grade levels and preferably not below age ten.
2. Written approval of a parent or guardian shall be secured in the case of student patrol members. Each prospective patrol member shall be given a vision and hearing examination. The parent(s) or guardian(s) of a student patrol member shall be notified in writing or via a personal interview of the student's suspension from duty as a school patrol member.

3. New members shall work with trained school patrol members for a long enough period to learn their duties.
4. A school patrol is to look for and utilize natural gaps in traffic as much as possible when allowing students to cross a roadway. At an intersection with a traffic signal, the light shall govern school patrol operation and the movement of students.
5. Each school patrol member shall stand back of the curb or roadway edge—not in the street—and wait behind the flag until there is an adequate gap in traffic. A safe distance from the roadway edge shall be one length of the flag staff.
6. Students shall remain in back of the curb until allowed to cross. After the students have crossed, the patrol member shall lower the flag and return to basic position which is one length of the flag staff behind the curb.
7. In the event of illegal or unsafe driving at a school crossing, or on school grounds, patrol members shall note the license plate number, and reports shall be immediately made to the patrol supervisor.
8. Unsafe/illegal driving reports shall be reviewed by the patrol supervisor and/or principal. At their discretion, they may work with the driver directly, including potentially making alternate transportation arrangements, or refer the issue to local law enforcement for follow-up.

Supporting statutes: WAC Sections: 392-151-003 through 140

Safe Schools Advisory Training Subcommittee Report

The members of this subcommittee included:

Connie Noll, Carla Squires, Cynthia Compton, Heath Gross, Jean Christensen, Julia Gonzalez, Julie Beard, and Ketan Shaw

Topics reviewed:

- Response to scenes of violence
- Physical intervention techniques – teachers and staff
- De-escalation – teachers and staff
- First aid standard
- Search and Rescue

Establish District Training Oversight

It is our recommendation that Northshore School District establish a central training oversight at the administration/district level. This may be the Safety and Security Team or Human Resources.

- Centralizing this function would promote consistent, up-to-date training across the District as staff move to different locations.
- This team would be responsible for tracking and maintaining safety training records, as well as updating and evaluating existing training programs.
- This team should also send reminders, via email, advising staff their safety certification will expire (6 months, 3 months, and 30 day reminders).
- Assessments of the training program should be done every 12 - 18 months to ensure that safety training is current and matches industry best practices.

Survey Staff

An actionable plan to train staff can only be developed once the scope of required training has been established.

- No later than September 2019, all staff, including substitutes, shall be surveyed to determine which of the following trainings they have completed, but not limited to:

First Aid	Stop the Bleed	Automated External Defibrillator (AED)
Basic Triage	Search & Rescue	Crisis Prevention Institute (CPI) or <i>Right Response</i>
Active Threat	Suicide Prevention	Evacuation Chair/Tools (ie Stryker)
Incident Command	<i>Mental Health First Aid</i>	Community Emergency Response Team (CERT)

- Survey detail should include type of training, level, date taken, and date of expiration
- Survey should also include a section to determine staff interest for available/future trainings.
- Once staff members have been surveyed, the District can then prioritize types of training, timing, and budgetary constraints.
- Consider, on an ongoing basis, surveying staff annually to ensure current training records are accurate—not all training will be done through the District’s purview—and to inquire about interest in new training.

Top-Tier Training Recommendations

In no particular order, the following trainings are considered top-priority.

First Aid, which includes, but is not limited to, basic first aid, Stop the Bleed, suicide prevention, Mental Health First Aid, AED, CPR, Epipen use, Narcan/drug overdose, etc.

- While staff should be surveyed to assess interest/comfort, the expectation is all staff shall have at least some kind of training in first aid/mental health. Some staff—those who work with special needs students, or sports coaches—already have certain training mandated. We understand that not all staff is equipped for all first aid topics.
- At least 25% of all staff, including substitute teachers and new hires, should train in some aid skill annually. Many certifications are only good for two years, which means that 25-50 of staff would not be certified.
- Information regarding who is trained on various skills shall be shared with school staff members, on a physical list or directory updated at least annually, so teachers/administrators have a quick non-technology based reference to who has what emergency training on campus. In the event of a natural disaster, digital sources of this information may not be available.

Search & Rescue, Basic Triage, and Evacuation Tools

- All staff shall watch a video on basic triage as an introduction to the concept.
- Actual Search & Rescue training, with an instructor, for all search and rescue teams, including the use of an evacuation chair and more in-depth triage.
- Frequency of this training is dictated by certificate expiration.

Crisis Prevention Institute (CPI): A De-escalation Program

- Train all bus drivers, custodians, support services, special education paras, administrative staff, recess and cafeteria teachers.
- As training is good for two years, 50% of those staff members listed above would receive training annually.
- If budget allows, consider providing training for a small number of additional staff at each school.

Active Threat

As of the 2019/2020 school year, all staff (including substitutes) and students shall receive active threat training annually.

- New staff shall attend appropriate, comprehensive training, unless they've had similar training at a prior employment.
- Annual refresher trainings can be done via video, staff meetings, or other discussions.
- Student training shall be done following best practices for developmental and socially/emotionally appropriate levels.
 - Elementary student training should be generic, should avoid graphic descriptions and terms, and use common tactics like "listening drills" to practice responses such as lockdowns and safe insides.
 - Middle and high school student training should be developed and debriefed with student involvement as able.
 - Video trainings, similar to Alert, Deny, Defend, can be incorporated into successful training models.
 - Lockdown drills should be refreshed during this training, with location specific training to each facility, and different parts of facility (cafeteria, hallways, classrooms, etc.).
 - Family communication is critical. IEP accommodations, and opt-out concerns, should be discussed and addressed.

Second Level Training Recommendations

Routine School Traffic Flow

- Each school should have colored coded, clearly and consistently labeled signage directing the flow of traffic and parking. As this varies largely from school to school, there is no single solution.
- Each school shall have a written plan for routine traffic flow, drop-off/pick-up, and bus procedures.
- Each school should have a clear and labeled pathway to the main office.
- Schools should consider creating a video showing the signage and procedures in action, similar to Canyon Creek's informational video.
- This video could be shared securely through ParentVue access, or it may be appropriate to leverage an online signature, or other tool, to ensure parents have seen the material.

Emergency Plans

The routine traffic flow may abruptly change for an emergency, and parents must be made aware of that potential. Lack of knowledge, and parental confusion, would negatively impact emergency responder access.

- Each school shall have document emergency/disaster procedures and plans for student pick-up, both on-site and remote.

- This plan, and the reasons for it, shall be communicated to parents ahead of time in a generic fashion, without giving away specifics of our emergency plans. For example:

In the event of an emergency, you will be asked to park your car in a specified location, walk to the parent table (which may be located at an off-campus site, or near the front gate on campus), present identification, and sign out your student. Entering classrooms, or the field, to search for your child is not allowed as it will negatively impact emergency response and our ability to maintain student safety.

- District communication plans should be reviewed as a part of emergency training, advising parents what sources to follow for trusted, current District direction regarding reunification in the event of an emergency or evacuation.
- Consider using online signatures, or other online methods, to validate parents have seen training materials.

Family & Community Training

- Community trainings should be offered in conjunction with the Red Cross, Fire Stations, FEMA, etc.
- Consider holding trainings at each school site, possibly in a PTA meeting, to discuss not only the school's emergency plans, and why they are important, but also home/personal emergency preparedness.
- Leverage the ParentVue application more effectively to push out videos and information. This format allows information to be communicated in a secure fashion, in addition to familiarizing parents with how to check on their student(s) grades.
- Improve use of the Safe School Alert application, with broader communication regarding its purpose and function.

Other Recommendations

Drill Schedules

School facilities shall comply with OSPI and other state rules regarding emergency drill schedules, including but not limited to fire, earthquake, shelter in place, lockdown and safe inside drills.

Drills shall be conducted at various times so that faculty and students have the opportunity to practice required behaviors in a variety of facility locations, such as classrooms, cafeteria, gym, etc. Drills should be done at random times, which may be less convenient. For example, lunch, recess times, drop off/pick-up. Additionally, some drills should be unannounced.

Emergency Notification

Emergency notifications shall be done with phone calls/texts/websites/emails/social media, in accordance with the District communications plan.

- Families shall be advised, in advance—ideally at the start of each school year—what sources to follow. This includes a review of social media sources, and validation of current contact phone numbers and email.
- Efforts shall be made to get concise, accurate information out quickly to all of the community.
- Please note some staff and the substitutes do not receive robocalls. This shall to be addressed and corrected. Preferred contact phone number information, and whether or not they are currently receiving calls, might be collected as a part of the training survey.

Threat Assessment Protocols

This subcommittee strongly encourages Northshore School District to implement a threat assessment protocol to allow for proper investigation, assessment and reintroduction of students involved in threatening behavior.

- Protocol should include a goal of successful reintroduction of student and safety of entire campus.
- One model program would be the *Salem-Kaiser Model of Threat Assessment*.

Mental Health Support

Beyond ongoing staff training in mental health support, this subcommittee strongly encourages consistent and widespread access to mental health services for students across the district, from K through 12. This subcommittee believes that one of the biggest tools in preventing violence in schools is through early intervention and crisis/mental health support for students.

Emotional Support/Special Education Considerations

Type of training, and level, should have more extensive consideration for certain staff. For example, specific emergency plans have not been developed for special education. Special education staff should meet and develop/consider adaptations to building emergency plans.

- Each level of special education may look different depending on the students they support.
- Emergency plans may also look different for each building and student mix.
- Special education students and staff could possibly be more vulnerable, depending on the emergency, as the students may not be able to complete or follow the same emergency standards that are put in place for everyone because of their disabilities.
- Some general education students have social/emotional accommodations that should be addressed in accordance with their IEP, parent, or teacher recommendations. This may include extra warning, additional training

opportunities, or modified practice, all of which are entirely reasonable and appropriate.

Budget Considerations

This subcommittee believes the District should work to ensure trainings for staff are funded by the District to whatever extent possible.

- The District shall evaluate the cost effectiveness of hiring outside professionals to lead training sessions (i.e. use fire department or FEMA trainers for first aid/search & rescue) versus providing a stipend for staff who receive trainer certification and lead training sessions for fellow staff. One solution may not fit all training formats; a mix of approaches is entirely appropriate.
- Full time teachers and administration are the first priority.
- Substitute staff to be included in trainings to every extent possible.
- New-hires should be trained on the above top-tier recommendations, at least at a cursory level, during their new-hire training days. This is Bellevue School District's current practice.
- Use of videos may be a cost effective, convenient solution for refresher training, training substitutes, or initial training for new-hires.
 - Will require coordination between the Technology Department and the Safety & Security Department.
 - Videos shall include a test for understanding at the conclusion.
 - Videos with school/district specific plans shall require authentication.
- District, NSEA, and superintendent should work together to consider:
 - Establishing minimum training expectations;
 - Providing incentive pay for teachers with current/advanced safety certifications. This is the current practice of the Los Angeles Unified School District. This might be a cost effective way to encourage more staff to become trained, rather than paying staff at their hourly pay rate to attend training.
 - Work with state officials to set standard training requirements and acquire funding.

Timing

We recommend the following:

- Use August in-service days, the three days prior to the start of school, to hold training(s) for the entire staff on basic triage and active threat. This could be accomplished using videos, group discussion, or a combination of the two.
- Increase Summer Institute focus on top-tier training recommendations.

Supporting Statutes:

RCW [28A.320.125](#) Safe school plans—Requirements—Duties of school districts, schools, and educational service districts—Reports—Drills—Rules, updated in 2019, See 5514-S.SL

RCW [36.28A.060](#)

Emergency Preparations Subcommittee Report

The members of this subcommittee included:

Adam Geoffrey, Anne Poole, Cara Connor, Clark Combs, Jay Neher, Lori Bullard, Russ Holmes and Shelly Breedlove

Topics reviewed:

- Emergency Plan preparation / maintenance
- District standard on storage method
- District standard on supplies and ratio
- Replacement cycle for supplies –funding

Emergency preparedness are the steps taken in order to be ready to respond to and survive, during and after, all kind of emergencies, including acts of terror or natural disasters. In the Northshore School District, preparedness involves the coordinated effort between the District as a whole, the individual schools, and the community at large.

One vital piece of that preparedness is equitable emergency supplies available across every campus in the Northshore School District. Currently each school's emergency prep inventory is funded solely by their own PTA. This includes food, water, and basic medical supplies. Because PTAs across the District vary greatly, inequity is inevitable. This leads to schools not having the necessary emergency materials at the ready.

The E-Prep subcommittee has developed a five-year plan to bring all schools up to the recommendations made by Red Cross Earthquake Task Force on Education.

Budget request submitted for the following items:

Food and Water

Red Cross guidelines propose 100% of food and water needs for all students and staff on day one of the emergency, 50% on day two, and 25% on day three. This guideline was established using data from disasters world-wide. It takes into account the rate at which students are reunited with family and leave the school sites.

Using a five-year implementation plan, starting in 2019-20, all Northshore schools will reach these recommended emergency supplies by the 2024-2025 school year. Because food and water have a five-year shelf life, once the proper levels are in place, during the sixth year one-fifth of the total inventory shall be replaced, in thus beginning an ongoing yearly rotation.

- Food bars and water pouches.

Trauma Kits

Currently no school sites in Northshore have complete up-to-date medical supplies. Working with a local supplier that allows custom kits, we have designed a five-year 200-person refillable trauma kit. Using a five-year model, one-fifth of the required kits will be ordered each year. On the sixth year the first-year kits will be updated. This will then be an ongoing yearly rotation that assures medical supplies are effective.

- 200-person trauma kits

E-Prep Equipment

Using a \$1.00 per student ratio, each school site shall have a budget to purchase updates to E-Prep equipment not included in basic emergency supplies. Examples include new radios, vests, flashlights, goggles, gloves, student release supplies, signs, emergency blankets, backpacks, ponchos, bullhorns.

Schools would submit requests through the Safety and Security Department to maximize buying power through bulk orders.

- E-prep equipment upgrades

Timeline

During the spring all supplies would be delivered allowing time for proper organization and storage, as well as equipment maintenance. This guarantees that each school would have the necessary supplies and equipment for the following school year.

LONG TERM RECOMMENDATIONS

E-Prep TOSA

To ensure ongoing focus and preparedness, a District level emergency coordinator is essential for Northshore. This person would monitor supplies, coordinate school Emergency Operation Plans, ensure the compliance of monthly drills, provide onsite training of staff, be a liaison to local emergency responders and the local PTAs, and stay current on critical state and national information, as well as unforeseen roles pertaining to e-prep.

E-Prep Containers

Shipping containers have proven to be unreliable as a longterm approach to storing E-Prep supplies. The damp Pacific Northwest climate has led to thousands of dollars in supplies lost to moisture and mold. For this same reason, Lake Washington School District has begun building permanent field house structures.

Safety and Security will work with Capital Projects in developing a plan to replace current shipping containers at school sites with field house structures similar to North Creek HS. The structure would be shared with the athletics department, with a clear delineation of storage space. At several locations, a joint building could serve two school sites; Leota MS and Wellington Elementary being an example of a site that could share one structure.

Summary from Safe Schools Advisory Committee Report and Recommendations

With the classroom locks being the number one priority, rightfully so, there are a number of issues that the Committee has discussed during these several months that rise to the top of the conversation. Currently a lock upgrade process is underway at Kenmore Middle School and Northshore Middle School. There are two schools currently under review for this process, but due to the age of the facility and the current door standard that was selected these projects may be more involved and require significant modification to be brought on par with other schools.

The Committee identified key areas to focus on first:

- Visitor and volunteer management implementation
- Perimeter security access point control
- Modernization of video system and deploy at elementary school locations
- Increased funding of EPREP efforts to include supplies, storage location upgrade and supporting staff doing the work with time, training and appropriate compensation.
- Policy implementation to bring consistency to security planning/operations throughout the district

Visitor management system: This system would be implemented districtwide and would help facilitate all District buildings to be on the same protocol of checking people in, identifying them with actual ID and providing them a time sensitive identification method. It will be a difficult paradigm shift for some schools but one that is expected by the parents/guardians that entrust their children to our school district. This process should help everyone understand that knowing who is on campus and why is everyone's job.

Perimeter security access point control: Schools would resolve some concerns caused by deferred maintenance that would help keep people and animals (wild and domestic) away from students during daily activities. A number of schools have portables that are outside of fence lines, have openings in the fence line that have no gates or fences that are too low to deter a potential intruder. This is highlighted in the fencing standard. As stated in the report, this would also require better signage to route people to the proper access point. Signage would help identify when a school is available for visitors and third-party usage and when it is not.

Due to the age of some of our campuses and design this improved perimeter is vital to reduce unauthorized access to District students and staff. It is also necessary to implement some form of access control to the schools that have areas where such a system can be implemented.

The issue of general supervision at campuses was discussed many times within our Committee meetings, but not addressed in this document. The concerns range from too few people available to supervise playground activity with the size of playgrounds and the number of kids to manage. The reliance of parent volunteers which is often unpredictable, due to issues like weather, and often lacks equity due to demographics from one school to another.

Identifying a way to fund increased supervision hours is a way of ensuring student safety is happening in real time that truly hardens a school security plan.

Video modernization of outdated security technology is another key concern. Two of the four high schools have video systems that are significantly out of operation. The document highlights a camera standard that is key in making a proper shift to a modern system. The standards also highlight a responsible way to bring video security technology to the elementary school level as well.

Emergency prep efforts over the years have been inconsistent from school to school. Well-meaning parent volunteers have taken on the role to assist a lone staff member who had little to no training to move forward an unfunded mandate. The recommendations in this document highlights a sensible plan and provides guidelines to move to an appropriate level of preparedness districtwide.

Policy implementation/revisions shared in this document highlight the desire of these parents/guardians and District staff to find clarity on where safety and security decision are made and how they are supported by District leadership.

Conclusion:

This document is a result of many months of meetings, emails and conversations from a dedicated group of parents, District staff and community members. The issues presented are just highlights of a greater conversation that evolved from one tragic incident to the next across the nation and not all inclusive to what the Committee feels that the District could do to increase the safety at our schools. The Committee members took this task seriously and appreciate being given the opportunity to share these ideas to district leadership.

Some areas that were not discussed in this document but clearly are in the spotlight due to what has become a common occurrence in the world is the issue of armed security at all schools. While we have SRO's in the four primary high schools, the middle and elementary schools are basically unstaffed by any consistent law enforcement presence. Local law enforcement may stop by on occasion to assist with traffic matters and are very responsive when called, however, there is little to no relationship due to call volume for those officers/deputies on the road. This issue was not a topic taken on by any of the subcommittees.

Construction of new schools is another item not highlighted in the document. Several neighboring jurisdictions have begun the process of rebuilding their older schools with more modern ones that incorporate security in the design process. It is time that Northshore schools put the same level of importance on security planning in a design as they do fire codes. Society has come to expect increased costs in new construction related to fire alarms, sprinkler systems, flame retardant materials and fire rated doors/locks. This paradigm shift needs to happen in the security side of the equation. The District needs to consider the amount of glass in a room that may expose student and staff to a violent offender. The Districts needs

to consider that risks of increased accessibility to our campuses and plan for single entry to an entire school and avoid multiple buildings needing to be secured at once with the potential of exposing students and staff in a neutral zone. The good news is that Elementary #21 has addressed many of these concerns as the newest school to the District.

There are several schools within our District that do not have a suitable layout for an effective access control system. The majority of them are in the elementary school level. Some examples are:

- Kenmore Elementary
- Arrowhead Elementary
- Shelton View Elementary

The Safe Schools Committee document and the results of the NAC Architecture site assessments would be good documents to feature as the District considers asking our community to fund future construction bonds for our aging schools.

Safe Schools Advisory Committee 05/15/19

Appendix A: Recommended Door Locking Policy, Chart by door type

Classroom/Portable Doors

Door Type	Description	Policy	Notes/Exceptions
Exterior-facing classroom door	Classroom door that faces public access or the building exterior	Ideally, this door is locked, but that is not functionally possible in all facilities. At a minimum, this door shall remain closed and in a ready-lock status.	Teachers may leave door temporarily propped open at select times to welcome students.
Interior-facing classroom door	Classroom door that faces interior school spaces like hallways or common educational space shared with other classes	Shall remain closed and ready-lock during all class times.	Ideally, a locked door is most secure, but this may impede the access of students to restroom facilities or other activities.
Interior-facing door between classrooms	Doors allowing access directly from one classroom to another	Shall remain locked at all times, allowing egress only.	The egress requirement overrides the locked requirement in buildings that cannot accommodate both.
Portable doors	Doors to portable, detached classrooms	One main door shall have a (peep) spy hole and be locked, or in a ready-lock status, at the teacher's discretion. All other doors shall remain locked allowing egress only.	If the portable has multiple doors, all of them may be locked at the teacher's discretion, provided egress is not impeded.

APPENDIX A, Continued, Common Area Doors

Door Type	Description	Policy	Notes/Exceptions
Exterior-facing common area door	Doors which face public access or the building exterior	<p>Shall remain closed at all times.</p> <p>For specific events, these doors may be temporarily left unlocked, or propped open, at administration's discretion.</p>	There may be buildings, events, or circumstances, where some of these doors are locked as a method to direct student traffic. Locking shall never impede egress.
Interior-facing common area door	Doors which face interior spaces like hallways	<p>Shall remain opened, ready-lock, or locked, at administration's discretion.</p> <p>Ideally, a locked door is most secure, but this may impede the access of students to restroom facilities or other activities.</p>	<p>Doors should remain shut, even when not locked, but also at the administration's discretion.</p> <p>It may be appropriate to leave the door temporarily propped open in readiness for students, or to monitor student activity.</p>
Restroom doors, interior-facing	Doors to access restrooms from common areas, like hallways or cafeterias	Should not be locked, but should be lockable without a key as a place of refuge	If necessary, or deemed appropriate, building administration has the authority to lock a bathroom door.
Restroom doors, exterior-facing	Doors to access restrooms from outside, or public access areas, where an exterior access door allows pass-through ability to interior spaces	Shall be locked, except in cases where portable or playground restroom access is required. In these instances, a single restroom facility should be left	This policy does not apply to stand-alone bathrooms with exterior access only.

		unlocked for their use, but the door closed.	
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APPENDIX A, Continued: Administrative/Facilities Doors and Gates

Door Type	Description	Policy	Notes/Exceptions
Exterior-facing office doors	Doors to the main office, or any shared office space, that faces public access	Shall remain locked, or ready-lock, at the building administration's discretion.	These doors should remain shut, even when not locked, but as with classrooms, this is also at the office staffs' discretion. It may be appropriate to temporarily leave a door propped open in readiness for students.
Interior-facing office doors	Doors to individual offices, nurses office, principal's office, etc.	Open, shut but ready-lock, or locked entirely at the individual office user's discretion	
Delivery doors	Doors used for deliveries	Shall remain locked at all times, allowing egress only, except during deliveries. A doorbell shall be equipped to notify staff when a delivery is waiting.	
Roof/mechanical access doors	Doors allowing access to building roof or mechanical equipment	Shall remain locked at all times.	

Screen doors	Typically in the kitchen area, to allow for ventilation	<p>Shall be locked at all times, allowing egress only.</p> <p>A doorbell shall be equipped to notify staff when someone is waiting to be let in.</p>	Many screen doors are not securable. This policy requires those doors be improved, where necessary, with a lockable, secure door which can still meet ventilation needs.
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APPENDIX A, Continued

Administrative/Facilities Doors and Gates, Continued

Door Type	Description	Policy	Notes/Exceptions
Gates	Property gates	May be managed at the school administration's discretion with conscious thought to securing the facility from inappropriate use.	The location and functionality of these gates vary widely. Also, it is not this policy's intent to impede public/sports access after school hours. Therefore no blanket policy can be set.

Windows

Window Type	Description	Policy	Notes/Exceptions
Exterior-facing windows	Classroom, office, portable, or common area windows that face public access or the building exterior	<p>Shall have reflective security film to prevent individuals from view of occupants.</p> <p>These windows should remain secured at all times, which means locked or mechanically closed, depending on the window style.</p>	<p>Understanding that not all of our schools have adequate air conditioning, it is permissible to open some windows for ventilation as required for comfort.</p> <p>Windows should be shut and secured at the end of each school day.</p>

Interior-facing windows	Classroom, office, or common area windows that face the building interior, like hallways or common spaces	May remain open, or closed and locked, at teacher or administration's discretion.	
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APPENDIX B, Board Policy 3430, modifications

BOARD POLICY (Proposed modifications to comply with RCW 28A.320.125)

No. 3430

STUDENTS

Emergencies

The Board recognizes its responsibility for the proper care of students during emergency situations. All staff are responsible for assisting and carrying out emergency responsibilities within the school or its surrounding area in times of emergency, consistent with appropriate comprehensive safe school plan emergency response plans. ~~The District is responsible for ensuring building/site specific continuity of operations plans are established.~~ The Board directs the superintendent/designee to develop ~~emergency plans, drills and procedures for each district site to address emergency plans, drills and procedures~~ and maintain a comprehensive safe school plan that includes prevention, intervention, all hazard/crisis response, and post crisis recovery, for each District site to address emergency situations to best assure student, staff and community safety. ~~The emergency procedures are to be reviewed and updated on an annual basis.~~ These plans shall:

- Address emergency mitigation, preparedness, response, and recovery;
- Address site establishment of a school Incident Command Post and District Emergency Operations Center;
- Include building/site continuity of operations plans;
- Include provisions for assisting and communicating with students and staff, including those with special needs or differing abilities;
- Require the building principal and vice principal to be certified on the incident command system;
- Include annual inventory of all hazardous materials;
- Include guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with school district and participate in annual safety-related drills;
- Include provisions for each site conducting at least one safety-related drill per month, at various time of the school day, including summer months when school is in session with students. These drills must teach students three basic functional drill responses:

Shelter-in-place, Lockdown, and Evacuation;

- Include one drill per year to assess the use of emergency/disaster supplies. This will require the opening of the emergency supplies storage container/building, removal and use of Incident Command Post supplies (ICP) and Search/Rescue equipment.
- Include provisions for each site conducting at least one annual reunification drill, which may include parents/guardians as role players;
- Include annual site training in the Alert, Avoid, Defend and Deny methodology.

APPENDIX B, Continued: Board Policy 3430, modifications

- Require administrators, staff, teachers and District employees complete safety and emergency preparedness training. Recommend training be provided in August of each year;
- Include monthly updated information on the school mapping information system

The comprehensive safe school plan and supporting procedures are to be reviewed and updated on an annual basis in collaboration with and guidance from OSPI and local emergency response agencies;

Legal References:

RCW 19.27.110	International fire code - Administration and enforcement by counties, other political subdivisions and municipal corporations - Fees.
RCW 28A.320.125	Safe school plans - Requirements - Duties of school districts, schools, and educational service districts - Reports - Drills - Rules.
<u>RCW 36.28A.060</u>	<u>Statewide first responder building mapping information system— Creation—Data must be available to law enforcement, military, and fire safety agencies—Standards—Public disclosure exemption</u>

Adopted by the Board:

Reaffirmed: