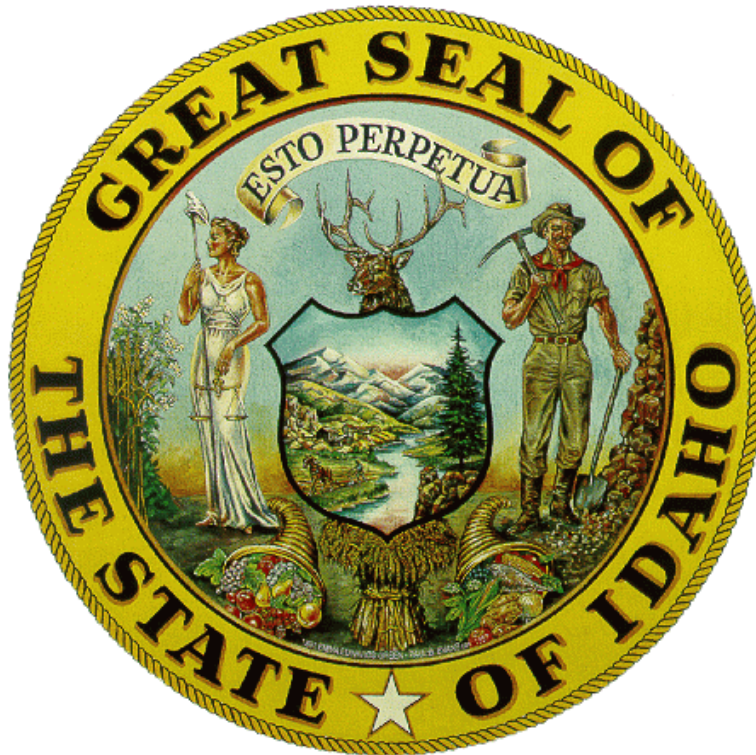# DIVISION OF BUILDING SAFETY

IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD VIDEOCONFERENCE MEETING

JANUARY 11, 2018

SCHOOL SAFETY AND SECURITY ADVISORY BOARD

<u>**ROLL CALL**</u>

PRESENTER: Rep. Wendy Horman, Chairman

OBJECTIVE: Roll Call and Introduction

ACTION: Introductions of Board Members and DBS Staff

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS: Directory

Member	Company/Representing	Mailing Address	Original Appointment	Term Expires
Jeri Henley	Parent of a Student	Gateway Real Estate 321 Eastland Drive North Twin Falls, ID 83301	07/08/2016	07/01/2018
K. Logan Easley	Teacher	West Ada School District 1303 East Central Drive Meridian, ID 83642	07/05/2016	07/01/2019
Senator Marv Hagedorn	Idaho Senate	State of Idaho P.O Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
James Dale Fry, Jr.	Representative Local School Board	515 Christie Street Troy, ID 83871	07/01/2016	07/01/2019
Dr. Becky Meyer	Rep. School Superintendents	Lakeland School District 15506 Washington St. Rathdrum, ID 83858	08/24/2017	07/01/2019
Matt Freeman	State Board of Education	State Board of Education PO Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
Jeff Gunter	Idaho Police Chiefs Association	Hailey Police Department 115 S. Main, Suite C Hailey, ID 83333	07/01/2016	07/01/2018
Charles 'Chad' A. Huff	Idaho Sheriff's Association	Payette County Sheriff 1130 3rd Avenue,Room 101 Payette, ID 83661	07/01/2016	07/01/2018
John Ganske	Idaho State Police	Idaho State Police 700 S. Stratford Meridian, ID 83642	07/01/2016	07/01/2018
William 'Brad' Richy	Bureau of Homeland Security	State of Idaho 4040 W. Guard St. Bldg 600 Boise, ID 83705	07/01/2016	07/01/2018
David Gates	Idaho Fire Chiefs Association	Pocatello Fire Department 408 E. Whitman Avenue Pocatello, ID 83201	07/01/2016	07/01/2018
Matt McCarter	State Department of Education Superintendent of Public Instruction	State Dept of Education PO Box 83720 Boise, ID 83720-0027	07/01/2016	07/01/2018
Rep. Wendy Horman	House of Representatives	State of Idaho PO Box 83720 Boise, ID 83720	07/05/2016	07/01/2018

IDAHO SCHOOL OF SAFETY AND SECURITY ADVISORY BOARD
(Idaho Code 33-5808)

IDAHO SCHOOL OF SAFETY AND SECURITY ADVISORY BOARD
(Idaho Code 33-5808)

DIVISION OF BUILDING SAFETY
SCHOOL SAFETY AND SECURITY PROGRAM
1090 East Watertower Street, Suite 150
Meridian, ID 83642
Office: (208) 334-3896 – Fax: (208) 332-4016
dbs.idaho.gov

Personnel	Title	E-Mail	Phone
Chris L. Jensen	Administrator	chris.jensen@dbs.idaho.gov	208.332.7100
Ron Whitney	Deputy Administrator, Administration	ron.whitney@dbs.idaho.gov	208.332.7150
Spencer Holm	Deputy Attorney General	spencer.holm@ag.idaho.gov	208.334.4525
Brian Armes	School Safety And Security Program Manager	brian.armes@dbs.idaho.gov	Direct: 208.332.7153 Cell: 208.559.2910
Mike Munger	Southwest School Safety and Security Analyst	Mike.munger@dbs.idaho.gov	Cell: 208.407.6716
Guy W. Bliesner	Eastern School Safety and Security Anayst	Guy.Bliesner@dbs.idaho.gov	Cell: 208.221.3145
Mark Feddersen	Northern School Safety and Security Anayst	Mark.Feddersen@dbs.idaho.gov	Cell: 208.625.7256
Kayla Harris	Administrative Asst	kayla.harris@dbs.idaho.gov	Direct: 208.332.7154 Office: 208.332.7155
09/01/2017			

SCHOOL SAFETY AND SECURITY ADVISORY BOARD

Agenda Item No. 01   **AGENDA**

PRESENTER: Rep. Wendy Horman, Chairman

OBJECTIVE: Approve agenda for the January 11, 2018 School Safety and Security
                    Advisory Board meeting

ACTION: Consent

BACKGROUND:

**PROCEDURAL
HISTORY:**

ATTACHMENTS: Tentative agenda

UPDATED TENTATIVE AGENDA

NOTICE OF PUBLIC MEETING

IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD VIDEOCONFERENCE MEETING

Division of Building Safety
1090 East Watertower Street, Suite 150, Meridian
1250 Ironwood Drive, Suite 220, Coeur d'Alene
2055 Garrett Way, Building 1, Suite 4, Pocatello

Thursday, January 11, 2018
12:00 p.m. - 2:30 p.m. (MT)
(Note: North Idaho - Meeting Commences @ 11:00 a.m.)

12:00 p.m. **CALL TO ORDER** – Rep. Wendy Horman, Chairman
- o Roll Call & Introductions
- o Open Forum

CONSENT AGENDA
1. Approval of the January 11, 2018 Agenda

2. Approval of the September 21, 2017 Board Meeting Minutes

INFORMATIONAL AGENDA
3. Office Manager Report – Brian Armes, Program Manager
   a. Progress Report
      i. 2017 Assessment Statistics
      ii. Training and Consulting Time
      iii. Advisory Board Term Limits
   b. Regional Analyst Report
      i. Region 1 - Mark Feddersen
      ii. Region 2 - Mike Munger
      iii. Region 3 - Guy Bliesner
   c. Boise State Grant – Brian Armes, Program Manager
   d. Legislative Report
   e. Law Enforcement Advisory Group
      i. Proposed Amendment to §18-3302I
      ii. Numbers and Letters on Buildings
      iii. Move, Secure, Defend

ACTION AGENDA
4. Legislative Report Approval – Rep. Wendy Horman, Chairman

INFORMATIONAL AGENDA, CONT'D

5. Administrator Report – Chris L. Jensen, Administrator
   a. Financial Report

2:30 p.m.   ADJOURN

All times, other than beginning, are approximate and are scheduled according to Mountain Time (MT), unless otherwise noted. Agenda items may shift depending on Board preference. 01/02/2018KH

SCHOOL SAFETY AND SECURITY ADVISORY BOARD

Agenda Item No. 02   **MINUTES**

_____

PRESENTER: Rep. Wendy Horman, Chairman

_____

OBJECTIVE: Approve minutes from the September 21, 2017 Idaho School Safety and Security Advisory Board meeting

_____

ACTION: Consent

_____

BACKGROUND:

_____

**PROCEDURAL
HISTORY:**

_____

ATTACHMENTS: Draft Minutes

_____

IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD
VIDEOCONFERENCE MEETING

Thursday – September 21, 2017 - 10:30 a.m. (MT)

Division of Building Safety
1090 East Watertower Street, Suite 150, Meridian
1250 Ironwood Drive, Suite 220, Coeur d'Alene
2055 Garrett Way, Building 1, Suite 4, Pocatello

*DRAFT MINUTES OF THE SEPTEMBER 21, 2017 MEETING

NOTE: The following report is not a verbatim transcript of the discussions at the meeting,
But is intended to record the significant features of those discussions.

Chairman Rep. Wendy Horman called the meeting to order at 10:32 a.m. (MT)

Board Members Present:	**DBS Staff Members Present:**
Rep. Wendy Horman, Chairman	Chris Jensen, Administrator
Matt Freeman, Vice-Chairman	Ron Whitney, Deputy Administrator
Logan Easley	Spencer Holm, Deputy Attorney General
John Ganske	Brian Armes, IOSSS Program Manager
David Gates	Jeff Egan, Region 2 Manager
James Fry	Mike Munger, Southwest School Analyst
Matt McCarter	Guy Bliesner, East School Analyst
Becky Meyer	Mark Feddersen, North School Analyst
Jeri Henley	Kayla Harris-Baker, Administrative Assistant 1
Chad Huff	
Jeff Gunter	

Board Members Absent:
Sen. Marv Hagedorn
Brad Richy

♦ **Approval of September 21, 2017Agenda and January 12 and 27, 2017 Meeting Minutes**
  MOTION: Board Member Gates made a motion to approve the September 21, 2017 agenda and January 12 and 27, 2017 Board meeting minutes as presented. Vice Chair Freeman seconded. All in favor, motion carried.

♦ **Schedule 2017 Board Meetings**
  The Idaho Office of School Safety and Security offered six potential dates for 2018. They are as follows: January 11th, January 16th and January 23rd, as well as September 13th, September 18th and September 25th. At the direction of the Chairman, the board unanimously approved January 11 and September 13, 2018 as the next board meetings.

ACTION: The 2018 Idaho School Safety and Security Advisory Board meeting date will be placed on the Division's board calendar and website.

♦ **Discussion of 33-5906(1)**
Program Manager, Brian Armes discussed statue 33-5906 (1) in reference to developing the Idaho Office of School Safety and Security (IOS[3]) assessment tool as the guideline. Manager Armes went over the evolving issues that present security concerns within schools. He recommended the board voting the use of the assessment tool as the standard. Chairman Horman conversed that Manager Armes worked with Deputy Attorney General (DAG) Holms to verify that the tool complies with the statue. She also shared in favor of voting in for using it as the guideline. She believes allowing the assessment tool to be the guideline will allow for a more prompt response to threats that become apparent. Board Member Gates asked if the tool would be updated annually or if it would be update throughout the year. He also questioned if the board would have to approve all changes to the tool. Chairman Horman clarified that if the tool is the guideline, it would be allowed to be adapted as needed without board approval. DAG Holm elaborated that the board would need to adopt the changes annually or the board could make a motion to add/redact things from the tool as they saw fit. Chairman Horman called for a vote. All in favor, motion carried.

ACTION: The assessment tool will now be the guideline, in reference to statue 33-5906(1).

♦ **Program Manager Report**
Overview of Last Year – Manager Armes presented a PowerPoint, starting with major trends in Idaho. He stated the number of schools is a fluctuating number, the office has completed 209 assessments for the year, logged 336 hours of consulting time, 184 hours of training time and donated $50,000 worth of equipment. He went over major trends from the assessment standpoint. Controlling the perimeter of the schools was the primary trending. He gave statistical numbers for how many of the assessed school campuses were securable at the perimeter. Less than 3 percent of schools were able to be fully secured at the fence line. He shared how most communities prefer campuses to remain available for communal use, so he gave the solution of securing it while students are on campus and making it available during non-school hours. Board Member McCarter referenced the training hours, asking what districts had asked for that the office has been unable to provide. Manager Armes answered that at this point there has not been any arising questions the office has been unable to provide an answer or resource for. Manager Armes presented that 38 percent of schools have left an exterior door ajar for unauthorized use, his solution was use of strikes or electronic access for staff members, and as well less than 40 percent of unused space is monitored. He discussed that 56 percent of schools assessed required proper credentialing, while 26 percent have staff wearing a credential, despite 63 percent of schools stating that staff policy is to wear credentials. Statistics show that 79 percent have trained their staff on approaching strangers, while in assessments that has been proven. Board Member Easley inquired on holding schools accountable for their policies. Manager Armes stated that that will not be through the office or board. Board Member Gates asked if schools are not compliant with safety guidelines, would the state be willing to withhold grant funding until they comply. Board Member McCarter responded that the state can require a corrective action plan before releasing funds. Board Member Gates asked about how different school districts are different

sizes, so if the data shows that. Manager Armes replied that currently all the data is aggregated together, but the analyst makes the distinction while on site. Manager Armes went over that only 33 percent of schools' assessed have met NIMS standard for Emergency Operations Planning (EOP). Not being compliant makes schools' ineligible for federal grant dollars. The office has been collaborating with the Idaho Office of Emergency Management (IOEM) and County Emergency Management to work with schools on creating EOP documents that are compliant. Manager Armes went through the ten questions on the after action survey that is sent to every school. He shared that it is an internal document used to solidify the process for quality control. Administrative Assistant Harris discussed working on grant opportunities with Idaho School Resource Officers (IDASRO) and Boise State University (BSU). She also shared the Health and Safety Alerts the office emails out. Southeast Analyst Bliesner went over communication on campuses and how the office has been working with multiple school districts to assure that all districts that want radios have access. Southwest Regional Analyst Munger discussed supervision variants throughout Idaho districts. Northern Regional Analyst Feddersen presented about Local Emergency Planning Committee (LEPC) and how the office is working on partnering Idaho schools' with the stakeholders in their county. Manager Armes spoke about how Analyst Munger is now the liaison between the office, the board and school districts. Board Member Gates brought up how the LEPC in his county has not been consistent within all needed agencies. Manager Armes discussed that when the office does training there is an invitation to multitude of community agencies. Analyst Feddersen brought up the office's partnership with Mrs. Lori Otter and the See, Tell, Now! Program. He went on to discuss how the program compliments the needs of schools throughout Idaho.

Other Activities – The Program Manager gave a quick list of activities the office has been involved with. He introduced the group of National School Safety Association. He explained that it is an organization of agencies nationwide with a named agency for school safety and security. Manager Armes also discussed our partnership with Suicide Prevention Action Network of Idaho (SPAN). He showed the board the website for adverted disaster or near miss actions of violence. Manager Armes discussed the work with the Law Enforcement Advisory that was created. He went over higher education assessments and how they are currently interfacing with federal agencies. Higher education campuses have efficient assessment procedures with Department of Homeland Security, who has shared access with the office as to remain compliant with the mandate. Manager Armes discussed doing an assessment on the Treasure Valley Community College (TVCC) campus. Board Member Gates requested further research by the office in the development of higher education assessments. Manager Armes agreed to work with Vice Chairman Freeman and DAG Holms on proposed language or assessment types for college campuses.

♦ **Administrator Report**
Financial Report – Administrator Jensen reviewed The Idaho School Safety and Security Advisory Board Fund, FY 2017 financial statement as of September 1, 2017. Division of Building Safety (DBS) requested the same amount for the budget as the previous year. Board Member McCarter asked about the yearend budget. Administrator Jensen explained that the office finished the fiscal year with a $3,000 excess.

Administrator Report – Administrator Jensen discussed CTE grant to bolster apprenticeships within Idaho. He explained the intended legislation for apprenticeships education exempts current students. He expressed his appreciation for the IOS[3] and the staff for all their help both to DBS and schools.

♦ **Adjournment**

MOTION: Chairman Horman adjourned the meeting.

The meeting adjourned at 12:51 p.m. (MT).

_____   _____
WENDY HORMAN, CHAIRWOMAN   CHRIS JENSEN, ADMINISTRATOR
IDAHO SCHOOL SAFETY AND   DIVISION OF BUILDING SAFETY
SECURITY ADVISORY BOARD

_____   _____
DATE   DATE

*These DRAFT minutes are subject to possible corrections and final approve by the Idaho School Safety and Security Advisory Board. 01/09/2018kh

SCHOOL SAFETY AND SECURITY ADVISORY BOARD

Agenda Item No. 03 _____ ___ **PROGRAM MANAGER REPORT**

PRESENTER: Brian Armes, Program Manager
_____

OBJECTIVE: Discuss Program and Staff
_____

ACTION: Informational
_____

BACKGROUND: Program Overview
_____

**PROCEDURAL
HISTORY:**
_____

ATTACHMENTS: Program Overview
_____

Key	Question
	Question
1	Name
2	Address
3	Phone
4	District Number
5	Superintendent
6	Principal
7	Assessment Date
8	Primary Assessor
9	Secondary Assessor
10	Tertiary Assessor
11	Quaternary Assessor
12	What grade levels are on campus?
13	What is the student population?
14	What is the total number of certified staff?
15	What is the total number of classified staff?
16	What is the average daily attendance?
17	What is the mobility rate (number of student transfers across the school year)?
18	How many free/reduced rates?
19	How many Special Education (+504) students?
20	How many students will need individual emergency planning (mobility, medically fragile, emotional conditions, etc.)?
21	What percentage of students are on safety or behavior contracts?
22	What is your limited English proficiency (LEP) rate?
23	Does the school host specialized programs (Pre-school, Magnet programs, Head Start, etc.)?
24	How many out of district students attend?
25	Is there obvious poverty in the immediate neighborhood?
26	Is the immediate neighborhood commercial?
27	Is the immediate neighborhood industrial?
28	Is the immediate neighborhood agricultural?
29	Is the immediate neighborhood in wildlands?
30	Is vandalism/graffiti observed in the immediate neighborhood?
32	Is there reported gang or criminal activity in immediate neighborhood?
33	Is there a Community facilities in proximity of the school (e.g. city parks, pool)?
34	Is there a Railroad in proximity to the school?

35 Is there a water hazard in proximity of the school?
36 Is there a Hazmat element in proximity to the school?
37 Is there a transportation centers/adjacent bus stop in proximity of the school?
38 Are there abandon/unused buildings in proximity to the school?
39 Are there propane/gas pipe(s) in proximity to the school?
41 Is there a freeway adjacent to the school?
42 Is there a state highway adjacent to the school?
43 Is there an arterial adjacent to the school?
44 Is there a busy residential street adjacent to the school?
45 Is there an alley / dirt road adjacent to the school?
46 Is there a single access/restricted roadway to campus?
47 Is the campus' perimeter fenced?
48 Is the campus fence securable?
49 Was the campus fence secured?
50 Were shrubs and landscaping placed and trimmed to allow good sightlines?
51 Does the parking lot have adequate lighting?
52 Does the parking lot striping/signage meet parking lot design standards?
53 Is the parking lot surface well maintained?
54 Do parking areas provide standoff for vehicles?
55 Are parking areas adequate to school community?
56 Do parking/sidewalks/curbs contain elements of ADA compliance?
57 Are service/access roadways gated and controlled?
58 Is there vandalism/graffiti on campus/building?
59 Are there abandoned/unused areas on campus?
61 Is your campus primarily multi-story buildings?
62 Is your campus primarily a multi-building campus?
63 Do you have outdoor hallways?
64 Do you have portables?
65 Are out-buildings/portables fenced to prevent direct access?
66 Are campus signs posted to indicate restricted areas (Trespass, Hours of Use, Hazards. etc.)?
67 Are mechanical/electrical equipment surrounded by securable enclosure(s)?
68 Are restricted areas secured on non-adjacent buildings?
69 Does building exterior have adequate lighting?
70 Are all campus buildings identified and marked (includes portables)?

71 Are doorways to restricted areas identified?
72 Are doorways to restricted areas secured?
73 Is the main entrance well marked/apparent?
74 Is there a primary point of entrance and exit in each building?
76 Are room numbers are visible from the exterior (window placards)?
77 Are signs posted listing prohibited items?
78 Are signs posted listing visitor policies?
79 Does the school have a Knox box or other secure key storage system to provide quick access to keys by first responders?
81 What is the initial construction date?
82 Are there any additional construction dates?
83 What is the primary construction type?
84 What was the initial grade level design?
85 Does the building contain a complete fire sprinkler system?
86 What was the Assessors' arrival time on site?
87 At what time did the Assessor gain entry?
88 Where was the access point the Assessor gained entry?
89 What was the time when the Assessor first made contact with someone?
90 What affiliation was the first person contacted (staff, student, custodian, parent, etc.)?
91 Was the Assessor directed to a check in-point?
92 Was the Assessor escorted to a check in-point?
93 Is access through the main entry or primary entry controllable?
102 Do staff prominently display photo id?
103 Do students prominently display photo id?
104 Students required to wear identifying clothing/uniform?
107 Are classrooms locked when not in use?
108 Are gymnasiums locked when not in use?
109 Are weight rooms locked when not in use?
110 Are locker rooms locked when not in use?
111 Are auditoriums locked when not in use?
112 Are cafeterias / kitchens locked when not in use?
113 Are science labs locked when not in use?
114 Are computer labs locked when not in use?
115 Are CTE shops locked when not in use?
117 Are band/orchestra rooms locked when not in use?

119 Are roof access points locked?

121 Are custodial closets/storage locked when not in use?

122 Are interior courtyards locked when not in use?

123 Are outdoor athletic facilities locked when not in use?

125 Are students allowed in the school without supervision?

126 Do staff monitor all entrances and exits during student arrival & departure?

127 Are Students required to display hall pass during regular class hours?

128 Are hallways supervised effectively?

129 Are restrooms supervised effectively?

130 Are stairwells supervised effectively?

131 Are commons areas supervised effectively?

132 Are outdoor spaces supervised effectively?

133 Are extracurricular activities supervised effectively?

134 Is there a video surveillance system in place?

135 Are all cameras operational?

136 Are monitors available for appropriate passive monitoring?

137 Are cameras located in key areas (remote/isolated areas, unmonitored doorways, etc.)?

138 Does the facility have an intrusion detection system (door contacts, motion detectors, etc.)?

139 Are staff members present in the building after school hour required to sign in/out?

140 Are all occupied areas protected by an audible fire alarm system?

141 Does the facility have a fire alarm system connected to a central reporting agency?

142 Are school buses equipped with security cameras?

143 Do all exterior doors have non-removal hinge pins?

144 Do exterior doors, not designated for entry, lack hardware?

145 Are exit doors equipped with push bar exit devices flush to resist chaining?

146 Are designated points of entry/exit monitored to control building access?

147 Are exterior doors identified and marked on the inside (inside matches outside label, identified in plans)?

148 Are all interior doors are numbered?

149 Are stairwells identified and marked?

150 Can classroom doors be secured from the inside?

151 Are windows in doors shatter resistant or reinforced?

152 Do written security plans exist for perimeter security (doors locked/monitored and who is assigned)?

153 Do written security plans exist for parking lot security (permits, lot monitoring)?

154 Do written security plans exist for locker security (securing un-assigned lockers)?

155 Do written security plans exist for end-of-day security procedures (secure access points, high value areas, alarm set, etc.)?

156 Do written plan exist for extra-curricular security (open/close of entries/exits, securing after event)?

158 Does security staff have training in de-escalation?

159 Does security staff have training in First Aid (CPR, AED, etc.)?

160 Does security staff have training in suspicious person/suspicious package?

161 Does security staff have training in how to respond to an intruder?

162 Does security staff have training in parking/traffic monitoring?

163 Are security staff involved with site wide security planning?

164 Do security staff access/monitor surveillance cameras?

165 Is there excessive congestion in the entrance / exit door area(s)?

166 Is there excessive congestion in the common spaces?

167 Is there excessive congestion in the hallways?

168 Are campus pathways/sidewalks free of obstruction/hazard?

169 Are the required pathways / sidewalks for outdoor student movement within secured perimeter?

170 Is outdoor student movement supervised effectively?

173 Is there a written supervision plan available?

174 Are bus and parent pickup/drop-off areas physically separated?

175 Is vehicle traffic effectively managed?

177 Are pedestrians safety routed in / around pickup / drop-off zones?

179 Are bus zones are clearly signed?

180 Are bus zones safely and effectively operated?

182 Is bus loading/unloading supervised effectively?

183 Is there evidence the school has a procedure for loading/unloading of special populations?

184 Do bus loading area meets ADA requirements?

185 Are school buses and other transportation vehicles secured when not in use?

186 Are students allowed on a bus without direct supervision?

188 Are buses district owned?

189 Does a municipal transportation system (bus) transport students?

190 Are parent pickup/drop-off areas safely and effectively operated ?

191 Are parent pickup/drop-off clearly signed?

193 Is the parent pickup/drop-off supervised effectively?

196 Are student parking areas organized and operate effectively?

197 Are student parking areas supervised effectively

198 Is there an effective procedure to identify unauthorized vehicles on campus?

200 Are parking areas clearly signed?

204 Are there marked crosswalks?

205 If present, are crossing guards highly visible and effective?

206 Is there a designated bike storage available?

207 Can school office notify school interior areas?

208 Can all instructional areas notify the entire school campus (all areas)?

209 Does the public address system have back up power source?

210 Can school office communicate (2-way) with all instructional areas individually?

212 Does the intercom system have a backup power source?

213 Can all instructional areas communicate with outside telephone systems (e.g. 911)?

214 Does the telephone system have back up power source?

215 Are cell phones the primary communication method for communication with instructional areas?

216 Is a bell system in place and operational in all areas?

217 Is a campus radio system available and used by the Administrative Team?

218 Is a campus radio system available and used by the Office Staff?

219 Is a campus radio system available and used by the School Resource Officer?

220 Is a campus radio system available and used by school security?

222 Is a campus radio system available and used by staff in high-need units?

223 Is a campus radio system available and used by the crossing guards and traffic control?

224 Is a campus radio system available and used by student supervision positions?

225 Is a campus radio system available and used by the custodial staff?

226 Is a campus radio system available and used by food service?

227 Is a campus radio system available and used by maintenance staff?

228 Do school radios have the ability to contact emergency responders directly?

229 Is the District-wide radio system tested monthly?

230 Does the district-wide radio system connect directly to first responders?

231 Does the school have multiple means of immediately contacting parents / guardians?

232 Does the school have a means of immediately contacting students off campus in an emergency?

233 Does the school have the ability to contact busses directly by radio?

234 Does the school web site contain information that may be used to harm the school / individuals?

235 Does the school have a designated Public Information Officer for media contact?

237 Is playground perimeter fencing in place?

238 Is playground perimeter fencing securable?

240 Does playground equipment meet ASTM/CPSC standards?

241 Does playground fall material meet ASTM/CPSC standards?
242 Is there evidence playgrounds are routinely maintained?
243 Is there a playground inspection record?
244 Gymnasiums are supervised when students are present?
245 Gymnasiums are in safe condition and well maintained?
246 Gymnasium bleachers are maintained in safe condition?
247 Gymnasium locker rooms are clean and well maintained?
248 Gymnasium locker rooms are secured when not in use?
249 Gymnasium rules of safe conduct are taught?
252 Is the weight room expected standard of conduct reviewed and acknowledged by students?
253 Is there documentation of training in the safe / appropriate use of weight room equipment?
254 Is there written hygiene protocol?
255 Is the weight room access controlled?
256 Is the weight room supervised whenever students are present?
257 Ticket booth facilities are maintained in a safe condition?
258 Bleachers are maintained in a safe condition?
259 Fields are maintained in a safe condition?
260 Outdoor facility fencing is well maintained?
261 Are the expected standards of conduct, for the science laboratory, reviewed and acknowledged by students?
262 Are there science laboratory eye wash stations?
263 Are there science laboratory shower(s)?
264 Are there science laboratory fire blanket(s)?
265 Are there science laboratory fume hood(s)?
266 Are there science laboratory spill kit(s)?
267 Are there science laboratory master shutoffs (gas/electricity)?
268 Are there science laboratory first aid kit(s)?
269 Are there science laboratory fire extinguisher(s)?
270 Is science lab personal protective equipment (PPE) available and in use?
272 Is there a science laboratory chemical hygiene plan available?
274 Is the science laboratory access controlled?
275 Is the science laboratory supervised whenever students are present?
276 Do chemical storage area(s) meet industry standards for chemical storage?
277 Are chemicals appropriately stored and labeled?
278 Is a corrosive materials cabinet used for acid storage?

279 Is a flammables materials cabinet used for flammable materials?

280 Is there a current inventory available for the chemical storage area?

281 Is the current chemical storage inventory appropriate for curriculum?

282 Is the chemical storage locked or controlled?

283 Are CTE shop standards of conduct reviewed and acknowledged by students?

284 Are students trained in shop equipment use, safety, and emergency procedures?

285 Is all student training documented for the CTE shop?

286 Does the CTE shop organization and cleanliness meet industry standards?

287 Does the CTE shop(s) have eye wash stations present and accessible?

288 Are the welding booths ventilated to exterior?

290 Are the CTE shop(s) fire extinguisher(s) accessible?

291 Are the CTE Shop's Safety Data Sheets available for hazardous materials)?

292 Are CTE shop(s) flammables cabinets available if needed?

293 Is the CTE shop(s) first aid kit(s) stocked and accessible?

294 Is the CTE shop's personal protective equipment (PPE) available and in use?

295 Is the CTE shop(s) access controlled?

296 Are students supervised when in Career Technical Education (CTE) shops?

302 Is a dust removal system present, operational, and maintained?

303 Is the CTE shop ventilation adequate?

316 Are CTE shop gas tanks secured?

339 Are the expected standards of conduct for stage / auditorium reviewed and acknowledged by students?

340 Are stage / auditorium safety protocols posted?

341 Are students trained on available stage / auditorium equipment prior to use?

342 Is all student training documented for stage / auditorium?

343 Is the stage / auditorium access controlled?

344 Are students supervised in the stage / auditorium area?

345 Are the expected standard of conduct for arts and crafts reviewed and acknowledged by students?

346 Are arts and crafts students trained in equipment use, safety, and emergency procedures?

347 Is all student training for arts and crafts documented?

348 Is the arts and crafts space clean and organized?

350 Are arts and crafts eye wash stations present and accessible?

351 Is an arts and crafts dust removal system present, operational, and maintained?

352 Is the arts and crafts ventilation adequate?

353 Are the arts and crafts fire extinguisher(s) accessible?

354 Are the arts and crafts Safety Data Sheets available for hazardous materials (SDS)?

355 Are there any arts and crafts flammables cabinets available, if needed ?

356 Is the arts and crafts first aid kit(s) stocked and accessible?

357 Is the arts and crafts personal protective equipment (PPE) available and in use?

358 Is the arts and crafts access controlled?

359 Are students in the arts and crafts area supervised?

360 Is there a Student Code of Conduct policy, which is published and available, regarding anti-violence?

361 Is there a Student Code of Conduct policy, which is published and available, regarding bullying/harassment?

362 Is there a Student Code of Conduct policy, which is published and available, on outside agency interviewers?

363 Is there a Student Code of Conduct policy, which is published and available, on person searches?

364 Is there a Student Code of Conduct policy, which is published and available, on locker searches?

365 Is there a Student Code of Conduct policy, which is published and available, on vehicle searches?

366 Is there a statement delineating school discipline from the criminal processes?

367 Is there an reported decrease in cyberbullying incident from last year?

368 Are staff members visible in hallways/commons and positively interacting with students?

369 Are discipline policies published and available?

370 Is there a process in place to collect and review discipline referral data (includes time/location)?

371 Is there a school-wide positive behavioral intervention program in place?

372 Are alternatives to suspension/expulsion written into disciplinary policies/procedures?

373 Are student discipline procedures available for students, parents and staff?

374 Is there a process to solicit and address safety and security concerns. (e.g. Safety Committee)

375 Are parents involved in safety policy planning?

376 Are student represented on the school safety committee?

377 Are there visible signs of school-wide character education, social skills program: (includes decision making, positive attitude, respect,

378 Is individual student engagement in extracurricular activities tracked?

379 Are students actively involved in conflict resolution teams, safety patrols, peer-to-peer groups, new student mentoring, etc.?

380 Is student perception data available?

381 Is there visible signs of school celebrating student success?

382 Does the school have a systematic way to involve parents?

383 Does the school host an active volunteer organization?

384 Does the school host an active parent organization(s)?

385 Is there visible signs of community involvement by students/staff?

386 Does the school have a written procedure for student assistance?

387 Does the school have a written procedure to identify and serve students at risk for disruptive/disorderly behaviors?

388 Are any staff members trained to work with potentially volatile students (certified de-escalation/restraint program)?
389 Does the school have an anonymous reporting system in place?
390 Is there a well developed network of service providers to whom students can be referred?
391 Is there a systemized and commonly understood process for students to access social services (health, mental, etc.)?
400 Nurse is available on campus at least half-time?
401 Is the nurse available for basic student care?
402 Is the nurse is available for classroom presentation?
403 Is the nurse available for student assistance teams?
404 Does the school have hand washing supplies?
405 Does the school have hand washing signs?
406 Does the school have hand sanitizer available?
407 Does the school have General Health Posters?
408 Does the school have Nutrition Signs/Posters?
409 Is there access to first aid supplies?
410 Is there documented provisions for maintaining and restocking first aid supplies?
411 Is there adequate Access to AED (accessible within 45 sec)?
412 Is there documented provisions for maintaining and restocking AED?
413 Is there access to evacuation chair where required?
414 Is there a mental health crisis plan for this campus?
415 Is there an articulated K-12 Mental Health plan?
416 Is there a student/staff sudden death recovery plan/policy?
417 Does the school have a written procedure for multi-disciplinary threat assessment?
418 Is the threat assessment protocol commonly accepted across the District?
419 Is the suicide prevention hotline information shared with students?
420 Does the school have a systematic or commonly understood method for working with mental health agencies?
421 What is law enforcement's expected response time for an emergency?
422 Is there a law enforcement (sworn) representative designated for schools?
424 Are sworn law enforcement school resource officer (SRO) primarily assigned to this campus?
427 Do sworn law enforcement school resource officer's (SRO) have a job description?
428 Is the school resource officer's (SRO) job description shared with site administration?
429 Did school personnel participate in creating the school resource officers' job description?
430 Does school based sworn law enforcement school resource officer (SRO) have an office appropriately sited?
431 Do sworn law enforcement school resource officer (SRO) make regular on-site visits?
434 Does law enforcement provide a visible presence on campus during school hours?

435 Is Law enforcement generally present at after hours extra-curricular activities?
436 Do sworn law enforcement school resource officer (SRO) regularly make presentations to students/staff?
437 Does local law enforcement serve on School Safety committee?
438 Has law enforcement been provided access to school facilities?
439 Does law enforcement have opportunities to train in school facilities?
440 Have jurisdictional considerations been addressed (MOU)?
441 Do you have a security officer (non-sworn) located on site?
442 Do you have updated contact information to/from your County Emergency Manager?
443 Is your local Emergency Manager part of your emergency planning?
444 Are you involved with your Local Emergency Planning Committee (LEPC)?
445 Are you part of your county's hazard mitigation plan?
446 What is fire department's expected response time for an emergency?
447 Does local Fire serve on District/School Safety committee?
451 Does Fire have opportunities to train in school facilities?
452 Does Fire make regular presentations to students/staff?
453 What is EMS' expected response time for an emergency?
454 Does local EMS serve on District/School Safety committee?
458 Does EMS have opportunities to train in school facilities?
459 Does EMS make regular presentations to students/staff?
460 Do schools meet regularly with outside agencies to discuss supportive services for individual families?
461 Are certified staff trained on school emergency procedures?
462 Are classified staff trained on school emergency procedures?
463 Are substitute staff trained on school emergency procedures?
464 Are volunteer staff trained on school emergency procedures?
465 Are Food Service staff are trained and participate in school emergency procedures?
466 Does documented new hire orientation include school emergency procedures?
467 Does documented new hire orientation include school visitor/intruder on campus policies?
468 Does documented new hire orientation include school discipline policies?
469 Does documented new hire orientation include school student referral policies?
470 Is there a scheduled cycle for staff training on signs of abuse?
471 Is there a scheduled cycle for staff training on conflict resolution?
472 Is there a scheduled cycle for staff training on problem-solving?
473 Is there a scheduled cycle for staff training on de-escalation?
474 Is there a scheduled cycle for staff training on bullying prevention, bullying, cyber-bullying?

475 Is there a scheduled cycle for staff training on gender respect / sexual harassment?
476 Is there a scheduled cycle for staff training on dating violence?
477 Is there a scheduled cycle for staff training on sexting?
478 Is there a scheduled cycle for staff training on depression ?
479 Is there a scheduled cycle for staff training on signs of suicide?
480 Is there a scheduled cycle for staff training on harm to self or to others (as demonstrated in writing, art, conversation, etc.)?
481 Is there a scheduled cycle for staff training on suspicious person?
482 Is there a scheduled cycle for staff training on suspicious package?
483 Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on adult de-escalation techniques?
484 Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on bomb threat, other threatening call?
485 Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on NIMS/ICS?
486 Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on First Aid, CPR, AED?
487 Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on armed staff training, if applicable?
488 Are all staff trainings documented by content, date, and participant?
489 Is there a scheduled cycle for student training on health practices (basic hygiene, contagion control, etc.)?
490 Is there a scheduled cycle for student training on suspicious person or activity?
494 Is there a scheduled cycle for student training on visitor policies?
495 Is there a scheduled cycle for student training on school emergency procedures?
496 Is there a scheduled cycle for student training on positive social skills?
497 Is there a scheduled cycle for student training on violence prevention?
498 Is there a scheduled cycle for student training on conflict resolution?
499 Is there a scheduled cycle for student training on decision making skills?
500 Is there a scheduled cycle for student training on bullying prevention, bullying, and cyber-bullying?
501 Is there a scheduled cycle for student training on gender respect / sexual harassment?
502 Is there a scheduled cycle for student training on dating violence?
503 Is there a scheduled cycle for student training on sexting?
504 Are student training opportunities documented by content, date?
505 Are parents notified of school safety information?
506 Are parents notified of emergency response expectations?
507 Are parents notified of visitor procedures?
510 Are parents notified of See, Tell, Now! contacts?
511 Are parents notified of character education programs?
512 Are there written procedures to guide access to the building by staff before and after school hours?
520 Does the visitor policy / procedure outline when a visitor escort is required?

521 Does the visitor policy address how a registered sex offender, may visit their child during school hours (IC 18-8329)?

524 Are all staff members required to turn in photo ID upon separation from employment?

537 Is there a procedure in place for dealing with suspicious and/or unauthorized deliveries?

540 Can areas of the school utilized for voting or other functions be physically separated or secured from school functional areas and stu

541 Is there a comprehensive key control policy?

558 Is there a procedure in place to record student accident (time & place)?

559 Is there a procedure in place to record staff/visitor accident (time & place)?

562 Are there written procedures for contagion containment (MRSA, flu, conjunctivitis, etc.)?

563 Are there written plans for public health emergency (pandemic)?

564 Is there a Public Information Officer (PIO) defined by policy (should be reflected in EOP)?

565 Are there a student bus ridership polices?

566 Are there Video / Audio Surveillance Policies in place?

568 Is there a graffiti / vandalism policy in place?

569 Do you have agreements / MOU with nearby districts for support?

570 Is there a District policy in place for workplace violence, threat, and intimidation?

571 Is there a District procedure in place to assess the threat of an employee's potential for harm to oneself / harm to others?

572 Is there a District has procedure in place for an employee assistance program?

573 Does the District/School have a functional EOP consistent with industry standards?

677 How many new staff to the building this year?

678 Is the Public Address system audible on the school grounds?

679 Is there a response team for volatile students?

680 Is there a plan in place for needed services not available in a building (contracted counselors, district teams, etc.)?

681 How long has the principal been principal at this school?

682 What is the expected response time for bus recall?

683 How many threat assessments have been conducted within the last year?

684 Percentage of students bussed

685 Are locker rooms supervised effectively?

686 Does visitor management procedure account for all individuals on site?

687 Does visitor management require vetting of visitors?

688 Does visitor management system require credentialing of visitors?

689 Is the visitor management procedure practiced with fidelity?

690 Does the auditorium scene shop meet industry safety standard?

691 Is there a district level, interagency safety committee?

693 Contractor/Delivery/Vendor Background Checks?

694 Have School Resource Officers received any formal SRO training.

695 Is there an observed decrease in bullying incidents on campus from last year?

696 Are Nurse/Medical duties performed by a health professional?

697 Does the nurse have a defined emergency role?

698 Is there an reported increase in bullying incidents on campus from last year?

699 Is there an reported increase in cyberbullying incident from last year?

700 Are surveillance systems actively monitored when students are present?

701 Does the school have multi-disciplinary behavioral threat assessment process?

702 Region

697

Recipient	Equipment	Value	Acquired from	Cost to Receiving District
Middleton School District	(1) UHF Quantar Repeater	$10,000.00	Ada County Radio Shop	-0-
Marsh Valley School District	(1) VHF Quantar Repeater	$10,000.00	Ada County Radio Shop	-0-
Marsh Valley School District	(21) ICom F2011 Mobile radios	$8,400.00	Kuna School District	$315.00
Bonneville School District	(17) Motorola mobile Radios	$8,000.00	Kuna School District	$255.00
Shelley School District	(15) MagOne handheld Radios	$1,500.00	Cassia School District	-0-
Grace School District	(17) Motorola CP200 handheld Radios	$5,000.00	Cassia School Disrtict	-0-
Shake River School district	(1) VHF Quantar Repeater	$10,000.00	Ada County Radio Shop	-0-
Cassia School District	(2) UHF Quantar Repeater	$20,000.00	Ada County Radio Shop	-0-
Idaho Falls School District	(1) Quantar Repeater	$10,000.00	Ada County Radio Shop	-0-

Idaho School Safety & Security Legislative Report 2017

January 27, 2017

Table of Contents

Introduction to report purpose and Office initiation

This report narrates actions completed by staff of the Idaho Office of School Safety and Security since inception, July 1, 2016, in accordance with Idaho Statute 33-5806 [33-5906] POWERS AND DUTIES OF THE IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD. The board shall: (3) On or before February 1 of each year, report to the legislature and to the governor on the status of school safety and security in the Idaho public educational facilities.

Both the Idaho Office of School Safety and Security (IOSSS) and The Idaho School Safety and Security Advisory Board were established with the passage of HB 514, entered into Idaho Statute as 33-5804 [33-5904] OFFICE OF SCHOOL SAFETY AND SECURITY, as part of Title 33 Education, Chapter 58 [59] IDAHO SCHOOL SAFETY AND SECURITY ACT. 33-5804 [33-5904] also places the Office of School Safety and Security in the Idaho Division of Building Safety.

The work of the IOSSS is guided by 33-5802 [33-5902], LEGISLATIVE INTENT. It is the intent of the legislature that the purpose of this chapter is to:

(1) Promote the safety and security of the students attending the public educational institutions of the state;
(2) Provide recommendations, systems and training to assist public educational institutions at all levels for the safety and security of students;
(3) Enhance the safety and security resources available to public educational institutions;
(4) Ensure that periodic security assessments of statewide public educational institutions are conducted and reported;
(5) Ensure that surveys are conducted and research information is reported to appropriate parties;
(6) Promote the use of technical methods, devices and improvements to address school security;
(7) Encourage the recognition of security design to be incorporated in future construction or renovation of public educational institutions; and
(8) Provide written reports of security assessments to appropriate school administrative authorities.

Timeline of major activity during first 6 months

July 5 –   Brian Armes hired as Office Manager.

July 18 –   Security analyst positions (3) filled with the hiring of Mark Feddersen (northern Idaho),
Mike Munger (southwestern Idaho), and Guy Bliesner (eastern Idaho).

July 19 – Development of comprehensive assessment process and tool begins.

Aug 1 –   Kayla Harris-Baker hired as Administrative Assistant for Office.

Aug 5 –   Idaho Office of School Safety & Security website goes online.

Aug 17 – First school assessment performed at Richard McKenna HS, Mountain Home.

Aug 23 – *See, Tell, Now!* campaign initiated with press spokesperson Ms. Lori Otter at Andrus
Elementary, West Ada SD press conference.

Aug 30 – First health alert sent to school superintendents, posted to website.

Aug 31 – Initial meeting of Advisory Board. Rep Wendy Horman elected as Chair, Matt Freeman
elected as Vice-Chair.

Sept 1 – Begin building contact list with outside agencies, organizations, institutions (complete
list in narrative).

Sept 15 – *See, Tell, Now!* Spokesperson Lori Otter visits Shelley HS, Shelley SD as awareness
campaign continues.

Sept 21 – *See, Tell, Now!* Spokesperson Lori Otter visits Borah Elementary, CDA SD for
awareness campaign.

Sept 23 – First Quarterly Newsletter sent to school superintendents.

Sept 30 – All state funded colleges and universities visited and primary point of contact
established.

Nov 16 –   Presentation given at Idaho School Board Association Annual Convention.

Nov 28 –   After-assessment surveys sent to schools administrators with completed assessments.

Jan 12 – Advisory Board meets in preparation of legislative report.

Activity Narrative

July 1, 2016 signaled the release of funds initiating the Idaho Office of School Safety & Security (IOSSS) within the Idaho Division of Building Safety (DBS). Brian Armes, 25-year public educator, was hired as Office Manager, July 5, with the immediate task of standing up the IOSSS as a fully functional office. The goal was to begin providing safety and security assessments, as well as training and support to schools for the 2016-17 school year, beginning August 2016.

Interviews for three security analysts and one administrative assistant commenced July 7th. The three security analyst positions were filled and reported for duty on July 18th. Mark Feddersen, retired Law Enforcement Officer from Pierce County WA, was chosen to serve schools in Region 1, northern Idaho. Mike Munger, former Safety and Security Specialist for Boise SD, will serve within Region 2, which encompasses all of southwestern Idaho. Guy Bliesner, former Health, Safety and Security Specialist for the Bonneville SD, was hired to serve eastern Idaho, Region 3. Kayla Harris-Baker, former Naval Airman, was hired to fill the administrative assistant position,

Once assembled, the staff of the IOSSS met to review the intent language of HB.514, align goals and develop targeted activities that fulfill the Legislative Intent. The following four goals were determined to be foundational to establishing the Office and meeting the mandate:

Goal 1: Develop and employ a comprehensive process and instrument for Triennial school assessments. [33-5902] (4) (5) (8)

Goal 2: Compile accurate information on all LEAs, school location and school configuration. [33-5902] (1) (2) (3)

Goal 3: Identify and implement multiple modes of support for the improvement of safety and security within schools. [33-5902] (1) (2) (3) (6) (7)

Goal 4: Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment. [33-5902] (1) (3)

Accordingly, activities of the IOSSS will be determined, evaluated and prioritized on how they meet one or more of the goals listed above.

Targeted Activity for Goal 2:   On August 8, 2016 a general letter of introduction to the IOSSS, along with a brief overview of the roles, responsibilities and resources of the Office, went to all superintendents and charter school administrators. Attached to the letter was a back-to-school template providing administrators an opportunity to promote their schools and disperse important safety policy information. 686 individual K12 schools were identified, and listed with administrative contacts.

Targeted Activity for Goal 3:   On August 5, 2016 the IOSSS website went live online, with content ranging from a health and safety alert system to back-to-school brochures. The website design supports informational links, health & safety alerts, and serves as an accessible, central, repository for school personnel and the public. Contact information for all members of the IOSSS staff is readily available on the site.

Targeted Activity for Goal 1:   The Safety & Security Assessment Tool, performed with the accompanying processes and procedures was vetted in an assessment of Richard McKenna HS (RKHS), Mountain Home on August 17, 2016. Following the assessment at RKHS the IOSSS staff made final adjustments to the Assessment Tool and standardized the assessment methodology. The Assessment Tool was accepted as the standard for all schools assessed within the 2016-2017 school year.

Targeted Activity for Goal 3:   A public awareness campaign, *See, Tell, Now!*, was developed to launch the formation of the IOSSS. *See, Tell, Now!* encourages all community members to be watchful for unknown people or unusual activity in and around schools campuses. Idaho's First Lady Lori Otter lent both her image and time to the effort, becoming the spokesperson in PSA ads produced for both TV and radio. Beginning August 23, 2016 and extending into September, 2016, Ms. Otter promoted *See, Tell, Now!* in three school locations throughout the state (West Ada SD, Shelley SD, Coeur d'Alene SD) donating her time and travel to the effort.

Targeted Activity for Goal 3:   To introduce the formation of the IOSSS, and done in conjunction with *See, Tell, Now!,* Governor C.L. "Butch" Otter proclaimed September as School Safety and Security month. Furthering the effort to raise widespread community awareness for school safety, First Lady Lori Otter publicly read the proclamation during the August 23, 2016 press release of the *See, Tell, Now!* campaign held at Andrus Elementary in the West Ada SD.

Targeted Activity for Goal 1:   September commenced with the Security Analysts assessing schools in all three regions. Utilizing information researched by the Office's Admin Assistant, Charter Schools as well as traditional schools are receiving assessments and support across the state.

Targeted Activity for Goal 4:   September's calendar included a number of meetings between the staff of the IOSSS and the various agencies, institutions and organizations that have a role in school safety and security (see list).

- Federal Emergency Management Agency (FEMA)
- Idaho Office of Emergency Management (IOEM)
- Federal Bureau Investigation (FBI)
- Idaho School Board Association (ISBA)
- Idaho Association of School Administrators (IASA)
- Idaho School Resource Officers (IDSRO)
- Idaho State Communications Center
- The Idaho Criminal Intelligence Center
- Idaho Department of Emergency Services
- National School Safety Association (NSSA)
- State Department of Education (SDE)

Targeted Activity for Goals 3, 4:   October and November's calendar found the IOSSS presenting at the Idaho School Board Association Conference, Regional Superintendent meetings and Teacher pre-service classes.

Targeted Activity for Goal 1:   Beginning November 28, 2016, post-assessment surveys are being sent to school administrators eliciting them for responses regarding their experience and the value of the assessment process.

Targeted Activity for Goal 1:   As of January 9, 2017, 89 school assessments have been completed, 11 of which are charter schools. (Preliminary trending listed below)

Assessment Tool with preliminary trending

Assessment Element Key

1. School Cover Sheet
2. Demographics
3. Neighborhood-Grounds-Building
4. Intruder
5. Access Control
6. Supervision-Surveillance
7. Student Movement-Transportation
8. Communication
9. High Risk Areas
10. Culture-Climate-School Community
11. Health-Mental Health
12. Cooperating Agencies
13. Training
14. Policy-Procedure
15. Emergency Operations Planning

Preliminary trending to date

3.	Neighborhood/ Grounds/Building:	*Campus perimeter fenced*	**- 38.9% yes**
		Campus fence securable	**- 18.1% yes**
		Campus fence secured	**- 8.3% yes**
5.	Access Control:	*Main or primary entry controlled*	**- 75.0% yes**
		All other perimeter doors locked/controlled/monitored	**- 36.1% yes**
		Visitors required to check-in	**- 59.7% yes**
		Staff prominently displays photo id	**- 22.2% yes**
6.	Supervision/ Surveillance:	*Staff monitors entrance/exits during student arrival/departure –* **obvious 47.2%, moderate 11.1%, lightly 31.9%, not visible 5.6%**	
		Video surveillance in place	**- 69.4% yes**
		All cameras operational	**- 47.2% yes**
8.	Communications:	*School office can notify all school interior areas*	**- 83.3% yes**
		All instructional areas can notify entire school campus	**- 51.4% yes**
10.	Culture/Climate/ School Community:	*Bullying/intimidation/harassment reported –* **extensive 1.4%, moderate 11.1%, light 81.9%**	
		Staff members visible in halls interacting positively w/students – **obvious 72.2%, moderate 8.3%, light 19.4%**	
		Student perception data available	**- 52.8% yes**
		School wide positive behavioral intervention program in place	**- 87.5% yes**
11.	Health/Mental:	*Nurse/medical duties performed by general school staff*	**- 77.8% yes**
12.	Cooperating Agencies:	*SRO located on site*	**- 19.4% yes**
		SRO dedicated to single campus	**- 8.3% yes**
		SRO has job descriptions (as reported by site admin)	**- 40.3% yes**
13.	Training:	*Certified staff trained on school emergency procedures*	**- 66.7% yes**
		Classified staff training on school emergency procedures	**- 62.5% yes**
		Substitute staff trained on school emergency procedures	**- 38.9% yes**

Idaho Office of School Safety & Security Advisory Board

Member	Company/Representing	Mailing Address	Original Appointment	Term Expires
Jeri Henley	Parent of a Student	Gateway Real Estate 321 Eastland Drive North Twin Falls, ID 83301	07/08/2016	07/01/2018
K. Logan Easley	Teacher	West Ada School District 1303 East Central Drive Meridian, ID 83642	07/05/2016	07/01/2019
Senator Marv Hagedorn	Idaho Senate	State of Idaho P.O Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
James Dale Fry, Jr.	Representative Local School Board	515 Christie Street Troy, ID 83871	07/01/2016	07/01/2019
Matthew Handelman	Rep. School Superintendents	Coeur d'Alene School Dist. 1400 N. Northwood Center Ct. Coeur d'Alene, ID 83814	07/01/2016	07/01/2019
Matt Freeman	State Board of Education	State Board of Education PO Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
Jeff Gunter	Idaho Police Chiefs Association	Hailey Police Department 115 S. Main, Suite C Hailey, ID 83333	07/01/2016	07/01/2018
Charles 'Chad' A. Huff	Idaho Sheriff's Association	Payette County Sheriff 1130 3rd Avenue, Room 101 Payette, ID 83661	07/01/2016	07/01/2018
John Ganske	Idaho State Police	Idaho State Police 700 S. Stratford Meridian, ID 83642	07/01/2016	07/01/2018
William 'Brad' Richy	Bureau of Homeland Security	State of Idaho 4040 W. Guard St. Bldg 600 Boise, ID 83705	07/01/2016	07/01/2018
David Gates	Idaho Fire Chiefs Association	Pocatello Fire Department 408 E. Whitman Avenue Pocatello, ID 83201	07/01/2016	07/01/2018
Matt McCarter	State Department of Education Superintendent of Public Instruction	State Dept of Education PO Box 83720 Boise, ID 83720-0027	07/01/2016	07/01/2018
Rep. Wendy Horman	House of Representatives	State of Idaho PO Box 83720 Boise, ID 83720	07/05/2016	07/01/2018

Office Locations and Staff

Meridian, Main Office	Coeur d'Alene	Pocatello
1090 E Watertower St., Ste 150 Meridian, ID 83642 208-332-7155	1250 Ironwood Dr., Ste 220 Coeur d'Alene, ID 83814 208-332-7155	2055 Garrett Way Building 1, Ste 4 Pocatello, ID 83201 208-332-7155
Program Manager, Brian Armes brian.armes@dbs.idaho.gov Region 2 Security Analyst, Mike Munger mike.munger@dbs.idaho.gov Admin-Assistant, Kayla Harris-Baker kayla.harris@dbs.idaho.gov	Region 1 Security Analyst, Mark Feddersen mark.feddersen@dbs.idaho.gov	Region 3 Security Analyst, Guy Bliesner guy.bliesner@dbs.idaho.gov

TITLE 18

CRIMES AND PUNISHMENTS

CHAPTER 33

FIREARMS, EXPLOSIVES AND OTHER DEADLY WEAPONS

18-3302I. THREATENING VIOLENCE ON SCHOOL GROUNDS.

(1) (a) Any person, including a student, who willfully threatens on school grounds by word or act to use a firearm or other deadly or dangerous weapon to do violence to any other person on school grounds is guilty of a misdemeanor.

(b) The threats prohibited by this section encompass only those statements or acts where the speaker or actor intends to communicate a serious expression of an intent to commit an act of unlawful violence to a particular individual or group of individuals. The prosecution is not required to prove that the defendant actually intended to carry out the threat.

(2) Definitions. As used in this section:

(a) "Deadly or dangerous weapon" means a weapon, device, instrument, material or substance that is used for, or is readily capable of, causing death or serious bodily injury;

(b) "On school grounds" means in, or on the property of, a public or private elementary or secondary school.

==PROPOSED NEW LANGUAGE==

TITLE 18 CRIMES AND PUNISHMENTS

CHAPTER 33 FIREARMS, EXPLOSIVES, AND OTHER DEADLY WEAPONS

18-3302I. THREATENING SCHOOL VIOLENCE.

(1) (a) It is unlawful for any person, including a student, to willfully threaten by word, electronic means or act, to use a firearm or other deadly or dangerous weapon to do violence to any other person, at any school premise, school bus, or any school-planned event.

(b) The threats prohibited by this section include, but are not limited to, those statements, electronic messages, or acts where the speaker or actor intends to communicate an intent to commit an act of unlawful violence to a particular individual or group of individuals, without regard to whether the person intends to carry out the threat.

(2) It is unlawful for any person, including a student, to make any attempt to carry out a threat, to include but not limited to, acquiring or attempting to acquire a weapon, ammunition, body armor, etc.

(3) It is unlawful for any person, including a student, to intentionally, knowingly or recklessly interfere with or disrupt the normal operations of a school, to include but not limited to, threats to cause physical injury, threats to damage property, trespassing in a manner as to deny or interfere with the lawful use of the property by other, refusal to obey a lawful command to leave, etc.

DEFINITIONS. As used in this Section:

(a) "Deadly or dangerous weapon" means a weapon, device, instrument, material or substance that is used for, or is readily capable of, causing death or serious bodily injury.

(b) "School Premise" includes any school building, dwelling, structure, or any real property, used for educational purposes, public or private, elementary or secondary.

(c) "School Planned Event" means any organized activity, contest, celebration, etc. for members of a school, regardless of venue used.

(d) "Electronic Means" means any device which provides transmission of messages, signals, facsimiles, video images or other communication between persons who are physically separated from each other by means of telephone, telegraph, cable, wire or the projection of energy without physical connection.

(e) "School" means any university, college, community college, high school or common private or public school in this state.

(f) "Restitution "means recompense for any financial loss that is suffered by a person or school as a result of a violation of this Section.

PENALTIES.

(1) (a) Any person, including a student, who is found guilty of willfully threatening by word, electronic means, or act to use a firearm or other deadly or dangerous weapon to do violence, to any other person at any school premise, school bus, or school planned event is punishable by imprisonment for not less than one (1) year or by a fine of not more than one thousand dollars ($1,000), or by both such fine and imprisonment.

(b) Any person who violates the provisions of subsection (a) of this Section when there is a No Contact Order, Civil Protection Order, or written trespass notice, in effect, prohibiting the behavior described in subsection (a) of this Section, is punishable by an additional (1) year and by a fine of one thousand dollars ($1,000).

(2) Any person who pleads guilty to or is found guilty of a violation of the provisions of Section 18-3302I (1) (a), Idaho Code, who previously has been found guilty of or has pled guilty to a violation of the provisions of Section 18-33021I (1) (a), Idaho Code, or any substantially conforming foreign criminal violation within ten (10) years, is guilty of a felony.

(3) Any person, including a student, who is found guilty of making any attempt to carry out a threat, as outlined in Section 18-33021I (2), is guilty of a felony.

(4) Schools, who suffer from interference with or disruption of the educational process, as outlined in Section 18-33021I (3), are entitled to restitution. Ordered restitution applies to any financial loss that is suffered by a person or school as a result of a violation of this Section.

History: [18-3302I, added 2006, ch. 303, sec. 1, p. 936; am. 2015, ch. 303, sec. 3, p. 1194.]

School Door and Window Labeling Recommendations
Updated November 21, 2017

Purpose for labeling doors and windows
When emergencies occur, the rapid response of emergency workers to the incident can be critical. Many schools have dozens of doors providing entrance and egress to their buildings. During an emergency it may be necessary for responders to gain access through the door closest to the emergency scene. Numbering external doors and windows can be extremely valuable to emergency responders and will also assist your students and staff in acclimating themselves to door locations in case of an emergency.

Access Control
Actively engaging/controlling the flow of people into the school facility is another physical security capability that all school should have. Allowing first responders too accurately and rapidly access the school building is the purpose of providing labels to windows, doors and other access points to the school building.

It is recommended that in large meeting spaces or classrooms that have multiple windows the window number should be affixed to the first window from the right (as viewed from the exterior of the building). Window numbers should correspond with the internal room number and be affixed to the top right of the uppermost right window of the room and be large enough to be visible from the roadway.

Numbering Sequence
All exterior doors that allow access to the interior of the school should be numbered in a sequential order starting with the door located to the further most right of the "1" side of the building. This further most right door should always be labeled #100 while subsequent doors will be numbered in sequential order in a clockwise manner. All door numbers on each side of the building should start with the number that corresponds with the side of the building.

Example:
Side 1 doors- #100 thru #105 etc…
Side 2 doors- #200 thru #207 etc…
Side 3 doors- #300 thru #312 etc…
Side 4 doors- #400 thru #405 etc…

Note: Each side of a building should be known by a number. The front of the building (where the main entrance is located) is the "1" side. The sides of the building should then be numbered in sequential order in a clockwise manner. With few exceptions there should only be 4 total sides to a building. This is true even if a side of a building has alcoves, courtyards, common areas etc…

If assistance is needed at the corner of a building the corner can be described by calling it by the numbers of the two sides that meet at that corner.

Example:

Sides 1 and 2 meet = the 1, 2 corner

Sides 2 and 3 meet = the 2, 3 corner

Sides 3 and 4 meet = the 3, 4 corner

Sides 4 and 1 meet = the 1, 4 corner

Exterior Number Positions

Exterior Doors:

All numbers should be:
- Placed at the top of the door or above the door frame
- Where a multiple bank of doors (3 or more) is present, it is good practice to center the number or put the same number at both ends of the bank.
- Each door may be numbered separately, as follows: 301, 302, etc.
- Retro-reflective numbers

Exterior Classroom Doors:

All numbers should be:
- The actual classroom number should be placed on the exterior of the door approximately where a peep hole would be placed.
- There should **NOT** be a second number on this type of door that would fall into the sequential pattern of the other exterior doors.
- Retro- reflective numbers

Windows:

All numbers should be:
- Window numbers should correspond with the internal room number and be affixed to the top right of the window and is in the further most right window of each room. (as seen from the exterior of the building)
- Be large enough to be visible from the roadway.
- Retro-reflective

Number Sizing

It is recommended that letters be a minimum of 4 inches in height if the structure is 36 feet from the roadway and a minimum of 6 inches in height if greater than 36 feet from the roadway. The width of the numbers/letters should be at least 1 to 2.5 inches across.

Number Color

The color of the number/letter on windows and doors is not critical as long as it contrasts with its background. Consider retro-reflective numbers/letters on all locations to help in low light situations.

Note: In most cases white numbers work well on clear glass. While a bulk purchase of one color may be more economical, it may be less useful on some surfaces or require a dark back panel.

Interior Numbers
Interior of a classroom, conference room or office etc…
The numbers should:
- Match the number on the outside of the door
- Always be placed opposite of the hinge side of the door near the bottom so they can be viewed in smoky conditions
- Contrast with their background
- Be retro-reflective for low light or smoky conditions

Exterior of a classroom, conference room or office (interior hallway/corridors etc…)
The numbers should:
- Match the number on the inside of the room
- Always extend out from the wall, or hang down from the ceiling
- Always be visible from a distance, either end of the hallway or corridor
- Contrast with their background

Non Access Doors
Doors which do not allow access to the building should not be numbered. Examples of these may be storage rooms, trash rooms, fire/sprinkler riser rooms. They may/should be labeled "storage only", "Fire Sprinkler Room" etc…
* If possible all these doors should have "No Access" on them.

Mobile Classrooms
A mobile classroom present unique issues and should be numbered using an "M" to signify it is a modular or mobile. (M-1, M-2)

Each Mobile classroom should be numbered near each door and on the street side so the numbers are visible to emergency responders.

Courtyards
Completely enclosed courtyards are numbered CY-1, CY-2, etc., and are numbered on both the inside and the outside, in the same manner as other exterior doors.
* Unless the doors are from a classroom or a room with no internal access. If this is the case they should be numbered as mentioned in previous sections.

Generally the courtyard door closest to the main entrance is labeled CY-1. Multiple courtyards can be numbered:

1st courtyard: CY1-1, CY1-2
2nd courtyard: CY2-1, CY2-2

If the courtyard is not completely enclosed the number sequence would fall into what ever side the courtyard is located and the standard sequence.
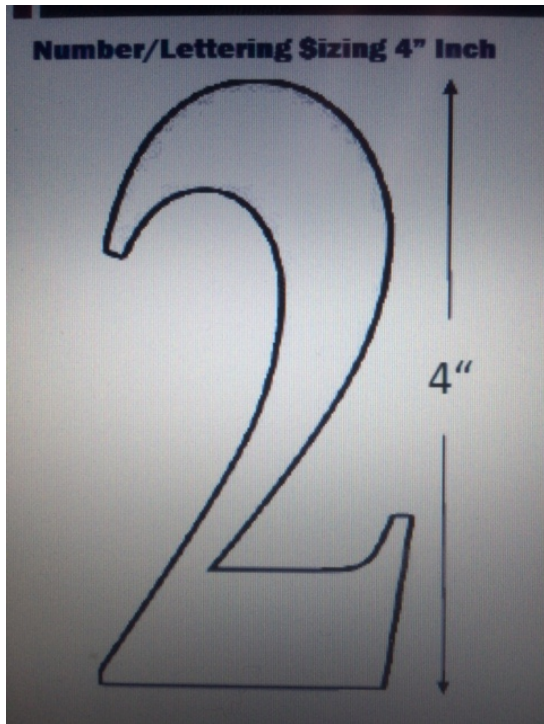
Number/Lettering Sizing 4" Inch

4"

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An Active Shooter Response Protocol for K12 Schools and Educators

Move, Secure, Defend

Right to the Point:

If an active shooter protocol is to be used in K-12 schools, it must be tailored to fit the realities of K-12 school operations. The **Move-Secure-Defend** model more accurately articulates the expectations of adults who stand in the place of the parents with large groups of minor children.

Introduction:

Active shooter incidents in public and private venues from theaters and malls to offices and schools have spawned a wide variety of response protocols. The lessons learned from these varied settings has and should guide the development of response protocols appropriate to the venue and environment.

K12 schools are a unique environment, a few adults entrusted with a moral, ethical and legal imperative to protect many children of varying ages and abilities. Limited staffing at many schools engenders a low level of proactive surveillance, as well as few, if any, offensive response capabilities. Neither do schools possess the resources or ability to actively monitor and tactically communicate during these historically quick, rapidly changing and chaotically unpredictable events. In short, during an active shooter incident, school offices simply cannot dependably communicate rapidly, accurately or completely.

Ironically, while schools are institutions of education, training time to prepare for acts of violence are limited, necessitating that training be accurate, effective and memorable. If an active shooter protocol is to be used in K-12 schools, it must be tailored to fit the realities of K-12 school operations.

Previously established active shooter protocols, such as Run-Hide-Fight, is well suited to public venues populated largely by adults and/or a small number of children in the care of a responsible adult. The assumptions that make Run-Hide-Fight effective in public venues do not neatly transfer to the K-12 school environment.

After interviewing school professionals, experts, and reviewing data, we believe the optioned based Move-Secure-Defend protocol more accurately articulates the expectations of adults, who stand in the place of the parents, with large groups of minor children.

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Governor   Administrator   Manager

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Analysis:

In analyzing the K-12 focused **Move-Secure-Defend** program with the existing Run-Hide-Fight adult focused program we found the following:

Move- Reflects the actual expectations for a school staff; To **Move away from danger, to a place of safety**. The implicit implication of run is that speed is the utmost consideration. Move implies that safe, purposeful movement is paramount. By their chosen vocation and the ethical consideration of Loco Parentis, it is unlikely that a teacher would simply "run" with no thought to the care of his or her students. Equally unrealistic is the idea that an entire class of young children or a class of older students, including children with sensory, cognitive and physical disabilities are able to make the tactical decisions required to safely move long distances across a campus in an unknown threat environment. Teachers will not run without their class; many classes cannot run at all. For adults with a Duty-to-Care for minor children expectations are much higher than for an individual in a public venue. Staff in direct contact with the threat should be trained to break contact and move toward safety. Staff near the threat should evaluate their surroundings and move with purpose toward a known safe area. For staff already in a securable space: move to the door and secure the space. Given this, "run" is an unrealistic expectation for school staffs. Therefore, move from danger to safety more accurately reflects the reality for K-12 schools.

Secure- The expected behavior is not that a teacher will hide her 26 students but rather that actions will be taken to prevent physical contact between the threat and the class. Hiding confuses the idea of concealment with the reality of effective cover and physical barriers. Teachers need to be trained to **secure the space quickly and completely** with the emphasis not on hiding, but on preventing entry.

Defend- While aggressive action is required if an individual is unable to move away from danger or in the unlikely event that a secured space is breached, fighting inaccurately captures the expectation for staff. Unless specifically tasked to searching out a threat, making contact and aggressively engaging, fight is the wrong word. In school vernacular fighting is aggressive, offensive and uncontrolled. However, teachers will defend their students and themselves aggressively. Affirmative permission for teachers to defend their students and themselves is explicit in the protocol.

Options based – The Move-Secure-Defend protocol is an options-based approach. The lack of realistic command and control in a school incident requires that decision-making authority be extended to school staff. School staff need to understand that they are entrusted to act in the safest manner for themselves and their students as well as be guided through the decision-making process presented by the Move, Secure, Defend options.

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Accordingly, staff should be instructed that securing space would generally be the safest option. However, as specific conditions dictate, a staff member is allowed to evacuate themselves and their students. This should be considered as the last option and implemented only at the point that secure space is in imminent danger.

Historical Overview:

One of the earliest and best-known protocols is **Run, Hide, Fight**, a product of the Houston Police Department and the Department of Homeland Security. Unfortunately, this protocol is designed for an office environment. The invocative of Run-Hide-Fight is concise, memorable, trainable and simple for an individual to recall under stress, but makes several untenable assumptions for the K12 environment. The prime incorrect assumption is that if others will not accompany you, you should leave them behind.

Even the words run, hide, and fight infer individual rather than group action.

There has been other criticisms about Run-Hide-Fight to include; the model encourages linear thinking, a victim/non-aggressive mindset, trains students (children) to fight the suspect, etc.

Again, Run-Hide-Fight is well suited to public venues populated largely by adults and/or a small number of children in the care of a responsible adult. However, the assumptions that make Run-Hide-Fight effective in public venues do not neatly transfer to the K-12 school environment.

Another well-known Active Shooter program is **A.L.I.C.E**., which stands for Alert (Call 911), Lockdown (Shelter in Place), Inform (Constant, Real Time Updates), Counter (Counter the Attack), and Evacuate (Get Out).

One issue discussed is the idea of **Inform (Constant, Real Time Updates)** which assumes someone in the school will be able to visually monitor the threat while simultaneously "informing" or communicating the information to everyone in the building.

The second and more controversial issues arose over the **Counter (Counter the Attack)** component of A.L.I.C.E., which advocates training children to try to "distract" and "confuse" armed suspects by throwing items and attacking the heavily armed gunman. Numerous educators, law enforcement officers, parents and school safety specialists do not support this approach in the PreK-12 school setting.

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Building a Safer Idaho Through More Secure Student Environments

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Variants of options-based response protocol are increasingly common, with different terminology and often-unexamined baseline assumptions. For a response protocol to be effective it must first conform to the reality of the environment, clearly communicate intended actions in a method that is memorable even in highly stressful situations. **Move-Secure-Defend** fulfills these requirements in a K-12 school environment.

- **Move –** Move away from danger to a place of safety.
- **Secure** - Actions taken to prevent physical contact between the threat and the class.
- **Defend** - Defend students and themselves aggressively.
- **Options based** - Decision-making authority is extended to school staff.

Having regularly trained adults (administrators, teachers, substitutes, kitchen staff, after school personnel, etc.) capable of making fast solid judgment decisions to protect children and themselves is crucial to successful outcomes. **Move – Secure – Defend…!**

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Note: *Although this white paper specifically addresses Active Shooter Response, we should note the primary key to school safety is establishing a written and practiced preventative posture, to include an in-school threat assessment process. Engaging in your environment and with students, staff, parents, etc. will help you identify anomalies/problems and intervene in situations at their lowest level.*

Remembering to be watchful for and report unusual situations that could pose a safety/security threat in your schools (See, Tell, Now).

SEE — When you are in and around a school simply be aware of your surroundings. You may notice something that does not seem right, looks odd, or is out of the ordinary.

TELL— Tell someone at school or call the police, but tell someone. We want to know what is happening and your observations are important.

NOW— Do it NOW! Do not wait, do not hesitate. If something looks out of place to you, it likely is. Where the safety of children is concerned, it is better to be safe than sorry.

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Sources:

- A.L.I.C.E. Active Shooter Response Training- - https://www.alicetraining.com.

- IS-907: Active Shooter: What You Can Do – training.fema.gov/is/courseoverview.aspx?code=IS-907.

- Lieutenant Colonel (Ret.) Mike Wood is an NRA Law Enforcement Division-certified Firearms Instructor and the author of "Newhall Shooting: A Tactical Analysis."

- Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks, U.S. Department of Justice – Federal Bureau of Investigation - Behavioral Analysis Unit—National Center for the Analysis of Violent Crime.

- Move, Secure, Defend – Threat Response Protocol – Idaho Office of School Safety and Security.

- National School Safety and Security Services, ALICE & Run-Hide-Fight Training: Teaching Students to Attack Gunmen

- See, Tell, Now – State of Idaho Governor's Office, in conjunction with the Idaho Office of School Safety and Security.

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Building a Safer Idaho Through More Secure Student Environments

SCHOOL SAFETY AND SECURITY ADVISORY BOARD

Agenda Item No. 04 _____ ___ **ADMINISTRATOR REPORT**

PRESENTER: Chris L. Jensen, Administrator

OBJECTIVE: Provide an Overview of the Division's current activities

ACTION: Informational

BACKGROUND: This topic is addressed at all regularly scheduled Idaho School Safety and Security Advisory Board meetings

PROCEDURAL HISTORY:

ATTACHMENTS: No Documentation

SCHOOL SAFETY AND SECURITY ADVISORY BOARD

Agenda Item No. 04a _____ __ **FINANCIAL REPORT**

PRESENTER: Chris L. Jensen, Administrator

OBJECTIVE: Review the Idaho School Safety and Security Advisory Board Financial Report

ACTION: Informational

BACKGROUND: This topic is addressed at all regularly scheduled Idaho School Safety and Security Advisory Board meetings

PROCEDURAL HISTORY:

ATTACHMENTS: Financial Report

Division of Building Safety
OFFICE OF SCHOOL SAFETY AND SECURITY - 0001-00 AND 0349-36
Fiscal Year 2018 Financial Statements
As of 11/30/2017

Statement of Revenues and Expenditures - 0001-00 General Fund

Class	Budget	Fiscal Year To Date	YTD as a % of Budget	Remaining Budget	Projected for Remainder of Year	Projected Year End Totals	Projected Total as a % of Budget
Revenues:	234,500	172,289	73.47%	62,211	62,211	234,500	100.00%
Expenditures							
Personnel:	195,900	169,699	86.63%	26,201	26,201	195,900	100.00%
Operating:	38,600	2,589	6.71%	36,011	36,011	38,600	100.00%
Capital:	-	-	0.00%	0	0	0	0.00%
Total Expenditures	234,500	172,289	73.47%	62,211	62,211	234,500	100.00%
Net for FY 2018	0	0				0	0

Statement of Cash Balance - 0001-00

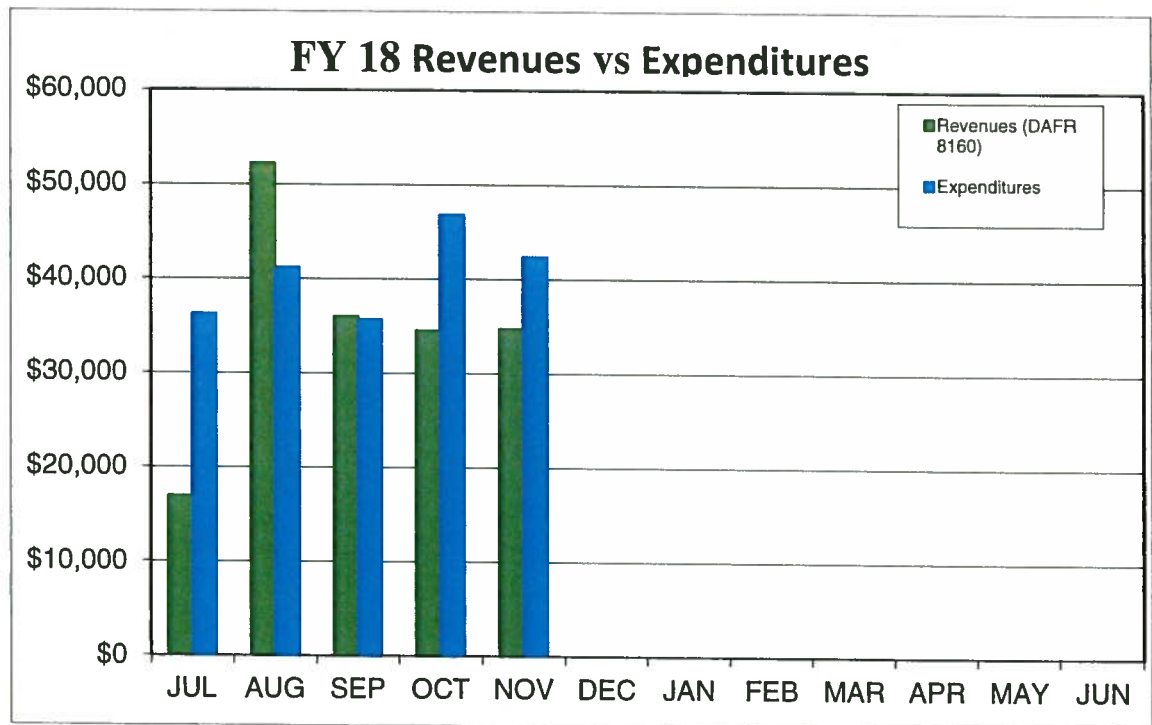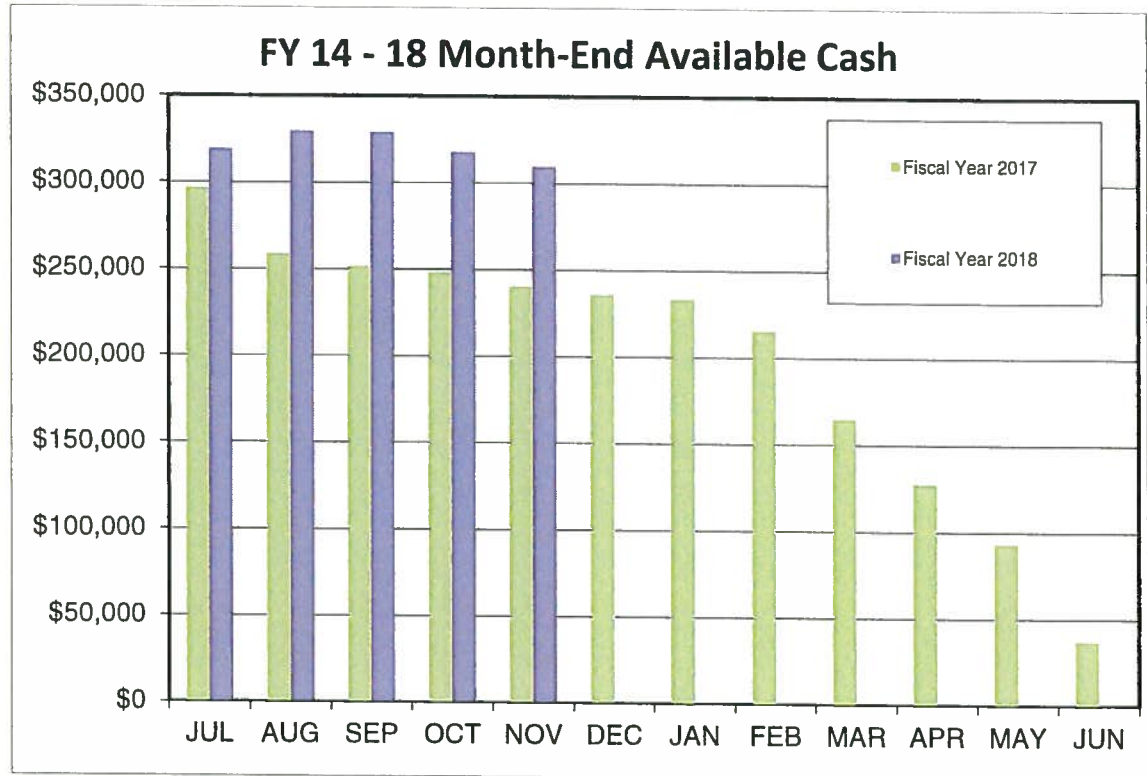| July 1, 2017 Beginning Cash Available	Fiscal Year to Date Revenues	Fiscal Year to Date Expenditures and Encumbrances	Other Changes in Cash	Available Cash as of November 30, 2017	Projected Change in Cash for Remainder of Year	Projected Year End Available Cash
0	172,289	172,289		0	0	0

Statement of Revenues and Expenditures - 0349-36

Class	Budget	Fiscal Year To Date	YTD as a % of Budget	Remaining Budget	Projected for Remainder of Year	Projected Year End Totals	Projected Total as a % of Budget
Revenues:	300,300	302,001	100.57%	(1,701)	(1,701)	300,300	100.00%
Expenditures							
Personnel:	247,500	624	0.25%	246,876	246,876	247,500	100.00%
Operating:	52,800	29,337	55.56%	23,463	23,463	52,800	100.00%
Capital:	0	0	0.00%	0	0	0	0.00%
Total Expenditures	300,300	29,961	9.98%	270,339	270,339	300,300	100.00%
Net for FY 2018	0	272,040				0	0

Statement of Cash Balance - 0349-36

July 1, 2017 Beginning Cash Available	Fiscal Year to Date Revenues	Fiscal Year to Date Expenditures and Encumbrances	Other Changes in Cash	Available Cash as of November 30, 2017	Projected Change in Cash for Remainder of Year	Projected Year End Available Cash
37,025	302,001	29,961	628	309,693	0	0

OFFICE OF SCHOOL SAFETY AND SECURITY - 0001-00 AND 0349-36

FY 14 - 18 Month-End Available Cash

Legend:
- Fiscal Year 2017
- Fiscal Year 2018

FY 18 Revenues vs Expenditures

Legend:
- Revenues (DAFR 8160)
- Expenditures

OFFICE OF SCHOOL SAFETY AND SECURITY - 0001-00 AND 0349-36

FY 14-18 Revenues

FY 14-18 Expenditures