



Wenatchee School District Board Workshop Minutes of March 19, 2018 WSD District Office

Board Members

Michele Sandberg, President
Sarah Knox, Vice President & DLT Board Representative
Sunny Hemphill, Board Legislative Representative
Laura R. Jaecks
Walter Newman

Staff Present

Brian Flonas, Superintendent
Cabinet

I. Board Workshop 5:00 p.m.

Wenatchee School District Board Workshop

PLEDGE OF ALLEGIANCE: President Michele Sandberg welcomed everyone and opened the workshop with the Pledge of Allegiance.

INTRODUCTIONS: Superintendent Flonas introduced Mark Helm, Executive Director of Student Services and Adam Bergstrom, Director of Safety and Risk Management. Mr. Helm told the board that our district is extremely lucky to have Mr. Bergstrom as our Director of Safety and Risk Management and asked Mr. Bergstrom to share his background with the board prior to coming to WSD. He summarized the following:

- Retired US Army, Special Forces (23 years)
Served as Senior Enlisted Team Sergeant for a 12-man Special Forces A-team (ODA 512). Conducted Special Operations, including Foreign Internal Defense, Special Reconnaissance, and Direct Action missions in the US Central Command area of operations (Middle East). Troop Sergeant Major for a Counter-terrorism/Hostage Rescue unit.
- Defense Threat Reduction Agency (3 years)
Deputy Team Chief/Terrorist Operations Specialist: Conducted 92 comprehensive physical security and antiterrorism vulnerability assessments of Department of Defense (DoD) installations, stand-alone facilities, and headquarters complexes. Evaluated and taught DoD Terrorism Threat Analysis Methodology to senior military and DoD personnel.
- Missile Defense Agency (3 years)
Lead security/program protection expert for missile defense programs including the Forward Based X-band Radar, Sea Based X-band Radar, Ground Based Interceptors, Ground Based Radar-Prototype, Adjunct Sensor, Airborne Laser, and Airborne Sensors.
- DoD Education Activity (7 years)
Antiterrorism Program Manager encompassing 191 schools K-8 in 14 districts located in 12 foreign countries, seven states, Guam, and Puerto Rico.
- (Current) WSD Director of Risk Management, Safety, and Security

Mr. Bergstrom shared with the board what he would be covering tonight in the workshop:

- *Emergency Response Procedures*
- *Security Systems / Resources*
- *Safety Forum Items*

Mr. Helm shared with the board the following:

- Each school is in the process or has already completed the Standardized district procedures “WSD Emergency Response Procedure Quick Reference Guide” for their particular school.
- Each school has been trained in “Run Hide Fight” but primarily the “Lockdown” action is first defense.
- Goal: All students trained for “Run Hide Fight” by next year, which includes office staff, custodial staff and food service staff. Now all principals and teachers have been trained and Mr. Bergstrom has been “on-call” for further training in the schools but next year there will be more required training at each school for everyone on “Run Hide Fight”.

See below for details:

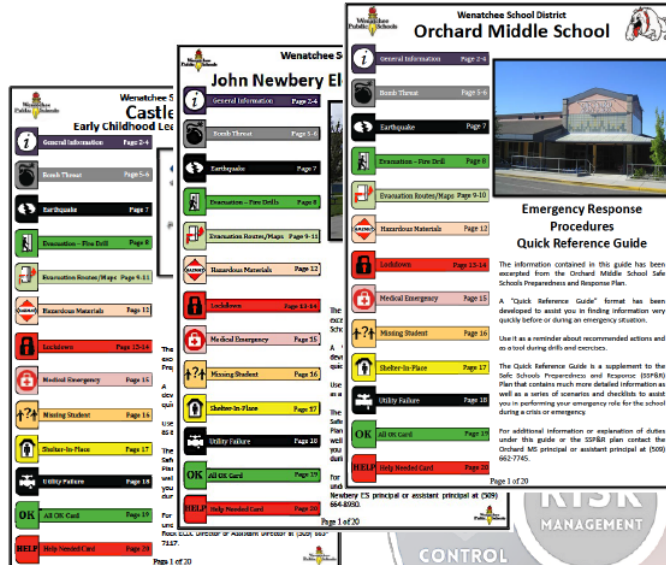
EMERGENCY RESPONSE PROCEDURES:

Standardized District Procedures

- “WSD Emergency Response Procedure Quick Reference Guide”
- Response procedures are standardized throughout the district with building specific details added as needed.

Covering:

- Emergency Telephone Numbers
- Emergency Communications Checklist
- Bomb Threat
- Earthquake
- Evacuation
- Evacuation Routes
- Evacuation Assembly Area
- Off Campus Evacuation
- Hazardous Materials
- Lockdown Internal and External Threat
- Medical Emergency / First Aid
- Missing Student
- Shelter-in-Place
- Utility Failure / Flood
- Emergency Response Cards Green/Red



Lockdown – Run Hide Fight

- WSD PRIMARY action for an active threat will continue to be LOCKDOWN.
- Adding Proactive Option-Based Guidance: Run, Hide, Fight.
- Teachers/Staff are given the authority to act according to their immediate situation depending on proximity of threat.
 - **RUN**
 - You Must Keep ‘In Loco Parentis’ in mind
 - If you are in the open or you feel your location is unsafe
 - When in direct sight/contact with an active threat you should do everything possible to get your students and yourself out of harms way as quickly as possible.
 - **HIDE**
 - Lockdown: If possible, close and lock the door(s) to the room.
 - Find protection for yourself and your students
 - If you can be seen without much effort, such as ducking under a table, you are not hiding.
 - **FIGHT**
 - As a last resort, do whatever is necessary to survive the situation
 - When your life is in imminent danger



Mr. Helm gave details of each level of Run Hide Fight. He told the board that Mr. Bergstrom has trained the staff on how important it is to know where the threat is coming from, and how to do that.

Mr. Helm gave real-life examples to help illustrate different situations how each level is used.

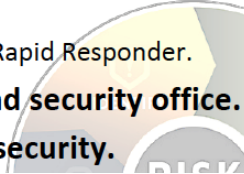
He also told the board that Mr. Bergstrom discovered that some buildings have doors that only lock from the outside so he has put magnet strips on some of the door locks to easily pull off in case of an intruder or emergency. These are the kinds of things that Mr. Bergstrom does in evaluating the buildings for safety. He has run safety checks at each of the facility locations.

Then Mr. Bergstrom explained the drill and exercises that the district is currently doing. “First 30-seconds” videos, he plays the video that gives them a situation in 30-seconds and then the staff can come up with scenarios to solve or react effectively to the problem. He also has longer training videos for staff and will be using them all starting this next week at the schools.

See details below the drills and exercises the district is currently conducting.

Drills and Exercises

- **Schools train on district standard emergency response procedures.**
- **Schools practice one drill a month at a minimum.**
- **Recently initiated tabletop exercises and video scenarios** to assist administrators and office staff on reacting to a variety of emergency situations. "First 30 Seconds" videos.
- **Schools participate annually in no less than:**
 - Three (3) drills for fire evacuation.
 - Three (3) drills for lockdowns (at least one full lockdown and one lockout).
 - One (1) drill for shelter-in-place.
 - One (1) earthquake drill.
 - One (1) drill using the school mapping information system Rapid Responder.
- **Schools report completion of each drill to safety and security office.**
- **Drills are randomly assessed by district safety and security.**



Mr. Helm shared safety procedures around the district:

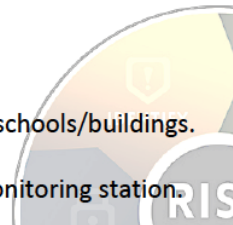
- Building inspections
- Background checks on employees
- Background checks on volunteers - both through Washington State Patrol
- Route assessments for buses - drop off areas for students
- Mr. Bergstrom checks each school before school and after school frequently
- Sometimes no one realizes he's there because he just observes how the safety of the students is going at each school and has made changes - like adding more crossing walk attendants etc.
- He does this at each school several times a year because situations can change throughout the year.
- Routine checking of doors being locked is customary - concern from board about front doors being locked, Mr. Helm shared some of the reasons front doors cannot be locked in some schools- for parent access, etc.

Mr. Bergstrom gave a rundown of the following security systems and resources.

- All schools have gone to a digital phone system allowing for much more sophisticated emergency systems, mass notification also for lockdown or evacuation, connected to doors to lock etc.
- Updated to all digital radios, separate frequency for school, security and transportation.
- Law enforcement is automatically contacted, built into the system.

SECURITY SYSTEMS / RESOURCES

- **EMERGENCY NOTIFICATION SYSTEM:**
 - District buildings are equipped with mass notification systems that are used to initiate either live voice or recorded emergency notifications broadcasting through building/campus.
 - As systems are upgraded this includes:
 - A capability of prerecorded standard emergency messages. Lockdown, Evacuation, Shelter-in-place.
 - One push panic buttons. Push of a button initiates announcement, locks access control doors (if installed) and notifies monitoring station.
- **HAND HELD RADIO SYSTEM:**
 - District-wide system.
 - Building specific digital radio channels.
 - Transportation, Security and Tactical digital radio channels.
 - M&O Channel.
- **ALARMS AND ALARM MONITORING:**
 - Buildings have intrusion detection alarms installed throughout all schools/buildings.
 - Alarms are monitored 24/7 by LocalTel / Guardian.
 - Pacific Security responds to Burglar Alarms dispatched through monitoring station.



We have Pacific Security checking entire district during the hours we are closed.

- They check all doors, enter if they find an unlocked door and secure building and contact the district. They watch for any suspicious behavior around the schools, graffiti etc. and contact us.

- **ELECTRONIC ACCESS CONTROL SYSTEM:**
 - Proximity Card entry on external doors
 - Single point school access for visitors and non-staff members during the school day.
 - Staff members are issued proximity cards, instead of keys, that operate the doors.
 - Current practice in all buildings is to minimize school entry points during school hours limiting entry to schools with a single point of entry at the office during school hours.We upgraded all the control systems.

SECURITY CAMERAS:

- The district currently has over 380 security cameras installed in schools and district buildings.
- The cameras are monitored by Security Officers for nefarious or illegal activities.
- Videos from all cameras are recorded and reviewable for investigations and follow-up.
- The cameras are all in the schools now, the last school is finishing up now with upgrades system.

THE FIRST 30 SECONDS VIDEO SCENARIO TRAINING:

- The First 30 Seconds is a series of realistic, school-specific crisis scenarios, companion facilitator videos, staff training videos and assessment tools that utilize the powerful evidence-based concept of Mental Simulation, the practice of mentally working through crisis situations using visualization.
- Help staff develop and draw from their base of knowledge to quickly respond when an actual emergency occurs.

• SCHOOL MAPPING INFORMATION SYSTEM.

- District makes available emergency preparedness and response information to both first responders and through “Rapid Response.”
- In the event of an emergency at a school, responders can access the information via the Internet, or they can save the information to a disk.

• SAFESCHOOLS ALERT

Allows students, parents and community members to report tips on harassment, intimidation, bullying, Safety or any other general issues confidentially by email, phone, text or website. This is used by students but we are working on making it more available to them and publicized better, it is a great tool. Board suggested we let students know about it an assembly. Mr. Bergstrom shared approximate numbers of use. It is assigned to particular employees to follow-up.

Teachers and Principals only use our approved links for training, Mr. Bergstrom is not aware of any others. We use a teacher training video tool at Middle School /High School level from Oregon, it is very well done.

Mr. Bergstrom started as the Safety & Security Director and now the Risk Management department has been added which includes insurance issues, accidents, etc. Three different areas, Mr. Bergstrom broke-down how those three areas run into each other.

Mr. Bergstrom showed the following break-down of our safety and security department. He explained the history of spreading the forces around the district and why he has come up with the current assignments.

Personnel

DISTRICT SECURITY OFFICERS:

- The district has two (2) security officers typically assigned to the high school.
- Security Officers:
 - Patrol the campus grounds and monitor security cameras to prevent, discover and deter illegal activity, enforce school rules and regulations.
 - Respond to calls for a variety of services including; basic assistance to students, faculty and staff, investigation of alarms, thefts, and other acts against persons or property.
 - Investigate, report, and record campus crimes, and prepare detailed incident reports. Our security officers are either retired law enforcement/military or have served in law enforcement in the past.

DISTRICT TRUANCY OFFICER: The district has one (1) truancy officer

DISTRICT SCHOOL RESOURCE OFFICER (SRO):

- The district partnered with the Wenatchee Police Department to “hire” a police officer as our school resource officer.
- The responsibilities of SROs are similar to regular police officers in that they have the ability to make arrests, respond to calls for service, and document incidents that occur within their jurisdiction.
- Beyond law enforcement, SROs also serve as educators, emergency managers, and informal counselors.

CONTRACTED - PACIFIC SECURITY:

- Respond to intrusion detection alarms during non-school hours/days
- Patrol district buildings nightly, checking doors and property
- Used to augment for athletic events and heighten security



Mr. Bergstrom shared how much work and effort these individuals put into their jobs. They are dedicated, hard working and professional. He feels we need more of them to cover all the areas in the district.

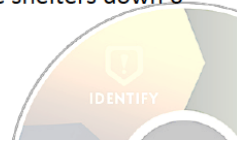
Mr. Helm brought up the Safety Forum suggestions from our community and the cost factors. Mr. Bergstrom conducted research to address whether some of the ideas would be cost effective, or work within our current system.

SAFETY FORUM ITEMS:

- Bulletproof Rooms
- Metal Detectors
- Detection Dogs
- Armed Security
- Electronic Access Control
- Mr. Bergstrom first gave details of the costs and history of the “Bulletproof Storm Shelters”, a law in Oklahoma was passed that all schools had to have something similar to these for protection against tornados. This company has only sold 6 so far and only in Oklahoma. The \$1000 per student does not include delivery or installation.

Bulletproof Storm Shelters (Oklahoma)

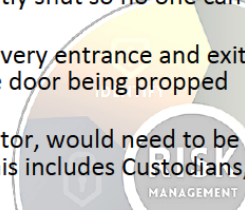
- **PRICING DEPENDING ON THE SIZE OF THE UNIT:**
 - Shelter designs are 1 sq. foot per child (elementary) 1.5 sq. foot per child (middle school), 2 sq. feet per child (high school).
- **AVERAGES OUT TO BE ABOUT \$1,000 PER STUDENT**
- **ADDITIONAL CONSIDERATIONS:**
 - Price does not include installation.
 - Shelter components are shipped from Shelter-In-Place directly to the school. Local crews assemble the shelters in each room, bolting the shelters down 6" into the building foundation.
 - Footprint in existing classroom -
 - Power reconfiguration – outlets in room and for shelter



- Next Mr. Bergstrom broke down the costs of Metal Detectors in the schools. He also broke down the time for 1500 students going through a metal detector, it picks up every piece of metal so there would be multiple searches and multiple employees to conduct them.
- Metal detectors are only common in larger cities where there are gang problems and bars on the windows, the schools are like prisons.
- He used actual examples of shootings in schools that have canine searches and metal detectors, they still were able to get guns into the schools.

Metal Detectors – Planning Cost

- **ONE WALK-THROUGH METAL DETECTOR: \$75,000 INITIAL COST:**
 - \$5000 each unit - not including maintenance and sustainment
 - 2.5 FTE Security Officers at each detector
 - \$28,000 1 FTE: Total for 2.5 FTE \$70,000
 - Two Security Officers Operating/Searching – One Overwatch (Armed)
 - Used by 100% of everyone entering the building anytime.
- **ADDITIONAL CONSIDERATIONS:**
 - Metal detector would need to be manned anytime school is in session for the entire school day, Athletics (practices and games), Theater, Concerts, Conferences, etc.
 - Anyone setting off the detector would need to be searched
 - All ground-floor windows would need to remain permanently shut so no-one can pass anything into the building.
 - Doors could not be propped open, even temporarily, and every entrance and exit would need to be manned to prevent entrance or from the door being propped open.
 - Everyone, young and old, student and staff, parent and visitor, would need to be screened every time they enter, no matter the purpose. This includes Custodians, Food Service at whatever time they come to work



Mr. Bergstrom also addressed the Detection Dog idea:

- Dogs get sensory overload quickly when they are checking many items and start missing things (20-30 min.)
- If one thing gets through then they are not effective.
- These costs are if the district had a canine unit to support.

Detection Dogs– Planning Cost

- **DETECTION DOG STARTUP COST:** About \$35,000, with the dog costing between \$10,000 to \$15,000. Much of the expense is for training and certifications.
- **OTHER EXPENSES:** Include kennel costs, outfitting the deputy's police cruiser to accommodate the dog, veterinary care, food, and other supplies.
- **A Special Purpose Dog Team is a working dog and handler that have been trained to detect specific items beyond explosives or narcotics. Other categories commonly trained for are:**
 - Cell Phones
 - Currency
 - Weapons
 - Illicit Contraband
- **LIMITED NUMBER OF DOGS AVAILABLE**
- **WORKING TIME FOR DOG IS LIMITED**



Mr. Helm spoke to the suggestion of armed guards as opposed to police officers.

- Armed guards are not trained as police officers and the possibility of an accidental shooting or other unprofessional behavior is something to consider.
- Who the person is and how they have been trained would be a consideration.
- Mr. Bergstrom explained about “target discrimination” and how much training is needed to be able to discern a situation quickly in a close inside environment, with many students running. Someone other than a person with a police or military background would not be recommended by Mr. Bergstrom. It takes at least a 1-year training everyday to get to a skill level that he would be comfortable being in a school with a gun and an active shooter, there are many targets with many students everywhere.

Armed Security

• CONTRACTED ARMED SECURITY \$32.50/HOUR AND UP

• ADDITIONAL CONSIDERATIONS:

- Interaction with students and staff.
- Decision making process – act appropriately under stressful situations.
- Rules of Engagement – When they are authorized to use weapon
- Weapons qualification and training – i.e., target discrimination.

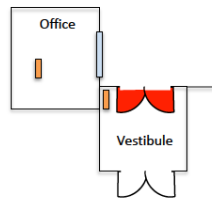
Mr. Helm explained the following situations at many locations in the district. Mr. Bergstrom shared what they have done so far. And what changes would need to take place.

- Many doors and many accesses to consider
- Kitchen doors with deliveries
- The staff has to be trained not to prop doors open
- We need our security people to go to each building and see what needs to be done in each school, they are doing that now.
- WA and Lincoln have this system set up and capable of alarming also.
- Looking at alarms at playground gates now, mostly for student runners, but would be effective for intruders also.
- Maybe around four of our buildings will need some modification for front doors, they are in the process of evaluating the buildings now.
- Every door locked would be ideal, so we are looking at all options

Electronic Access Control – Planning Cost

• Main Vestibule – Buzz In

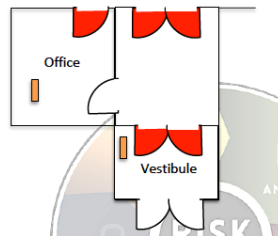
- Main Front Doors with Video Phone: \$16,600
- Main Front Inner doors: \$13,400



• Access Control - Single Door: \$4,300

• Access Control - Wing Single Door: \$6,600

• Access Control - Kitchen Door: \$3,800



Electronic Access Control – Planning Cost

• Storefront Vestibule Doors (Where needed)

- \$7962 - \$23,716

• Office Rolling Grill/Window(s) (Where needed)

- \$7300

• Window Applied Security Film

- \$1600 - \$9500

• Portable Buildings – Fencing

- \$6000 - \$22,250

• Permit and Design

- \$4700

- Mr. Bergstrom explained how the window applied security film, to front office vestibule doors and windows, not classroom windows, will slow down a shooter enough to allow help to be summoned and allow possible escape.

Mr. Bergstrom also shared that the State of Washington does not have standards for safety in schools. At the DoD they have standards for everything. It is the Unified Facility Criteria -specifically for schools, in a lot higher risk areas around the world

Windows

- One of the standards is this window film
- The process for assessment of threats or events
 - What the threat is...
 - What the hazards are...
 - How much delay time you want for first responders...
 - One-minute delay is what is considered low, which includes solid core doors, metal doors etc. but what is overlooked is the glass, if not protected and that's what the film does, gives you that extra time that the solid doors give you

Fencing:

- Portables - we are looking at fencing in the portables, couldn't get in unless climbing the fence, if a person is climbing they are most likely up to no good
- Evacuation discussed, what is the process

ASSESSMENT PROCESS:

- History of the threat or hazard in the past—has it happened before.
- Threat capability—who in the area is capable of presenting this kind of threat.
- We do a multi-hazard assessments in our district, graded individually,
- Threat intention—do they possess the intention

Mr. Helm introduced Police Chief Steve Crown, our SRO Officer Rienfeld could not make the meeting.

Police Chief Crown gave a brief history of his background.

- He explained the the process that a SRO goes through, which includes extensive background checks, psychological testing to see if they have emotional intelligence - the ability to talk reasonably with people, solve people problems
- Sometimes they go through 35 applicants before coming up with one individual
- Wenatchee Police Department's new officers are coming away from the academy with outstanding awards and there are years of experience that goes into one officer before become an SRO.
- Wenatchee School District SROs are our top people.

Strategy One on our Strategic Plan is where our SRO fits into Objective 1.4 Positive and Safe Learning Environment

- Our SRO does not have time to do a lot of things that are in our plan
 - He spends at least 2 hours filling out paperwork for any criminal activity
 - He would like to spend more time on drug and alcohol counseling
 - Mentoring students
 - Attending lunch programs to spend time with students
 - Crime prevention - resolve tensions in the student community
 - SROs are Crisis Intervention trained to deal with mental health issues also
 - Criticism about being a intimidator to kids couldn't be further from the truth, our SROs are trained to engage with the students
- Currently we have a contract 75% WSD and 25% WPD, back to patrol in summertime, but now the summer is requiring more of his time with summer events
- SROs help to keep WPD informed of potential issues that may occur outside of schools
- There are not many down times, the Middle Schools and Elementary schools are under served now, too few SRO's
- Citizens should expect that their children are covered from the time they leave in the morning until they arrive home at night, with WPD and school SROs in place.
- Only 4 officers covering Wenatchee per day and are handling 65 calls in a 24 hour timeframe - they are swamped, some officers are out currently (temporarily) so they are short handed
- Some safety issues can not be addressed like drug use, busing issues, traffic issues due to short handed force

In terms of the district time & salary questions:

- 2017-18 school year WSD pays \$71,841.63 and the WPD pays \$23,949.88 for an SRO
- He recommends 3 SROs, like Moses Lake 2 SROs looking at adding 3rd

- WPD could have a senior staff member ready for 2018-19 school year and be working on one for the 2019-20 school year
- Moses Lake has 3 security officers at high school and one at each of their middle schools
- Mr. Bergstrom thinks that is a good model, he feels three SRO's at WHS plus 3 Security Officers and one at each middle school would be the ideal and even more ideal, have one at each elementary - they would be at that school and know those children
- The middle school security officers could also help cover elementary schools and cover some of the risk management issues at the schools they are assigned to.
- They supervise kids as they get out off the bus and supervise as they get on the bus
- Chief Crown has not been successful getting grants but will talk more about the grant process and those challenges with board members at another time
- Two of WSD schools are out of the City Limits but WPD still covers those schools, there are not jurisdiction problems, they have an agreement with the county.

Mr. Helm told the board that he could get something together for them cost wise after the schools' safety assessments are completed.

It was noted by a board member that we do not have the budget for school counselors, psychologists, so this is going to be a big job to figure out.

A board member asked how are staff and to what extent are teachers trained. Mr. Helm walked the board through the process every year at the beginning of the year.

- Beginning of year before it starts they go through the lockdown procedures
- All bullet points of each area are covered and reviewed, new teachers get that training as well
- First weeks of school there is a walk through with students, talking with them and answering questions and having drills
- The quick reference guide is used at the beginning of the year, the one that Mr. Bergstrom developed, and he offers himself to the schools for the training - several schools have done so and he is now in process of doing more.
- We are doing an assessment of; what needs to be trained, how often it needs to be trained & inservice training
- We want every adult to be trained in Run Hide Fight in the schools
- Subs have a sub-booklet with the process and reference guide and when they have their training workshop Mr. Bergstrom has a reference guide in every packet and one in each occupied space.
- Staff has a website for access to those reference guides and we have an evacuation procedure posted on the wall in every classroom, also in every reference guide there are floorplans with verified new constructions

Discussion of escape ladders (we do not have them) and breaking windows, it is not easy to break a window but can be done, double paned windows, not as easy as you think.

Mr. Bergstrom explained the methodology involved when you look at hazards and threats and you weigh them against a bunch of metrics.

Process:

- Likelihood of an event happening:
 - Threat recording or history, you look at what has happened in the past, talk to people, look in the paper, talk to police force
 - Threat capability, who in the area is presenting this kind of a threat
 - Threat intention, would they do it on a scale 1-5
 - Add those together and subtract your security posture, look at what do you have in place
- This methodology is used throughout the world so it can be replicated in any and every situation, wherever we go and whatever we look at.
- Severity rating of this hazard or threat and the effect of that event - psychologically on the community or district
- What type of warning would we give is considered
- Response - do we have coordinated response, first responders in place
- Crisis management, the teams and resources to deal with that event or hazard
- Take all of that and come up with numbers to evaluate the possible threat or event

History:

In earlier years Mr. Bergstrom came up with a spreadsheet to address the threat, the system calculates it, priorities it, and gives you a memo for record on the prioritized list of the likelihood of all of the laundry list of the hazards that are there.

In 2004 the Marine Corp adopted it for their threat assessment procedure. Its used a lot and a fantastic tool, not perfect, but very helpful in evaluation of threats and events.

Every Monday Mr. Bergstrom sits down with his team and has a weekly report and they do training and during that, they have gone through this process, some can come up with a different number but it averages out. What they do with that information is that they change the direction for that week based on the outcome.

Director Hemphill asked about Mr. Bergstrom's opinion or assessment of an active shooter at one of our schools. He answered her by saying that it is very low. And on the low end of any of the incidents. He use the analogy that over 1500 students die riding their bikes to school in a year, but no where near that number are dying from an active shooter. So with that methodology you are less likely to be in a school shooting.

He told the board that its a very terrible psychological act, kids are helpless and they die which is very difficult to reconcile, he encourages us to think logically and look at the assessments, the likelihood is very low, and we need to do the process and put our security in place.

A board member pointed out that Mr. Bergstrom's recommendation is more SROs and security officers but what about the soft end of this mix. He would like to see a threat-assessment team at each school that can address the emotional need issues.

Mr. Helm pointed out that we do that somewhat now and have policy to that effect, it starts with someone hearing about a threat or hazard, telling an administrator and bringing in a counselor and agencies that can help. We start with the tools to analyze the student. We, as a district, have a good relationship with our community health agencies in that way.

Another board member pointed out that some of these mental health problems and agency breakdowns are not school issues referring to the Florida shooting. It is a broader mental health issue, we, as a country, are not doing a good job of dealing and addressing that it seems. But we must be on top of our part in our schools.

Mr. Bergstrom's key point is that the threat assessment process be formalized, and have everyone doing it in their buildings. We have things in place to deal with "little Johnny", if he is presenting a threat.

Mr. Bergstrom agreed to put together a policy and/or procedure so the board/district can look at it and possibly put it in place.

It was pointed out by a board member that our teachers and counselors are already stressed and overwhelmed with work so we will have to look at several options if we don't have the resources. We have to look at the hard costs and some of the soft costs.

A board member suggested that the board and superintendent get together and look at all the options.

Supt. Flones agreed that we should develop a plan on how we can get there, we need to take the first steps which includes numbers and then how do we move forward, if we need additional resources where are they coming from, we will have to prioritize and maybe have capital projects funds for the hard costs. WHS will have the state of the art security systems in place with the passage of the bond. The conceptual pictures are just to give us a visual but can be adapted to address safety issues.

A board member voiced her concerned about a threat of being out in the open spaces at games and walking to and from school, going to the bus. Mr. Helm pointed out that we have security at all our games and at WHS in the morning and afternoons.

Mr. Bergstrom shared that in some countries there is security on buses. So he suggested that we look at our threat assessments. These are good questions but we need to be careful of exaggeration of the risks. As a community we need to ask these hard questions.

Chief Crown shared that in law enforcement they visualize a threat and are constantly thinking of how to address a problem. When people understand that there is a constant threat, they tell someone if they feel there is a threat, that starts the process. People have to recognize that we are going to teach and we are going to watch and have a plan to address these kinds of issues. Listen to your teachers, administrators and law enforcement officers and you will find an answer, maybe not the answer for Spokane or another town but the answer for Wenatchee is there. We all need to communicate with each other.

Mr. Bergstrom, is working on a course of action in procedures on security and that will be floorplans of all the schools and the costs to do that, he will bringing that to the board for approval.

The Board and Superintendent Flones thanked Mr. Bergstrom, Mr. Helm and Chief Crown for the informative workshop.

- **MEETING ADJOURNED:** Adjourned the meeting at 6:55 p.m.

President

Superintendent

Date