

# Stanwood Camano School Safety Audit

## Executive Summary

### Regulatory Compliance:

As you are aware, **RCW 28A.320.125** outlines the requirements and duties of school districts and schools as they relate to safe school plans. To simplify, the law requires that each district will adopt and implement, by Sept. 1, 2008, a safe school plan consistent with the school mapping information system (called Rapid Responder) and the law identifies items that must be included in this plan. In addition to identifying plan requirements, the law acknowledges that schools have unique safety challenges due to the geology of our state and **requires that school principals and administrators assess the threats and hazards most likely to impact their school and to practice three basic functional drills, shelter-in-place, lockdown, and evacuation. Earthquake drills may be incorporated using the state approved safety technique.** Schools are required to conduct **at least one safety-related drill per month** and must **teach students the appropriate responses** to the three drills noted above. Additionally, a pedestrian evacuation drill for schools must be included if the school is in mapped tsunami hazard zones. Stanwood Camano Schools are not in mapped tsunami hazard zones. This overview does not identify every aspect of the regulation and provides only some high points. The regulations are readily accessible online. The OSPI School Safety Center is a resource that outlines the specifics of developing a comprehensive school safety plan as required by this regulation.

### Observations:

Stanwood Camano schools **meet the basic requirements of regulation in their safety plans** in that every school has a plan that is entered in the Rapid Responder system (with the possible exception of Stanwood Elementary as they are in the process of rewriting their complete plan and Saratoga which follows the plan developed by Stanwood Middle School) **All principals review and update the school plan annually. All schools conduct drills** regularly although there is some question whether every school has participated in drills monthly and the required shelter-in-place drill has not been conducted by most schools and teachers are unfamiliar with what to do in if a shelter-in-place were required.

**Most schools have not surveyed staff** to determine specialized skills that may be present including training on incident command which is required in the regulations. All **principals**, except for one, has been **trained in incident command** and the District offers an **online Safe**

**Schools training in Incident Command** that should be reviewed by all administrators yearly. Additionally, principals and administrators are required to assess threats and hazards annually. **Principals have not been trained** in how to **assess hazards and threats** to the extent that they feel competent to complete such an assessment.

All schools have some form of **emergency communication** plan in place using the building intercom system, alarms, phones, and/or email. If these systems are working, the communication system is efficient and understood by staff. Many schools increased the number of **hand-held walkie talkies** for use if other systems failed and the **District has committed funds to improve communication between schools and the district office.**

In general, the **facilities are clean and free of structural hazards both indoors and on school grounds** throughout the district. There is a system in place for reporting hazards and getting the hazard repaired or removed. The system becomes backlogged at times, causing some degree of frustration but maintenance workers respond as quickly as possible to high priority concerns.

The regulations require multiple parts to school safety plans including **emergency mitigation, preparedness, response, and recovery.** The **current school plans focus primarily on the preparedness and response** aspects through drills and training; the prevention/mitigation and recovery aspects of the plans are relatively weak in the school plans. Currently, the **District and schools are working to refine reunification plans.**

**Board Policies and Procedure** (3432) were adopted in 2003 however, **need to be reviewed and updated.**

The **District and schools have given thought to necessary emergency supplies** including food, water, first aid supplies, and other resources that would be necessary for keeping students and staff safe in the event of a longer term event such as a major earthquake that could cut schools off from emergency services. **This continues to be an area that requires thought and planning.**

Use of **resources in the community** and how schools are a **resource for the community** are **important** part of school safety planning. It is my opinion, that **this area should be a target for inclusion in a safety plan** at schools and at the district. There are resources in the community such as community emergency response teams, HAM radio operators, and others with specialized training that could greatly benefit the District when responding to a major emergency in our community.

## Focus Points:

- **Communication with and input from all stakeholders** in the district including parents, staff, students and community members.
- **Substitute training** (approximately 8% of the staff are replaced by a substitute on an average day)
- **Planning for Special Needs Populations**
- **Supply needs** across the district. We need to know what we have available as a resource in each school and what is lacking by school so the District can **prioritize spending by need**.
- **Training** for administrators and staff – there is currently more confusion than is necessary regarding responses to emergencies.
- **The basic nature of the school plans**. Most schools are very good at performing drills but planning beyond basic lockdown and evacuation is limited.

## Recommendations for Next Steps

1. Develop a **District Safety Committee** made up of parents, community members, emergency responders, and staff to focus on assessment of needs, develop common steps for responding to emergencies as appropriate, provide input for communication, and develop resources in the community. **Encourage school-based safety committees** to review and update school plans.
2. **Upgrade school plans** to address more thoroughly areas of prevention/mitigation, protection of specialized populations, and recovery. Improve communication with staff regarding current plans and resources.
3. Training:
  - a. Incorporate **biannual substitute training**
  - b. **Identify opportunities for meaningful staff training** such as first aid, CERT training, training specific to a school's safety planning
  - c. **Teen Cert training** for older students
4. Continue to **budget for improving supplies** in individual buildings including items such as Stop the Bleed Kits, Airway Bags for adults and children, ways to address toilet needs, etc.
5. **Develop plans in cooperation with special education professionals** that will address the unique needs of specialized populations.

# SCHOOL SAFETY AUDIT CHECKLIST AND SUMMARY

August 6, 2019

With Building Administrators

## Introduction

The information that follows is **data collected from and about each school** in the district. Also included is information collected at the transportation department and the district office. **School principals** and assistant principals were **interviewed** and, in most cases, the administrators were able to accompany me on a **tour of the facility**. The Transportation Director, Lisa Orton, assisted me at the bus garage and Dr. Shumate assisted me at the district office. Both Ms. Orton and Dr. Shumate were presented with a variation on the questions below since their facilities are not schools.

**Principals were asked the following questions as part of the entrance interview:**

1. What is the most pressing safety need in your building?
2. What school safety activities does your school do best?
3. What topics are most important for training and staff development?
4. What are the biggest barriers to improve school safety and emergency planning?
5. What other comments do you have regarding school safety?
6. What other factors not included in this survey do you believe effect school safety?
7. What are the primary risk factors for your building?

In this report the **questions are followed by a brief summary** of response from each entrance question. The **building and grounds checklist** follow and examined the following categories:

- Documents
- Building Access
- Grounds
- Building Interior
- General Security Measures
- Resources

You will **find all data collected from this process on the following pages**. The final section of this report provides a summary of the data from each category. It should be noted that **while this audit was thorough, it was not exhaustive and should not be viewed as such**. Although my research experience and training are not specific to this type of work, I have **researched best practices for school safety** and utilized tools developed by those much more knowledgeable than I to conduct this audit. The information contained herein will be useful for future planning.

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## Entrance Conference Questions:

### 1. What is the most pressing safety need in your school?

SHS – CD: Staff and students need to be flexible; TW/RS – Video Surveillance that works and improved, too many access points

LHHS – RO: Too many access points in building

SMS – Ability to communicate with staff; system is antiquated and doesn't work much of the time

PSMS – Connection with Fire Department/Police is lacking this year; More time to build staff competence

CES – 2<sup>nd</sup> floor has limited exits; non-custodial parents (intruders); All staff must understand need and be prepared to make independent decisions

TCE – Physical safety during recess; there is no safety barrier between the street and students except 2 paid paraeducator 1:150 ratio

SES – Staff don't know how to respond; A clear plan is a priority

UES – Need on-going training for staff; One-way viewing film on office windows

EBE – Communication with all in the building immediately; food, water, shelter for any extended event beyond one day.

SARA – RO: Building is wide open; drills currently done with SMS and students are only there on certain days so limited practice

Trans –

DO – Training and drills for our staff.

### 2. What school safety activities does your school do best?

SHS – CD: Staying on target as far as drills, training with staff has been good. TW/RS: Drills & Practice

LHHS – Drills are good; We know everyone, and staff are quick to call or intervene if an unknown person is on campus; communication protocol

SMS – Staff and students understand the importance of drills and take them seriously

PSMS – Evacuations when there is a fire, Drills in general both staff and students are comfortable with new routine.

CES – We are very good at identifying those we know/check-in and badges/known who is in the building; quick evacuations

TCE – We are really honed-in on the monthly drills; Lockdown, Lockout, and earthquake.

SES – Very good at situational drills including lockdown

UES – Really good about following through on drills. We retrain kids every year about different scenarios. Lots of conversations/independent thinking

EBE – New evacuation drills we do well; haven't practiced Move, Evade, Defend because of the little ones.

SARA –

Trans – We do a lot of safety training and our staff is very conscientious RE student safety on the bus

DO – Preparing for everyone else

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### 3. What topics are most important for training and staff development?

SHS – CD – Reunification, haven't practiced yet; TW/RS – Active shooter, also identifying students who are at risks and re-engaging them.

LHHS – We've done plenty of training on basics, maybe a catastrophic event

SMS – Consistency across the district for basic drill framework for drills overall (**LL note:** may not be appropriate because different schools have different ages and needs)

PSMS – Incident command – Tabletop for whole building; ongoing prep for a variety of situations; RAVE 911 (all staff not set up)

CES – Incident response, the more we plan, the more the more comfortable people are working the plan.

TCE – Continue to work on major events – reunification, medical safety team, staying beyond hours, etc

SES – Team trained in incident command; I need to ask staff about first aid and CPR training

UES – School shooting strategies – scares folks more than anything. Island County Sheriff came once to help

EBE – Handling of various jobs on the emergency chart – training in the various roles staff don't necessarily know their roles.

SARA – We need a plan specific to the unique needs of our program.

Trans – Continued training for emergencies; reunification continued

DO – First aid/CPR/Stop the Bleed and HAM radio training

### 4. What are the biggest barriers to improve school safety and emergency planning?

SHS – TW/RS Drill with a purpose, staff be independent decision makers but follow the plan, getting all staff on board, possible limitations among office personnel

LHHS – Time for training; balance use of PDW

SMS – Intercom system; cynicism and sarcasm; Saratoga is disconnected all exterior classrooms; Openness of campus

PSMS – Time for prep and reflection; police input on our plans

CES – Time and money (although we got \$1500 from the district this year)

TCE – Money related – continuing to improve training and time for practice enough to avoid panic.

SES – Not having a clear, known plan. Training time for both principal and staff.

UES – Money and time for training

EBE – Time for collaborative planning and training and \$\$ for updating supplies on hand.

SARA – Openness of site

Trans –

DO –

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## 5. What other comments do you have regarding school safety?

SHS – We are reactive to student behaviors not proactive; Building access needs to be minimized and get teachers out in hallways with better sight of students.

LHHS – Things we can't control; how do we make the right decisions about what to do.

SMS –

PSMS –

CES – Land on a pretty comprehensive plan that allows for building/staff flexibility and updated training every year

TCE – Increase the use of social media – would like the district to have a more positive view of social media. District plan, communication about plan with parents. Replenished and updated supply kits in April.

SES – Updated back packs are needed (in process); Evacuation concerns (if there is a need to leave the building) Staff not trained – no back up person

UES – Would like to know what we have as a district and what don't we have.

EBE –

SARA –

Trans – System where all in district have an emergency channel that is monitored regularly and tested monthly. Radios and cross district communication in an emergency. No ham radio in transportation department.

DO –

## 6. What other factors not included in this survey do you believe effect school safety?

SHS – When talking about safety, we only talk about major events, not the day to day safety risks that come from students harming each other.

LHHS –

SMS – We just adopted the plan that was in place. We did some updates this year because of lack of bells. No major updates, however.

PSMS –

CES – Always a cost issue

TCE –

SES – Should take incident command folks to Cedarhome Baptist. (Done on May 20 planning a reunification practice June 6)

UES – Best practices training: there is confusion and mixed messages. Incident command training, Island county school talk

EBE – Key for us is our geographic isolation. At 182' we should stay dry in a Tsunami (smile).

SARA –

Trans – Our role is logistics such as providing shelter and moving students, we are a resource to make things happen.

DO –

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## 7. What are the primary risk factors for your school building?

SHS – CD – Earthquake (not as concerned with new school) and reunification logistics. TW/RS – Access and accounting of persons

LHHS – Someone coming in. Access is not controlled now. Feel good about resources and confident in staff.

SMS – No risk analysis, openness of campus, proximity to downtown.

PSMS – Isolated location but can work both ways, not using portables currently but they would be a safety risk if used. Not invited suspended HS students coming on campus. Principal incident command training was a long time ago. Fencing around is always open.

CES – Intruders

TCE – No risk analysis done specifically, In case of emergency, students will not be in a secure situation, a lot of entry points/invasions

SES – Flooding, worry about the age of building and the function of the principal not knowing the building well yet.

UES –

EBE – Access still an issue and isolation/how quickly help will arrive

SARA – Someone coming in – access is not controlled now.

Trans –

DO – Earthquake

**SUMMARY:** This section of the audit collected information regarding **the building administrator's perception** regarding building preparedness and overall safety concerns:

Question 1: The responses regarding the most pressing safety need in each facility was varied, as each school has unique situations. Some commonalities included concerns about the **amount of access** and the degree to which an intruder could have to our facilities. Elementary schools are concerned about recess periods as the only real protection of students during that time is a limited number of paraeducators who are responsible for supervision during that time. Elementary schools are also concerned about limited exit points for buildings with two stories. A second common concern is the time for **training** for staff and staff ability to make independent decisions should it be necessary.

Question 2: All schools felt their strength was their **performance of drills**. Because they are practiced regularly, principals feel confident that staff are very good at performing situational drills.

Question 3: Principals generally feel staff would benefit from **training that goes beyond the basic drills**. Some specifics include **incident command training** so that staff can practice other roles they have been assigned, **reunification**, **active shooter strategies**, and or **tabletop exercises** for the whole staff.

Question 4: The barriers to improving school safety focused primarily on **time for training and money to adequately prepare**. Other items mentioned included the openness of campuses and staff not taking preparation drills seriously.



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Question 5: Other comments principals made regarding school safety was varied and generally school specific. There was some concern expressed about **the lack of a consistent district plan and communication with parents** and our own staff about safety and the plans that are in place. Additionally, there is concern that building access needs to be restricted and teachers need to be responsive to unknown persons on campus (this was especially a concern at the highschool).

Question 6: Responses regarding other factors related to school safety were varied although **communication and adopting a comprehensive plan** that allows for building flexibility were mentioned on more than one occasion. **Training** on a yearly basis was reiterated by several principals.

Question 7: Principals identified primary risk factors as **earthquakes, intruders, lack of risk analysis** for buildings, **flooding** and **response time of first responders** in the event of a catastrophic event as the most relevant risk factors to our schools.

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## Checklist of Observable Data

Criterion	SHS	LHHS	SMS	PSMS	CES	TCE	SES	UTE	EBE	SAR	TRAN	DO
<b>Documents:</b>												
Emergency Operations Plan	Y – Aug 18	Y – Aug 18	Y	Y – Aug 18	Y but not in staff hands	Y Fall 2018	Working on	Reviewed 8/18	Reviewed 8/18	SMS Plan	Updated yearly	In process
• Evacuation	Y – Aug 18	Y – Aug 18	Y	Y – Aug 18	Y	Y Fall 2018	Y	Y	Y	N	Y	Y
• Shelter in Place	Y – Aug 18	Y – Aug 18	Y	Y – Aug 18	Y	Y Fall 2018	Y	Y	Y	N	Y	Y
• Lockdown	Y – Aug 18	Y – Aug 18	Y	Y – Aug 18	Y	Y Fall 2018		Y	Y	N	Y	N
• Earthquake	Y – Aug 18	Y – Aug 18	Y	Y – Aug 18	Y	Y Fall 2018	Y	Y	Y	N	Y	N
• Accounting of Persons	Y – Aug 18	Y – Aug 18	Y	Y – Aug 18	Y	Y Fall 2018	Y	Y	Y	N	Y	N
• Reunification Plan	Y - 2019	Y - 2019	Y	Haven't practiced	Y	Y Fall 2018	Working on	Y	Y	N	Y	Y
Drill Documentation	✓	✓	✓	✓	✓	✓	?	Y: Nov/Dec ?	Y	N	N/A	N/A
Staff Skills Survey/Who will Commit to stay	No –first aid/CPR	No	No	NO	Not yet	No	Yes	No	No	No	Informally	Yes
Floor Plans	✓	✓	✓	✓	✓	✓	NO	RR	Y	No	Y	Y
Aerial photograph	✓	✓	RR	Not sure	RR	RR	NO	No	?	No		Y
Staff Communication Protocol	✓	✓	Yes – no PA	✓	✓	Yes – use PA	✓	Y – PA Accounting email	Y – wants a radio per classroom	Y - phones	Phone or robocall	Not yet
Power Outage Protocol	✓	✓	Y	✓	✓	✓	NO	✓	generator	✓		Y
Student Handbook & Code of Conduct	✓	✓	Y	✓	✓	✓	✓	✓	✓	?	Bus conduct	

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Criterion	SHS	LHHS	SMS	PSMS	CES	TCE	SES	UTE	EBE	SAR	TRAN	DO
Staff and Student ID Policy	Staff not student	Staff not student	Staff not student	Staff not student	Staff not student	Staff not student	Staff not student	Working on it	Staff not consistent	Staff not student	✓	✓
Visitor Policy	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	?	✓
School Climate Survey	✓	✓	✓	Spring 2018	✓	Staff 17 parents yrly	Spring 2018	3 yrs ago	No		N/A	NA
Campus Discipline referral data	✓	✓	✓	✓	✓	✓	✓	✓	Doesn't know how to do Skyward reports		Y	
Chain of Command (if/then)	✓	✓	NO	✓	Updating	Yes/no Depends on staff present	Not yet	Needs work	Y but backup not trained	N	Y	N
Student Threat Assessment Training	✓	✓	✓	✓	✓	✓	✓	No	✓	?		
Plan for Portables	✓	✓	N/A	✓	✓	✓	Same	N/A	NA	Y/N	NA	NA
Plan for Individuals with Special Needs	✓	✓	✓	Upstairs Evac in place	Still some thinking to do	No NA at this time	No – needs more thought	No – needs more thought	? sort of	N		Surveyed Staff
<b>Building Access:</b>												
Signage (Directing to app. Areas & Drug/Tobacco Free, Weapon Free, Etc.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Main Entrance – Visitor Management	✓	✓	✓	Not locked	✓	✓	✓	✓	✓	✓		✓
✓ Check-in Procedures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓

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Criterion	SHS	LHHS	SMS	PSMS	CES	TCE	SES	UTE	EBE	SAR	TRAN	DO
✓ Secure-Door Policy	No	Partial	4 doors unlocked	All locked except main	✓	✓	✓	✓	✓	✓		No
After hours procedures for staff	✓	✓	In Progress	✓	✓	✓	✓	✓	✓	✓		✓
Key control	✓	✓	✓	✓	Teacher keep keys	✓	✓	Susan K	✓	✓		✓
Bus Loading and Unload plan	✓	✓	✓	✓	✓	Concern	✓	✓	✓	NA		
Access Control	Limited	Partial	Partial	Partial	✓	✓	✓	✓	✓	✓		
<b>Grounds:</b>												
Fencing/Gates secured	✓	NO	NO	Incomplete – Bollards gone	Not enclosed	3/4	2/3	¾ fencing & car barriers	¾ Fenced but gates open for trail access	N	Y	
Play Area Plans	✓	✓	✓	✓	Working on	Y & N	No	✓	✓	NA	NA	
Walkways	open	Uneven	✓	✓	✓	Unlit at night	Open & unsecured	✓	✓	NA		
Windows (Marked with First Responder Numbers)	✓	✓	✓	✓	✓	No	No	✓	Need to be updated	N		No
Building Access Lights on appropriate schedule.	✓	✓	On Maintenance calendar	Not all working	✓	Not satisfied	Some out	Dist. run 2am, no lights	✓	✓		✓
<b>Building Interior:</b>												
Entrance/hallways	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Stairwell/Elevator	✓	N/A	✓	✓	✓	✓	✓	Elevator-Y W Stairwell dark	✓	NA		✓

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Criterion	SHS	LHHS	SMS	PSMS	CES	TCE	SES	UTE	EBE	SAR	TRAN	DO
Doors/Windows (locked/covered)	✓	Windows Y – Doors Issue	✓	✓	✓	Doors Y Blinds Issue		Doors Y Blinds issue	✓	?		✓
Lighting	✓	Out in gym	✓	✓	✓	✓	✓	✓	✓	✓		✓
Classrooms/Laboratories	?	✓	✓	Needs work			No labs	✓	✓	?		
Shut-off Systems (who is trained?)	✓	✓	✓	Working on it	Everyone	Sort of	✓	✓	✓	?	Y in handbook	✓

<b>General Security:</b>												
Radios (Ham Radios/Walkie Talkies)	Y but Need ham radio training	No Ham radio limited handheld	Limited handheld Ham – not trained on set up	New radios coming Ham – not trained on set up	Every classroom handheld Ham radio in workroom	7 handhelds	7 handhelds Annie & Rick know how to use Ham	Y – 2 up & 2 down. Base station – Susan trained	Y – but need more handhelds	1 handheld		✓
Public Address System	✓	Not hallways	No	✓	✓	✓	✓	✓	✓	N		Front desk only
In-building Emergency Communication Plan in place	✓	✓	Working on it	✓	✓	Phones email PA	Email and cell	Cells, PA, email, phones, bullhorn	✓	N		No
After-school plans	✓	?	NO	✓	No	✓	No	✓	No	No		
Alarm systems tested	✓	✓	✓	✓	✓	✓	✓	Gets stuck	✓	✓	✓	✓
Cameras available/tested	Not fully functional	✓	Installed, need training	Installed, need training	No	NO	No – will for parking lot	No	No	No	Yes	✓
Fire Extinguishers tested	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

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	SHS	LHHS	SMS	PSMS	CHE	TCE	SES	UES	EBE	SARA	TRANS	DO
<b>Resources:</b>												
Building Safety Planning Committee Established	No	No	No	NO	FAT & Leadership	Whole school	Yes	No	No	No	No	No
Planning with law enforcement	✓	✓	No	Not enough	some	Some SRO	No	Yes	Review	No	Y	Yes
Planning with fire department	✓	No	No	Not enough	some	No	No	Yes	Review	No		Yes
Use of District funds	✓	✓	✓	✓	✓	✓	✓	?	✓	?		✓
Community supports Identified	For reunification only	✓	QFC Resource Center	YMCA Haggen Fairgrounds	No	Not really	No	No	Not formally	No		Yes some
Safety Kits	✓	✓	✓	✓	Minimal	✓	working	Not up to date	✓	?		Updated
Food/Water	✓	Not really	Old H2O Food in lunchroom	✓	Some	H2O Y Food Kitchen	H <sup>2</sup> O 12/15 barrels	No	? Kitchen	No		Some water

## SUMMARY:

**Required Documentation:** At this date, **all schools except Saratoga, have developed a school safety plan** that addresses the required components of prevention, protection mitigation, response, and recovery. **All plans address, at a minimum, Shelter in Place, Lockdown, and Evacuation procedures. Additionally, most include Earthquake, Accounting of Persons, and Reunification procedures. None address a pedestrian evacuation plan** for Tsunami hazard zones. **All schools keep a documentation of drills**, although not all schools have conducted drills every month. **Most schools have not conducted a staff skills survey. All schools except Saratoga and Stanwood Elementary have updated floor plans, aerial photographs, and emergency plans in the Rapid Responder system.** Typically, **schools will use the public address systems** in their schools for all staff communication although most schools have backup plans that utilize computers and as a last resort, cell phones. There was some **concern** expressed at Stanwood Middle School and Saratoga about the effectiveness of the PA system and some staff noted that hearing an announcement on the intercom was unlikely in some settings (like a gymnasium). **All buildings have a Student Handbook, staff ID policy, visitor policies, and other systems in place to control access to some degree.**

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**Focus Points:** Only three buildings have a chain of command established and most indicated that it is a work in progress. Buildings with portables indicated that those individuals in portables follow the same procedures as those in the main building and do not have a different plan in place for portables. **Some indicated a specific plan for individuals with special or functional needs** although it was **not evident** in their emergency plans. **This is an area of concern that needs to be addressed District-wide.**

Additionally, the **plans are very basic**, focused on the response portion of the plan. There has been only limited work done on the prevention/protection, mitigation, and recovery aspects of a safety plan. Staff surveys to identify special skills, first aid certification, etc. needs to be completed in all buildings.

**Building Access:** All buildings had **appropriate signage and had clear communication to visitors** about checking in to the main office. All buildings except the high school had some form of secure-door procedures in place. The elementary schools the most limited access with all doors locked during the school day and the two middle schools had most doors locked, except the main entry, throughout the day. Stanwood High and Lincoln remaining basically open throughout the school day.

All buildings have some key control in place although the high school is concerned that over the years, many keys remain in the hands of community members. After hours procedures are in place for staff in all buildings and each school has a bus loading and unloading plan.

**Focus Points:** Given that **concerns regarding intruders** is a high priority with staff and principals, it might be a benefit for the District to consider ways to **strengthen access control** in all schools in a way like those used in the elementary schools. Albeit, the current high school configuration makes it nearly impossible to control access, perhaps with new construction some of these concerns could be addressed at least to some degree. While requiring badges for staff and visitors is a step in the right direction, students also pose threats and student badges might help identify uninvited persons on campus.

**Grounds Security and Safety:** Most buildings have grounds that are open to the public during school hours although many buildings are partially fenced, the fences primarily mark the perimeters of the school grounds but do not serve to keep people off school ground. The grounds and play areas are well maintained without visible hazards. In a few instances there were **minor issues** (like an **uneven sidewalk** at Lincoln and a **non-functional light** in the Twin City back lot) that should be addressed through general maintenance. **Windows in six schools were appropriately marked for first responders**, four buildings either needed updating or were not marked. This should be remedied in all buildings. **Exterior lights are on a schedule which leaves the buildings dark at night.** This causes some **administrators and staff to feel unsafe** if they are called in or are working late.

**Focus Points:** All buildings need to have **rooms marked** and visible outside for first responders. **Exterior lights need to be functional.**

**Building Interior Security and Safety:** The building interior lighting was generally good (one stairwell light out at UES) and the administrator was familiar and able to show me the location of **the building shut-off systems**. Currently, only the building administrator and custodians were trained regarding shut-off systems in most buildings. I recommended that the office staff have a copy of the shut-off manual and know what to do in the event of an emergency in which the building administrator was either not present or unable to take care of shutting off systems. In most buildings, **teachers had a way to lock doors quickly** and

# SCHOOL SAFETY AUDIT CHECKLIST AND SUMMARY

August 6, 2019

With Building Administrators

efficiently without entering the hallway. Doors had window covers. **Blinds in most buildings were functional** except for Twin City. Most of Twin City blinds could not be easily lowered. Utsalady also had some blinds that were not functional, making it difficult and time consuming to try to cover the windows it needed.

**Focus Points: All doors should lock easily and quickly** without the teacher needing to enter the hallway to lock the door. If part of a lockdown procedure is to close the blinds, **all blinds should be functional**, at least in ground level rooms. At Twin City in particular, there are rooms that would not afford any ability to “hide” in a classroom because blinds do not work.

**General Security: Communication is a critical part of any safety plan.** The District has been working to improve both internal and district-wide communication by purchasing hand-held and Ham radios. Most schools have a limited number of hand-held radios. Transportation Director, Lisa Orton, identified this as a concern in her role when cross district communication is critical to handle a community wide emergency. Additionally, since public address systems are an integral part of building communication it is important that all school’s systems work effectively. (Stanwood Middle School has concerns). Cameras are available and tested in the high school and newly installed in the middle schools. Elementary schools currently do not have cameras. The high school administration reports that not all cameras are functional, and those gaps are problematic. Fire alarms and fire extinguishers are tested yearly in every school although Utsalady reports issues with the fire alarms in the building.

**Focus Points: There is very limited safety planning across the district for after school activities and rentals.** At the very least, people using the facility outside the school day should know exit routes and basic procedures for evacuation, know the location of the AED, and be required to have first aid supplies on site

**Resources: Only three of nine schools had input from staff when developing and updating school safety plans.** Only three buildings felt that they had the opportunity to plan with or review plans with law enforcement and other first responders. There has been **limited work done to identify community resources** that might be available to assist school in the event of an emergency. The only exception to this is the use of Cedarhome Baptist Church and Camano Chapel as possible reunification sites. Basic safety kits are available in every school but would be inadequate for a major catastrophe. Food is available in the school kitchen and according to Food Service Director Don Vennetti , would last three days. Water are available in most buildings in a limited supply. Stanwood Elementary reports having 12-15 barrels of water available, this was the largest quantity reported although Stanwood Middle, Port Susan, SHS, and Twin City all reported some stored water.

**Focus Points: First Aid supplies are limited** and appear to be designed to put a bandage on a cut or scrap rather than deal with serious injuries that would likely occur with a major earthquake or in the event of a school shooting. **All buildings should have an AED (they do), Stop the Bleed kits, an adult and pediatric airway kit and ample supplies to provide emergency first aid to students and adults.**

Plans for medicine administration, care for the physical needs of students with disabilities, and other types of trauma need to be part of all school plans.

Finally, according to research, **a very common reason for failure of emergency plans is lack of a central planning committee, lack of knowledge regarding the plan and failure to involve stakeholders** in the development and maintenance of the safety plan. Only three schools have involved staff in the development of their plans and in all schools, concerns were expressed about knowledge of the plan going beyond executing drills.



## Summary of Use of District Funds by Building

Dr. Shumate requested that I ask principals how they were utilizing the district funds allocated to each building for school safety purposes. The following is a list of items ordered at the time I interviewed principals. Other funds may have been encumbered after these interviews.

**SHS:** Wind-up NOAA radios, emergency blankets donated, utility totes for supplies, Backpacks for first aid supplies, tourniquets.  
Amount Allocated: \$3000.00

**LHHS:** Lanyards, outfitted with first aid supplies, updated all buckets, safety vest, cones, a couple of handheld radios. Amount Allocated: \$1000.00

**SMS:** Four radios. Amount Allocated: \$1500.00

**PSMS:** Radios, blankets, totes. Amount Allocated: \$1500.00

**CES:** Five more red (first aid) bags, 30 classroom bathrooms with vanity shields. Amount Allocated: \$1500.00

**TCE:** Used to resupply classroom kits. Amount Allocated: \$1000.00

**SES:** Used to finish supplying classroom backpacks and began purchasing supplies for buckets. Amount Allocated: \$1000.00

**UES:** Had not used funds at the time of the interview. Amount Allocated: \$1000.00

**EBE:** Emergency backpacks. Amount Allocated: \$1000.00

**SARA:** I don't believe Saratoga received funds for supplies.

## Certificated/Classified Staff Input Data & Summaries

### Introduction

The following information is based on **data collected from both teachers and classified staff** from each school in the District. Approximately 12% of staff (56 individuals) were interviewed which is a small sample size but the stratified-random nature of the selection should give a sampling that is representative of the identified groups. It should be noted that **veteran teachers, new teachers, itinerant teachers, specialists, and teachers of students of special needs** were represented in the sample as were some substitute teachers. **Paraeducators, recess staff, and school secretaries** made up the classified sample.

Interviewees were asked the following questions:

1. Are you aware that your school has an emergency plan? Y/N Did you have any part in the development or maintenance of the plan?
2. On a scale of one to ten, how familiar are you with your school emergency plan? (Use the following scale: 1 – I don't know much; 5 – I know how to conduct safety drills; 10 – I know the plan well and can help others.)
3. What training have you had related to responding to emergencies in the past 2-3 years?
4. In an emergency (i.e. earthquake, fire, intruder)
  - a. What is your role?
  - b. Are you comfortable with your role?
5. What training do you think would be beneficial to you and other staff in your building?

After the completion of the interviews, each person was asked if they had any further comments. Some of those comments are included in this summary but not all. Typically, if a comment emerged with some frequency, it was included in the report.

**Although anecdotal in nature, this information provides some insight as to the degree of familiarity and confidence staff has** in their ability to perform duties expected of them should an emergency arise in our schools. Since a large degree of student care falls on the shoulders of both certificated and classified staff in any emergency, their knowledge of the plan and degree of confidence in their own abilities to perform assigned duties is very important to the success and/or failure of any plan that may be in place.

## Staff Input Stanwood High School

1. a. Awareness of Plan	Y- 6	N - 0	
b. Assist with development	Y -3	N -3	
2. Familiarity	1-4 - 0	5-8 - 2	9-10 - 4
3. Prof. Development	0-1 - 3	2-3 - 2	4+ - 1
4. a. Know Role?	Y - 6	N - 0	
b. Comfort	Y - 6	N - 0	
5. Training Wanted/Needed:			
<ul style="list-style-type: none"> <li>• More detailed training beyond drills (not just where to go but what to do next)</li> <li>• First responder training (CERT)</li> <li>• First Aid</li> <li>• Opportunity to see the whole plan, not just drills.</li> </ul>			

**Summary:** Stanwood HS staff interviewed represented classified and certificated staff and included a variety of job roles in the building. All were aware that a plan existed, and half said they contributed in some way, but it was noted by several individuals that they would **like more input** to the plan. SHS staff indicated an above average level of familiarity with the plan but indicated that there are many layers and they only know surface layers. Staff has a strong awareness of their perceived role which tended to center around a **generic “keep students safe”** with no details. All interviewed felt comfortable with their role as noted previously. **Confusion** surrounding changes in the fire drill procedures and changes made due to construction was noted by all interviewed.

**Focus Points:** This building has an assist program that houses students with mental and functional needs. There is not a specific specialized plan to assure the safety of these students and the staff that provide care and services. When the new building comes on line, a new plan will need to be developed with staff input to address any confusion regarding changes.

## Staff Input Lincoln Hill High School

1. a. Awareness of Plan	Y - 3	N - 1		
b. Assist with development	Y - 0	N - 4		
2. Familiarity	1-4 - 1	5-8 - 3	9-10 - 0	
3. Prof. Development	0-1: 3	2-3: 1	4+: 0	*Identified only drills and Safe Schools Training as PD
4. a. Know Role?	Y- 4	N		
b. Comfort	Y - 4	N		
5. Training Wanted/Needed:				
<ul style="list-style-type: none"> <li>• Continue Drill Training and reunification</li> <li>• More active shooter</li> <li>• First Aid</li> <li>• Opportunity to see the whole plan, not just drills.</li> </ul>				

**Summary:** LHHS staff interviewed included one classified staff member and three teachers. Although a small sample size, the sample was representative of LHHS staff. Most felt an **average familiarity** with the building plan, which is the same plan as developed by SHS administrators. Staff indicated a **limited amount of professional development** but had a strong sense of their role and a comfort in that role. All interviewees saw their role as keeping students safe.

### Staff Input Saratoga

1. a. Awareness of Plan	Y	N – 2		*It’s complicated.
b. Assist with development	Y	N - 2		
2. Familiarity	1-4 - 2	5-8	9-10	*Cindy Healy had a plan, it’s not ours.
3. Prof. Development	0-1	2-3 - 2	4+	*HIB & Intruder with SMS
4. a. Know Role?	Y - 1	N - 1		
b. Comfort	Y - 1	N – 1 uncertain		
5. Training Wanted/Needed:				
<ul style="list-style-type: none"> <li>We need a specialized plan for our own program that fits our unique needs.</li> </ul>				

**Summary:** I interviewed one certificated and one classified employee. **Saratoga does not have a plan that its staff are familiar with** nor feels a sense of connection to. Although staff have a sense of steps to take, they have not conducted many drills, nor have they **internalized procedures that would help them act automatically** in the case of an emergency. The administrator of the program, LHHS Principal, indicated that Saratoga conducts drills with SMS but apparently this has only happened once this year – staff does not feel they are a part of the SMS plan or considered specifically in the plan. The wide range of ages makes it difficult to apply a plan designed for young teens. It was noted that when Saratoga has its own facility it will be better because all classes will be contained in a common location.

**Focus Point:** I submit that when the new facility is complete, LHHS and Saratoga should develop a plan specific to the needs of their new building and constituents.

## Staff Input Stanwood Middle School

1. a. Awareness of Plan	Y - 3	N - 0	Uncertain - 2	
b. Assist with development	Y	N - 5		
2. Familiarity	1-4 - 2	5-8 - 3	9-10 - 0	“ Vet teachers have helped.” “I will use my brain & wits”
3. Prof. Development	0-1- 5	2-3 -0	4+ -0	
4. a. Know Role?	Y - 4	N – not sure		*Keep kids safe; Unclear about communication.
b. Comfort	Y - 4	N - 1		
5. Training Wanted/Needed:				
<ul style="list-style-type: none"> <li>• Gun violence</li> <li>• CPR/First Aid/Other things like that</li> <li>• More teaching kids, they will need to help in an emergency</li> </ul>				

**Summary:** Five certificated staff were interviewed at SMS. Some staff were concerned about lower floor windows (creates a vulnerability in the case of drive-by shooters) and that **the current weight room is not safe** due to the age/style of weights in the space. It was a consistent belief that **more repetition of drills, consistency in what is expected and clarification of differing roles** for different scenarios would be beneficial. There is **some confusion** regarding changes that have been put in place and it is reflected in a relatively low level of familiarity with the plan (and staff has not contributed to the school safety plan).

**Focus Points:** At least one staff feels exposed with the lower floor windows. As noted, the PE teacher indicated the weight room is outdated and unsafe. Roles of staff in an emergency are not clear beyond the obvious, “take care of the students”.

## Staff Input Port Susan Middle School

1. a. Awareness of Plan	Y - 4	N	
b. Assist with development	Y - 2	N - 2	*Asked questions or provided input
2. Familiarity	1-4 - 0	5-8 - 4	9-10 - 0
3. Prof. Development	0-1 - 3	2-3 - 1	4+ - 0
4. a. Know Role?	Y - 4	N - 0	* Safety of students *Some confusion if other role beyond students
b. Comfort	Y - 4	N - 0	* Fire yes, less confident RE lockdowns, no clue on shelter in place.
5. Training Wanted/Needed:			
<ul style="list-style-type: none"> <li>• Rave 911</li> <li>• What do I do if I am in danger personally?</li> <li>• Lockdown or no lockdown, we don't know what we are doing.</li> </ul>			

**Summary:** I had difficulty interviewing as many staff as I would have liked at PSMS. I apparently arrived at the wrong time of day to best access teachers, but I did have the opportunity to speak to four certificated staff. Teachers have been exposed to the plan on several occasions throughout the year and expressed an **ability to conduct most drills successfully**. Teachers indicated only the Active Shooter in-service as PD for the last couple of years. In general, teachers felt their role was **to keep students safe** but like other schools, beyond conducting drills correctly had little depth of knowledge regarding other roles they might play. PSMS staff appeared to have a good understanding of evacuation procedures, newer staff relied on veteran teachers to guide them.

**Focus Points:** There is a reported **conflict in the information** that is being discussed and it causes confusion among staff interviewed. New staff do not feel confident in appropriate responses in different scenarios that may arise. PSMS houses the middle school Assist program which provides educational services to students with both mental and functional needs. **There is not a specialized plan** in place to address the safety needs of these students and the staff that provide services to them.

## Staff Input Cedarhome Elementary

1. a. Awareness of Plan	Y - 7	N - 0		
b. Assist with development	Y - 1	N - 6		
2. Familiarity	1-4 - 2	5-8 - 4	9-10 - 1	*Talked about assignments but no follow through
3. Prof. Development	0-1 - 4	2-3 - 3	4+	
4. a. Know Role?	Y - 6	N - 1		*Safety of students
b. Comfort	Y - 7	N		* Don't really know exit plan (new staff member)
5. Training Wanted/Needed:				
<ul style="list-style-type: none"> <li>• More earthquake training</li> <li>• Fire alarm changes (more practice)</li> <li>• More active shooter training – confusion as to appropriate response</li> <li>• Update first aid/CPR</li> <li>• More practice with and without students</li> <li>• All different scenarios</li> <li>• Reflection time after we conduct drills</li> <li>• Kids need to practice more at lunch and recess</li> </ul>				

**Summary:** I interviewed 5 certificated staff members and 2 classified employees. It is evident that **CES staff has discussed the school emergency plan and conducted a variety of drills** for practice. **Part time and new staff are not as confident** about the plan as returning staff. Staff are only aware of their role in assuring student safety and **they feel comfortable that they can conduct drills with fidelity. Recess staff have strategies** RE how to gather students together and what to do in an earthquake, less specific information regarding an intruder on campus beyond – get them to a safe place. Like most staff interviewed, CES staff feels that continued training is necessary with more specifics regarding what to do in a variety of scenarios. Staff interviewed were somewhat **uncomfortable with the notion of “make your best judgement”** with little knowledge to base those decisions on.

**Focus Points:** **Part time staff and new staff need to be brought up to speed on emergency plan.** Students may not be prepared if something happens during recess or lunch.



### Staff Input Twin City Elementary

1. a. Awareness of Plan	Y - 4	N - 0		
b. Assist with development	Y - 4	N - 0		* Staff researched best practices
2. Familiarity	1-4 - 1	5-8 - 3	9-10 - 0	
3. Prof. Development	0-1 - 3	2-3 - 1	4+ - 0	*One staff member had CERT training
4. a. Know Role?	Y - 3	N - 1		
b. Comfort	Y - 3	N - 1		
5. Training Wanted/Needed:				
<ul style="list-style-type: none"> <li>• Paraeducator training, especially recess; whole staff needs training not just teachers</li> <li>• Earthquake, Intruder, Lockdown drills</li> <li>• Discuss more thoroughly emergency procedures and the basics of response to different situations</li> <li>• Check supplies regularly</li> <li>• Clear direction from the District regarding fire protocol. There is considerable confusion.</li> </ul>				

**Summary:** I interviewed four certificated staff and talked to office staff, but office staff responses are not included in the data above. Unlike most schools, TCE felt they had **contributed** to the safety plan but do not know if the information they gathered was utilized because there has **not been follow through** as far as those interviewed knew. At least one staff member felt directions about safety in general were “wishy-washy” and several indicated a **lack of clarity** regarding appropriate response (e.g. fire response changes.)

**Focus Points:** One staff member indicated that odds of **hearing an announcement** in the gym would be **low**. Every staff member interviewed noted a concern about the **blinds** that don’t work in the room, making it almost impossible to meet the requirements of a lockdown. For a staff that has contributed to the safety plan, there seems to be **limited depth of knowledge and more confusion** than might be expected. This may indicate the need for more specific, clear direction regarding the plan.

## Staff Input Stanwood Elementary

1. a. Awareness of Plan	Y -9	N - 0	
b. Assist with development	Y -4	N - 5	
2. Familiarity	1-4 - 0	5-8 - 7	9-10 - 2
3. Prof. Development	0-1 - 1	2-3 - 6	4+ - 3
4. a. Know Role?	Y - 9	N - 0	*Safety, support, care of students
b. Comfort	Y - 9	N - 0	
5. Training Wanted/Needed:			
<ul style="list-style-type: none"> <li>• Incident command training for those assigned to roles on the incident command team</li> <li>• First aid/CPR for all</li> <li>• We need the rest of the plan (beyond drills)</li> <li>• Continue practice of drills beyond just evacuation</li> </ul>			

**Summary:** I interviewed 9 certificated staff including a substitute teacher and the nurse (also a substitute.) It should be noted, at the beginning of this process, SES did not have a written school safety plan. During the last quarter of the year, the principal and school leadership team worked to develop a plan and worked to familiarize staff with the plan. **Kudos to SES** for their work this year. All staff interviewed were aware there was a plan being developed and there was an indication from those interviewed that they had a working knowledge of the plan. Two felt that they knew the plan well and could help others. SES has some **unique needs** that require careful consideration as they move forward with planning including addressing the specialized needs of its **Pre-K population** which is large. Additionally, SES is in the **flood plain** and will need a section in their plan specific to that potential threat.

**Focus Points:** There needs to be significant thought given to the specialized needs of the Pre-K population in the school. One staff felt there needed to be more **security awareness on the part of staff and students**. During specialist time there are K students in a portable and need assistance to negotiate locked doors and get to and from the restroom safely. The nurse had reviewed supplies and felt all schools should have an airway kit for both adults and children, stop the bleed kits, AED and training on all the above. Additionally, assure kits and blankets are available and educate all staff about resources and how to access them.

## Staff Input Utsalady Elementary

1. a. Awareness of Plan	Y - 5	N - 1		
b. Assist with development	Y - 1	N - 5		
2. Familiarity	1-4 - 2	5-8 - 3	9-10 - 3	*Includes secretarial staff
3. Prof. Development	0-1 - 4	2-3 - 2	4+	
4. a. Know Role?	Y - 4	N - 1	Uncertain - 1	^Taking care of students/accounting of persons
b. Comfort	Y - 4	N - 1	Uncertain - 1	
5. Training Wanted/Needed:				
<ul style="list-style-type: none"> <li>• Drills during recess and lunch</li> <li>• New fire procedures have not been practiced</li> <li>• Clarification of lockdowns</li> <li>• More intruder training</li> <li>• Training and review every year – there is confusion regarding appropriate responses in different situations</li> <li>• Supply checks yearly</li> <li>• Evacuation or shelter in place – discuss strategies should we need to shelter at the school for many hours or days.</li> <li>• First Aid</li> </ul>				

**Summary:** I interviewed five certificated staff (including Assist teacher) and 1 classified staff member, and the office staff. Most staff were aware that the building has a safety plan and could identify how to conduct drills. There was **little awareness of any role beyond the generic, “make sure students are safe.”** This school **has not instituted the new protocols for fire drills** and staff were uncertain what the correct response to a fire alarm would be. There has also been some talk around the district among staff regarding whether lockdowns are still a part of a correct response to emergencies – many schools, including UES need clarification regarding that point. When touring with and interviewing the principal, it appeared as if time had not been taken to update supplies or review the plan. I did not receive a written plan from UES to review although the principal indicated it was in the Rapid Response System.

**Focus Points:** This staff needs clear direction regarding appropriate responses to different scenarios. One staff member indicated that the plan was in the staff handbook, but it had not been reviewed, updated or discussed for the last three years. An **itinerant employee** indicated different expectation at different buildings sometimes caused confusion. There is also a prevailing **concern about being told to use “best judgement”** without a foundation in place to support that kind of decision. Another major concern is that there is **no specialized plan for assist students.**

### Staff Input Elger Bay Elementary

1. a. Awareness of Plan	Y - 7	N - 0	
b. Assist with development	Y - 1	N - 6	*Opportunity to contribute in staff meetings
2. Familiarity	1-4 - 0	5-8 - 5	9-10 - 1
3. Prof. Development	0-1 - 3	2-3 - 3	4+ - 0
4. a. Know Role?	Y - 6	N - 0	
b. Comfort	Y - 6	N - 0	
5. Training Wanted/Needed:			
<ul style="list-style-type: none"> <li>• More practice with differing scenarios.</li> <li>• Crisis training for nurses</li> <li>• Just saying “personal judgement” is insufficient direction.</li> </ul>			

**Summary: Most staff feel confident with their role** if there only role is getting the students safely out of the building and caring for their needs. Only one of the seven staff members interviewed felt they had an opportunity to assist with or provide input to the safety plan. Most said **“there is a notebook around somewhere”** but none could produce anything beyond **a laminated card that outlined basics**. All staff were given one to post by the phone or on their desk for when a guest teacher was in the room. The principal commented that the staff at EBE is very security conscious and will address individuals without badges. This is a different level of awareness that I witnessed in other schools.

**Focus Points:** I have heard concerns in multiple elementary school buildings that giving the direction to **“use personal judgement” is a concern**. Staff do not feel they are **adequately trained to make those type of decisions instinctively** and research on this matter seems to support that if muscle memory is not activated in stressful situations, most will freeze. EBE staff shares these concerns. If /then practice may help staff feel more comfortable making in-the-moment decisions independently. EBE houses a program for students with behavioral needs. From my review, there has not been specialized plans developed to address this populations specialized safety needs.

## School Resource Officer Interview – Bud McCurry

The following was an interview conducted with Stanwood’s school resource officer Bud McCurry on May 20, 2019. The responses below are not verbatim as the conversation was not recorded. I relied on my notes to reflect an accurate portrayal of his responses. My apologies to SRO McCurry if I did not fully capture his responses.

1. What is your day like as a School Resource Officer?

I do a lot of basic things: I meet individually with some kids, make sure I am visible when students arrive in the cafeteria in the morning. Every hour I check restrooms. I am in the lunchroom in the commons, check the parking lots and different things like that. I also conduct a DUI prevention session with Driver’s Education and some teachers have me come into to classrooms to present.

2. Are you available to schools in the district other than the high school?

Yes, some. I have been working a lot on a reunification plan with the district. I am meeting with Stanwood Elementary tonight at 4:00 pm.

3. What is your role related to school emergency planning?

As noted, I am working on reunification. I have done some training (e.g. a Tabletop exercise with administrators). I have done some informal work with school counselors and deal with any criminal behavior that may arise.

4. How have you assisted schools/the district this year with emergency planning?

**Tabletop training for administrators and reunification planning as I said.**

5. Have you had an opportunity to review school emergency plans?

Yes, I have reviewed them. Generally, they cover the basics.

6. Are you available to school administrators to assist in risk assessments of their schools?

Not really. Best world scenario, school resource officers would do that in the summer months. I have been trained in threat, risk and vulnerability assessments.

7. What do you feel is the greatest risks that Stanwood Schools need to plan for?

Our greatest risk, in my view, **is earthquake**. We also have **some troubled students** that can create risks so violent behavior by a student is another risk.

8. If you could give the District advice on school emergency planning, what advice would you give?  
Emergency planning needs to be taken seriously. Policies need to be adhered to consistently (i.e. badges). Drills are not always conducted with fidelity and are not taken seriously enough by students and staff.
9. What training do you feel every staff member would benefit from having?  
I love the idea of **basic survival, emergency planning like the CERT training**. Staff need to know the supplies they have available and how to use them and when to use them.
10. Regarding the rapid responder system, is it utilized by the police and fire department in emergency situations?  
**The Rapid Response system is mandated to be there but is not mandated to be used for law enforcement** and it is not used by the police. It includes layouts of the school, prestaging areas, ingress. Contact information is included and updated regularly so it is a valuable resource. Officers are not trained to use it though so it doesn't get utilized as much as it could.
11. Is there other technology that you think all administrators should be familiar with in order to liaison with first responders?  
No – not really.
12. Other?  
**Schools should absolutely have Stop the Bleed kits and be trained to use them. Staff and older students need to know how to stop the bleed and start the breathing.**  
  
**Video cameras are golden** – the cameras need to be placed in the right areas and pointed in the correct angle. If done correctly, and kept functional, cameras provide real time information and dispatch can log in remotely.  
  
Secondary reunification needs to be practiced. I also have a goal to get out to other schools more often.  
  
In a perfect world, threat assessments would be done and I love to do Tabletops, want to do more.  
  
Schools and the District needs **to get connected to Community Emergency Response Teams (CERT) to benefit from their training and assistance** in emergency situations.

**Other Comments/Questions or Items of Interest:**

SHS:

LHHS

SMS

PSMS

CES

**TCE** – Wondered about the District Emergency Handbook. The most recent update I found was 2014.

**SES** – Does not have Rapid Responder access so uncertain what might be on there for SES/ Could not locate previous plan and is in process creating whole new plan with the help of staff.

UES

EBE:

SARA:

**Transportation** - Our biggest role in emergencies is logistics. **We can provide resources to make things happen.** All drivers are CPR and First Aid certified, two drivers are fire fighters and one is a retired sheriff. We have monthly safety updates and training. We have worked on reunification plans and have a flood plan for Josephine, Stanwood Elementary, and Stanwood Middle School. We also have snow plans in place.

The District **needs a system where all have an emergency channel on radio that is monitored and tested regularly.** Radios and cross district communication plans during an emergency are still not working. No ham radio in the transportation department. First aid kits on all busses per state patrol, fire extinguishers, accident kits and reflective vests. Buses can provide emergency shelter if needed.