Present: Frank Hewins, Chair; Bob Graham; Craig Apperson; Sara Hoover; Gerald Martens; Bruce Kuennen; Paul Harrison; Rosanne Garrand; TJ Kowalski; Paul Chasco; Scott Black; Loyal Hanrahan; Peggy Lovell Ford; Heather Weissinger; Dixie Grunenfelder; Ron Hertel; Mike Donlin
Present via K2-: Nancy Bernard; Peggy Sandberg; Chuck Goodwin; Mike Lynch.

Frank Hewins, Chair, opened the meeting with introductions.

Barbara Thurman gave the group a summary of participation in the 2014 Great WA ShakeOut. Over 1M people participated with over 679,000 K-12 students dropping, covering and holding on. These numbers more than net the 2014 participation goals.
The group had conversation about the relative quiet of the Cascadia subduction zone and some media speculations as to what they might mean. Two books were mentioned: Earthquake Storms, by John Dvorak, and Full Rip 9.0, by Sandi Doughton.
Barbara said that next year's ShakeOut will take place on October 15, 2015: 10.15 @ 10:15. Barbara mentioned that there will be some changes to the registration process to make it easier for schools (and other) to register. She gave a special thanks to Franklin Pierce School District and Willie Painter, in particular. She also gave special thanks to Rosanne Garrand of the EMD. Rosanne followed by giving al the meeting participants a compact emergency flashlight!
The group also discussed the use of scenario-based drills to help with earthquake preparedness. There was also conversation on how c ell phone might/might not work if cell towers topple.

The committee had follow-up conversation to the shooting at Marysville Pilchuck HS based on information and reaction to Mary Schoenfeldt's comments at the November meeting. A summary of the notes is attached as Appendix 1. Mike noted that the Safety center website has been updated with a section on Active Shooters which includes Active shooter docs and guidance for parents (and other adults) around talking about Digital Safety with youth.
Mike also noted the need to specifically consider issues around personal technologies and S-M in drills, classroom instruction, and emergency planning/response.

The 5197 survey results were shared. Mike D. and Scott B. noted that there are still districts reporting, even though the due date was December 1. From conversation, it appears that people in a variety of capacities across districts are responding. As more districts complete the survey, the numbers get bigger, but the relatives percentages haven't changed much. The SSAC will need to determine who we want to summarize and present the data – and to whom, since this is not specified in legislation.
The SSAC also gave a *final review and approval* to the 5197 **School Facility Design Safety Guidance** doc. (Appendix 2)

Robert Dengel was unable to attend today's meeting; however, he did indicate that the Pre-Disaster Mitigation Plan is finished and available on the Facilities webpage. Robert will be at our January meeting to share more detailed information on the PDM planning process.

There were several updates.
Bruce K noted that there are some new updates to the Rapid responder system. Some of them invisible, backend technologies; however, a new, downloadable iPad app is coming out. It will soon be available for iPads (not iPhones) and will allow users to store RR data on their iPads. He also noted a RR demo with the Olympia SD on Friday.

Dixie Grunenfelder and Ron Hertel updated the committee on the recently received AWARE grant. A grant funded program supervisor position was posted, and closed Monday, Dec. 8. The grant considers school climate and safety, targets the Battle Ground, Marysville and Shelton school districts, and will, among other things, provide [Mental Health First Aid](#) training across these districts and their partnering agencies. ESD 112 will manage the MHFA training of trainers. Eventually, there will be 500 MHFA trainers trainer/year across the state.

Craig A. provided information on the 3-day school safety officer trainings he has been doing with CJTC. Craig updated the training modules. The newer version has been very well received. An outline of the training is attached.

Mike D. did a brief update of activity around the WA School Emergency Management (WASEM) grant. To date, Barbara Thurman has been selected to update the school safety planning manual. That is scheduled to be completed by the end of this current school year. Several 20 x 20, mini-presentations have also been drafted. Meetings are planned with the ESD people. Mike will give a more in-depth update at our January meeting.

Mike also summarized the recent Int'l. Bullying Prev. Association conference in San Diego. WA was well represented, with staff from Kent, Northshore, Renton and ESD 121 in attendance, as well as other WA state people. There was a lot of conversation around school climate, social emotional learning (SEL), and the importance of personal relationships in reducing bullying and other school violence. Mike also noted that he was also elected treasurer of the organization. Next year's conference will be held in Denver.

The Gangs in Schools TF Leg. Report has been completed. It is essentially the same information as last year's report with the addition of the new Healthy Youth Survey (HYS) gang question: "Are there gangs in your school?" This is in addition to the long-standing question about self-reported gang affiliation.

Heather W. reported that the safety conference which had originally been scheduled for this fall has been rescheduled for April 20-22 at the Red Lion in Olympia. All the original presenters have agreed to participate on the new date,

The next meeting will (still) be on January 8, 2014 in the Brouillet Room at OSPI.

Frank adjourned the meeting at 11:55.

Appendix 1.

Aha Moments from Conversations Around the Marysville Pilchuck HS Tragedy & Follow-On Events

1. Preparation: Prior to any emergency
   a. School staff *are* 1st responders
   b. Generate potential notification & response *templates* beforehand
   c. Partnerships & collaborations are critical – est. prior to emergency events
2. Drill during/for lunch, dismissals, other odd times
   a. Each drill informs the next
   b. Each "real" situation informs the next drill
   c. Drill with LE and other 1st responders
   d. Run. Hide. Fight / A.L.I.C.E - as additions to the emergency response tool kit.
3. Staff; personal considerations:
   a. Staff personal items (car keys, etc.) still in the building (crime scene)
   b. NB: We will lose the school administrators soon if they don't/can't take care of themselves
      i. Suggest mini-breaks
      ii. Support self-care
4. Challenges:
   a. **The media** (Mics in kids' faces. Texts and tweets with personally identifiable info.)
   b. Coordinating/managing all the "help" on the fly – both real, good and not-so-good help
   c. Reunification process; reunification site
   d. Someone to handle *celebrities*
   e. MPHS needed @ **125** officers to secure the "California-style" campus. Don't even know which all jurisdictions they were from.
5. Following:
   a. Know that: Anger *will* bubble up.
   b. Est. a community recovery Group – dealing with a evolving array of post-event issues
   c. When re-opening school:
      i. Prepare for eth psychological impact of the return – on students and staff
      ii. **Reopening sooner rather than later** is generally better.
      iii. Be aware of (any) cultural impacts
      iv. Be aware of personal reactions & implications
      v. MPHS had special counselors to follow victims' schedule and sit in their seats
      vi. Sports! A good way to help the return to normal activities (And other extracurricular activities)
   d. **Victim Support Services** – VSS – MH support for life.

6. New Learnings:
   a. The evolving role of social media in all these emergency situations. Personal technologies are ubiquitous.
   b. They can be used for good or used thoughtlessly.

c. We have to consider, expect, plan, teach, and train for:
    i. Youth with instant ability to connect (need to learn how to do so safely & effectively)
    ii. Adults with instant access to youth in crisis (NB: media "reporters")
    iii. What and how to use S-M in an emergency; what to do; what to not do. For all adults and for youth.
    iv. Post-event use of S-M: Handling:
        1. Theats, harassment, meanness, etc.
        2. Online memorials
        3. Access to victims' pages

Appendix 2.

School Facility Design Safety Guidance

<u>INTRODUCTION</u>

The following guidance is to assist school districts and architects with designing safer schools in regards to an active shooter situation. School districts undertaking construction or remodeling projects that are greater than 40% of the existing building (by either square footage or value) are required to consider school safety in plans and designs (RCW 28A.335.010(2)). By considering safety in design school districts are better able to protect students and staff.

Specifically RCW.28A.335.010(2)states:

> (2) Every board of directors, unless otherwise specifically provided by law, shall also:
>> (a) Consider installing a perimeter security control mechanism or system on all school campuses, as appropriate to the design of the campus; and
>> (b) For new school construction projects or remodeling projects of more than forty percent of an existing school building that are initiated after July 28, 2013, consider school building plans and designs that promote:
>> (i) An optimal level of security for the specific school site that incorporates evolving technology and best practices to protect students and staff in the event of a threat during school hours;
>> (ii) Direct control and observation of the public entering school grounds; and
>> (iii) The public entering school grounds through as few entrances as possible, such as through the main entrance of a school's administrative offices.

The requirement to consider safety in design of school district buildings does not create any civil liability or cause of action against a school district board of directors, a school district, or the state. (RCW 28A.335.010(3))

<u>COMMUNITY COORDINATION</u>

Designing safer schools requires community input and discussion in order for architects to design an effective and safe school that meets the needs of a local school community. It is important to know what a communities expectations are regarding access to the school, privacy of the students and use of the school for civic activities. It is also important to coordinate with local law enforcement and other first responders to capture their expertise, as well as gain familiarity for the building. First responder familiarity with a school building is key in an emergency response situation, in order to act effectively and timely. Community coordination should include but not be limited to:

- School Staff
- Parents, including Parents Teacher Association members
- Local first responders (e.g. police, fire fighters, emergency medical technicians)
- Other safety and law enforcement organization, such as Washington Association of Sheriffs and Police Chiefs Policy and/or Washington State Criminal Justice Training Commission
- School Security with experience in Crime Prevention Through Environmental Design (CPTED)

ELEMENTS OF SAFE SCHOOL DESIGN

Site Design (Site parameters, Site access, Point of entry)
Use of fence, signs, and good maintenance to make it easier for pedestrians to understand and participate in an areas appropriate use while simultaneously communicating a sense of active ownership of an area that can discourage the belief that illegal acts may be committed in the area without concern or consequence.

> **Fencing** – Fences should allow people to see in. Even if built for privacy, they shouldn't be too tall and should have some visibility. Fencing can be instrumental with access control measures as well. Fencing should encompass and surround as much as the campus as possible to help force foot traffic into a desired access point. Fences should have gates that can be secured and installed to help deal with egress situations.

> **Lighting** – Lighting should be well spaced and in working order; alleys and parking areas should also be lit. Lighting should reflect the intended hours of operation (lighting of playfields or structures may encourage afterhours criminal activity). Motion-sensing lights provide light when needed and lets trespassers know that they have been seen.

> **Windows** – Windows that look onto streets and alleys are good natural surveillance. These windows should not be blocked. Windows in school front offices should provide visual access of the main entrance, visitor parking lot and front of building.

Building Design
Design considerations:
- Perimeter security control mechanism or system on all campuses.
- Front office designs should be configured in a way that allows for direct control and observation.
- Limit the number of entrances to as few as possible, such as through the main entrance of a school administrative offices.

General Design
Positive and legitimate activities are encouraged in public spaces, thereby discouraging criminal activity. While this includes removing graffiti and keeping buildings and landscaping maintained, it also refers to small personal touches. More complex design efforts can also make more dramatic changes. When planning for future growth, consider:
- Traffic plans that consider the size of the neighborhood. Traffic circles or increasing the size of curbs can help calm traffic.
- Institutional architecture that respects the neighborhood identity and does not dwarf the current scale of the neighborhood.
- Clear transitions between private, semi-private, and public areas.
- Use signs that clearly display your address or school name on mail boxes and buildings, in parking areas, or along sidewalks.
- Parking lot designs that provide visitor lots in the front of the building for easy access for the visiting public and to provide a way to maintain visual contact by front office personnel.
- Parking lots for visitors, students and staff in separate areas.
- Parking lot designs that designate areas for parents dropping off and picking up children that are separate from bus drop off and pick up zones.

Natural Surveillance
Purposeful placement of physical features and activities that allow people to maximize their ability to see what is happening around them whether inside or outside the building.

Landscaping
Generally uniformly shaped sites are safer than irregularly shaped sites because there are fewer hiding places. Plants should follow the 3-8 rule; hedges no higher than three feet and tree limbs no lower than eight feet, especially around entryways and windows.

Access Control
Access Control is a concept directed primarily at decreasing criminal accessibility, especially into areas where a person with criminal intent would not easily be observed. Passive examples of access control would include highly visible gate or entry way through with all users of a property must enter. Active examples include appropriate use of door and window locks, security fencing, or similar security barriers to discourage unwanted access into private space or into dark or unmonitored areas. Access control is not only necessary to keep intruders out, but to direct the flow of people while decreasing the opportunity for crime. Important elements of access control includes, but is not limited to:

- Door locks,
- Vestiges,
- Fences,
- Technological Access System

Maintenance
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 the entire school. Neglected and poorly maintained properties are breeding grounds for criminal activity.

Emergency Response Preparedness Training
Schools are required to conduct no less than one safety –related drill each month that school is in session (RCW 28A.320.125). Schools shall complete no less than one drill using the school mapping information system, three drills for lockdowns, one drill for shelter –in- place, three drills for fire evacuation in accordance with state fire code, and one other safety related drill to be determined by the school. In the wake of the school shootings that have occurred across the country has led to the increased drills and the emergence of many emergency response systems.

Emergency Response Systems
RCW 28A.320.126 states that school districts must work collaboratively with local law enforcement agencies and school security personnel to develop an emergency response system using evolving technology to expedite the response and arrival of law enforcement in the event of a threat or emergency at a school.

     Types of Emergency Response Systems
- Panic or alert buttons – tied to school administration, district personnel and/or emergency response providers
- Live Video Feed – Law Enforcement access along with District and school access

- Live Audio Fee – Law Enforcement access along with District and school access
- Remote control access to doors
- Live interactive 2 way communications
- Interconnection with WASPIC Rapid Responder system

RESOURCE AND REFERENCE MATERIALS

University of Florida School of Architecture, *Florida Safe School Design Guidelines: Strategies to Enhance Security and Reduce Vandalism,* Florida Department of Education,2003.
http://www.fldoe.org/edfacil/pdf/fl_ssg.pdf.

National Crime Prevention Council, *Best Practices For Crime Prevention Through Environmental Design in Weed and Seed Sites*, 2009.

http://www.ncpc.org/resources/files/pdf/training/Best%20Practices%20in%20CPTED%20-2.pdf.

Zahm, Diane. *Using Crime Prevention Through Environmental Design in Problem-Solving*, U.S. Department of Justice: Community Oriented Policing Services, 2007. http://www.cops.usdoj.gov/Publications/e0807391.pdf.

The OSPI Safety Manual (checklist begins on page 55)
http://www.k12.wa.us/safetycenter/Planning/pubdocs/SchoolSafetyPlanningManual.pdf

FEMA – School Checklists
http://www.training.fema.gov/EMIWeb/emischool/EL361Toolkit/siteIndex.htm#item10

NCEF – School Checklists
http://www.ncef.org/pubs/pubs_html.cfm?abstract=mitigating2