

## **MISSOULA COUNTY PUBLIC SCHOOLS (MCPS)**

### **Public Safety Advisory Committee**

June 24, 2013 5:00 to 7:30 PM (public comment 5:40 to 6:00)

MCPS Board of Trustees Room – South Avenue Administration Building

### **PUBLIC SAFETY ADVISORY COMMITTEE “CHARTER”**

The Public Safety Advisory Committee is asked to help inventory what's in place; identify “core elements” they collectively agree are important for public safety; and deliver recommendations to the School Board that forward a consistent, District-wide approach to public safety in our schools.

### **SESSION OBJECTIVES**

1. Discuss and finalize public safety recommendations to be presented to the Board of Trustees at their August Board meeting.
2. Plan for the Board meeting presentation.

### **AGENDA ITEMS**

- Refocusing...
  - What's new from the Superintendent related to public safety?
  - Session objectives and agenda review
  - One more time... who's here and why?
  - Anything new from your mailboxes including reactions/feedback about the “Active Resistance” training
- Finalizing recommendations:
  - Review draft recommendation language from the May meeting summary
  - Finalize recommendations
  - Explore... document thoughts about where public safety might “marry” with Facility Safety; how that will happen...
- Planning for the August Board meeting – Role of the Superintendent; materials; presenter(s); Committee expectations, etc.
- Where does the Public Safety Committee go from here?

# Active Resistance Training (June 11<sup>th</sup> and 12<sup>th</sup>)

## MCPS Participant FEEDBACK

### 1. Was it worthwhile?

- VERY much worthwhile. ALL MCPS staff needs this training and we must change our lockdown protocols to meet the changing world.
- Very worthwhile. Nothing like situation training to help define the approach you want to take and not take.
- I can think of very few trainings that I have been to in my 11 years of teaching that have been better conducted, more informative, or more helpful. The things that we learned represent a significant paradigm shift in how we prepare for and respond to serious threats, and every single one of them not only made sense, but made me feel significantly more secure and competent about what I will do if an armed threat event occurs. It's a terrifying scenario to consider, but it's something that we need to be real about and talk about so that we are prepared, because the truth of the matter is that it could happen at anytime.
- It was probably the most worthwhile training I've ever done with MCPS. Everyone in the district needs this!
- I was prepared to hate it. I fully expected a fear-based appeal that only offered knee-jerk solutions. Too many FBI internet safety lectures, I suppose. Instead, the presenters were reality-based but kept the conversation around how to respond to the changing dynamic. What Columbine taught law enforcement; what Sandy Hook can teach educators. The hands-on training was simple, practical, and something I believe most educators can and will embrace.
- I felt that the training was very helpful and gave me a lot of new ideas. I am very motivated to share what I've learned with teachers and staff in district and at other schools.
- The Active Resistance Training was phenomenal. Without a doubt one of the most worthwhile trainings I have ever attended. The SafariLand people did an amazing job training "our trainers" in just one day. The new "trainers" clearly understood the new materials they were presenting.
- I agree with everything Carleen shared. The philosophy behind this training is a dramatic shift from the "Hide and Hope" strategy we have been trained in previously.
- DEFINITELY!
- I felt the training was very worthwhile. It really made me think about what we should do differently than what we have been doing. Their concept of Run-Lock-Fight makes it different than simply hiding. It is easier said than done but to me it really makes sense. What makes sense to me is if we are not in a position to run we need to come up with ideas that teachers can utilize in their classrooms that might help. Ideas like easy ways to secure the door other than just locking it, items to quickly move to block a door entrance, items in the classroom that can be easily accessible to use to strike an intruder that will have an impact, etc. Classrooms on the first floors have to have shades that are more user friendly to close instantly. Areas in the school have to be rethought so police can get to those areas more quickly, maybe by color. Plus we need to somehow mark our classrooms from the outside so police can find these designated areas more quickly as well.
- It is absolutely necessary for all of us to retrain our brains from the 'hide' mode to 'Run, Lock, Fight'...we have got to realize we can no longer simply be 'sitting ducks', easy targets, in these horrendous situations.

The simulations were so realistic, enough so that you really did have to go back and QUICKLY think of what you should be doing, within 1-5 seconds of understanding what is happening! The sound of gunfire (blanks) is so terrifying. With a life lost every 15 seconds in these situations, there is NO time to be afraid to do what you have to do.

## **2. Do you believe this is a way for us to be prepared for such emergencies?**

- Absolutely. Anytime we want to develop a new skill, we practice that skill. Being prepared for an armed intruder...unfortunately we live in a world where school employees must prepare to resist someone who intends to harm our children.
- Again - situation training is shown to be one of the best ways to prepare for real life engagements. The more realistic they are the more effective it is.
- I absolutely believe without a doubt that we should do our very best to help every single employee learn what we learned and be prepared. So much of what we learned costs little or nothing in the way of changes to our facilities, yet can make a huge difference in the outcomes of a shooting event.
- ABSOLUTELY!!!!!!
- Yes. The training provided some logical, next-step preparations to take education staff past lock down and into the next part of the equation, what happens if the lock down doesn't work.
- I really feel like most if not everything we learned would be useful in a future emergency.
- The workshop itself was well planned and executed with the morning sessions laying the groundwork for the scenarios in the afternoon. I completely concur with Carleen and Bob when they said this training should be brought to the entire district as soon as possible.
- I believe that it is vital that we get ALL staffs trained as soon as possible, for the sake of ourselves and the children we are committed to protect. I will never be an easy target in this situation and EVERY staff member needs to feel the same way.
- I believe we have no choice. In many situations, the lockdown protocols we currently follow could leave unnecessary casualties.
- It would be great to figure out a plan in conjunction with the police where we help give our teachers other options than simply hiding. Practicing by classrooms the idea of running to a potential safe place sounds difficult but if that will possibly save lives we must take the time to do it. We can potentially practice exiting an area school by clutching hands so it is easier to keep track of everyone.
- I firmly believe this training needs to be brought to EVERY SINGLE BUILDING in MCPS. Not just school buildings, but the Admin, the BB as well as the Trades & Crafts shops, the custodial and grounds shops, etc.

## **3. What questions do you have now?**

- How will we get staff buy-in for this to happen?
- I just need to take what I've learned to the Jefferson staff (especially Pre-School)
- I want to know how we can best proceed with training everyone else. I'm more than willing to train others and continue partnering with the police and sheriff's office, including the SRO's.
- to determine what we want to do with the Run, Lock, Fight options.
- What steps do we take to get this training to every employee?
- I have a number of questions, mostly related to follow through and the overarching logistics of how to move forward—time, money, etc.
- My only question is how soon can we move to start training out staff?

- What's next?
- Why was our Facilities and Risk Manager not included in the initial or second day training?
- What can I do to help get the word out to the Support Staff about these trainings?

#### 4. What additional comments would you like to share?

- Drills need to be unplanned and unexpected.
- Really appreciate the opportunity to train with professionals on this topic. Time well spent.
- The best word to describe my feelings at this point is "excited". I was really excited about what I learned because it seems very simple, empowering, and critical in the context that we find ourselves in as teachers today.
- This training will absolutely save lives. It needs to be presented to the top administration immediately.
- To do this well, we are going to need to do a good job of including community members, especially parents, in the conversation and the training (as much as feasible).
- Also, the training requires ongoing collaboration with law enforcement; those of us from MCPS can't just turn around and do the full thing on our own (access to the right equipment being part of the issue), so as we plan for moving forward we need to keep our law enforcement partners involved. Those at the training made it sound like their superiors are in full support, and that was very encouraging.
- I [Josie Goble] would be willing to speak with the safety committee to share how important I feel this program is and how important I think it is to implement it in our schools.
- Finally, I really think if we look to implement this newer approach that we have to practice this in as close to real situations that we can. Hearing those gun shots really puts a whole different spin on the situation. I hope we can work with the police to coordinate this stuff.
- My two big take-aways are:
  - a) a change of mindset from "hide and hope" to a more dynamic "run-lock-fight"
  - b) a feeling of empowerment that results from experiencing realistic scenarios, complete with "blood" and gunfire. I sincerely hope that administration feels this is important enough to engage staff in this training during existing PIR time or that funding will be made available to train at other times. I don't think it would require a full day; it **could easily be done effectively in a half-day**.
- The Law Enforcement personnel involved were consummate professionals with a strong and clear commitment to improving the safety of our schools, students and staff. It was a pleasure working with them and seeing their commitment to this program and our schools.

After this training and because of this training, I believe I am much better prepared to handle an armed intruder situation or other dangerous situation in our schools. I will not be a passive victim and I now have some tools to help protect and defend myself and my colleagues and students. This training allows us to learn lessons from the tragedies of the past and strategies to prevent them from occurring again. I will never view a "lockdown" in the same way. Every crisis situation is fluid and changing. We need to be able to assess the situation and have options in how we respond based on our assessment. To sit and cower (hide and hope as Bob said) in the corner of a room waiting for the danger to arrive will never again be my only option.

Likewise, I do not believe I will ever enter into a public space in our schools without noticing if the door opens in or out, where the exits are, what resources are available in the room to barricade a door or defend against an intruder.

It was a powerful and empowering training and I fully support and encourage its implementation throughout the district.

If I can be of any assistance promoting this program, please let me know. I would be happy to speak about my experience at the training.

Thank you for the opportunity to participate in this valuable and potentially life-saving training.

Beth Williams  
Sign Language Interpreter

- The folks who were trained on the first day and then presented the training to us the second did an amazing job. Having learned all of that information and those processes in an 8 hour day and then sharing it with us was nothing short of remarkable.

It was a stressful day. It was exhausting. But it was worth every bead of sweat, every fleeting fear to learn and be able to practice what we learned.

Korey Wolferman, Scott Chook and Brian McGrath (who I believe will be with Porter in the fall) as trainers from Porter, I am quite certain, would be willing to get a training set up ASAP in our building.

In speaking with Captain Brad Giffin, he said the authorities in the Missoula area would be happy to work with us on getting this moving within MCPS as a whole.

I highly recommend doing so!

Carleen Hathaway  
MMCEO Secretary/Porter Para Ed

### **General Feedback (unsolicited)**

- I'm sure you have heard from other attendees of the Active Shooter Training already. I wanted to make sure that you were aware of the impact the training could have on MCPS staff, students and surrounding communities.

The emphasis of the training was positive in that we have learned from recent history that "hide and hope" does not save as many lives as "run, lock, fight".

I pray that our community will never be in this situation, but if we were, it would be my hope that those of us trained will have been allowed to disseminate the information and administer the practice scenarios, so that lives may be spared. The more familiar everyone is with options of response to a "bad guy", the more likely the situation would not be catastrophic.

Currently, although we are all different, we are required to respond the same way to an emergency. Many of us in the training would be honored to share what we have learned, discuss future training

options and answer questions based on our experiences.

The community effort between schools (elementary through college) and law enforcement was unheard of from the Safariland instructors. MCPS and other Montana school districts could be leaders in our nation in shifting the paradigm from schools being passive victims until help arrives, to doing what it takes to save lives while law enforcement is on the way.

Thank you for the opportunity to attend a training that applies to not just teachers or students, but to everyone who exists in the educational environment,

Korey Wolferman, CS Porter Health Enhancement

- Heather,

I wanted to thank you for the opportunity to attend this invaluable training. Sandy Hook taught us that merely hiding when there is an active shooter can often result in "sitting ducks" and increased casualties. This training provided tools to empower staff to minimize injury and death if our schools are visited by this sort of unthinkable tragedy. This experience was definitely an eye-opener for me, and I think most of the people in the room would agree. I hope we decide this is important enough to train all staff in all buildings. Please let me know if you have any questions.

Best,  
Scott [Chook, CS Porter Middle School]

- Heather,

First, thank you for making sure the Support Staff was included as trainers and trainees!

It was AWESOME! One of the most adrenaline pumping, heart thumping, butt-kicking trainings I have ever been to.

The Safariland guys were wonderful, helpful, professional.

I can't say enough about our local police, SROs, and sheriffs.

Everyone knew what they were doing, they took every precaution, they were thorough and yet we managed to have a few laughs here and there.

The training was insightful and thought provoking.

Carleen L. Hathaway  
MMCEO Secretary/Porter Para Ed

- All,

I would first like to thank this group for being open minded, professional and dedicated to increasing the level of protection and safety of our public places. I never envisioned such an enthusiastic and

talented group could be pulled together across so many different disciplines and be able to work together so well. My hat is off to all of you and I thank you for your dedication and your efforts.

I can say without hesitation that this training was a huge success. As proof of that success I have attached the class critiques of the first group to be trained by our newly formed group of trainers, they speak for themselves.

The trainers from Safariland Training Group had **NEVER** seen such a cooperative effort in any community where they have provided training and I think that speaks volumes about Missoula and Missoulians. In fact, they referred to what we were doing here as groundbreaking work that should be a national model for other communities to emulate.

Now that we have established that this is not only practical but necessary I am counting on having the commitment from Missoula's community leaders to make sure that we continue to provide this information to anyone who might need it as we can.

I realize that there are costs and other issues associated with getting this accomplished but the thought of saving just one person especially a child, must overshadow all other concerns.

Aside from thanking those in attendance I would like to personally thank the following people for taking a risk and believing in something they had not seen before and were not sure would be successful:

My Boss and friend, Sheriff Carl Ibsen for committing the financial resources necessary to accomplish this and more importantly for trusting that this vision could become reality. His belief and support of this vision was unwavering from the start and without that kind of true leadership things like this just do not happen.

City Police Chief Mark Muir for offering the support and promise that he would do everything he could to make sure that this training continued after the instructors were trained and for committing personnel and resources to the effort.

Chief Gary Taylor for his support and assistance with making sure that the University Police Department was on board and committed to this program.

Doctor Alex Apostle for recognizing the need for the Public Safety Committees which helped to ensure this training became a reality and committing personnel and finances to ensure that the program received at the very least a fair shake. I understand and appreciate his trust in a program that had not yet been tried.

Superintendent of Bonner School, Doug Ardiana for the use of his entire school for two full days. I don't think we broke anything but we did set off the fire alarm once. (Consider it a test Doug...it worked!) Thanks you for the use of your facility and for understanding.

Heather Davis Schmidt for working to schedule people for both days from School District One. This could not have happened without your efforts.

Each and every school superintendent who either attended or had someone from their school attend I realize and appreciate the fact that each of you took a risk on the unknown.

And last but not least the Missoula Chamber of Commerce who bought into supporting this idea even before they attended the training.

I would also like to say that although we tried very hard to include all Missoula Schools this was just not possible. That said I will make sure that this training is available to those who want it and I will hope that this group will be able to help facilitate that goal. I am certain that with as successful as this training was having Safariland Training Group back for another instructor level course will not be a problem.

Again I thank everyone involved and I am truly humbled by each of your efforts.

Respectfully,

Bradley S. Giffin  
Captain, Professional Standards, Missoula County Sheriff's Office



**MISSOULA COUNTY PUBLIC SCHOOLS (MCPS)**  
**Public Safety Advisory Committee**

May 28, 2013

**Session Summary**

**PUBLIC SAFETY ADVISORY COMMITTEE “CHARTER”**

The Public Safety Advisory Committee is asked to help inventory what’s in place; identify “core elements” they collectively agree are important for public safety; and deliver recommendations to the School Board that forward a consistent, District-wide approach to public safety in our schools.

**SESSION OBJECTIVES**

1. Review, discuss, and finalize guiding principles and recommendations for the Board related to Public Safety in schools.
2. Assure that the public safety recommendations meet the criteria established at the February meeting and edit if necessary.
3. Examine the “gap questions” from the February meeting and determine whether there are areas that need to be added to the recommendations.
4. Plan for Board of Trustees presentations.

**COMPLETED AGENDA ITEMS**

**SESSION OBJECTIVE 1: Review, discuss, and finalize guiding principles and recommendations for the Board related to Public Safety in schools.**

**SESSION OBJECTIVE 2: Assure that the public safety recommendations meet the criteria established at the February meeting and edit if necessary.**

**Criteria for Identifying Important “Core Items” Related to Public Safety** (Identified at February 2013 Public Safety Committee meeting; some relate to Facilities Safety and Security)

- Is it considered a “best practice” in the world of public safety?
- Will the action be sustainable?
- Does it address the difficult “0-4 minutes” initial timeframe of any crisis?
- Will it work in “awkward” times (i.e., lunch, recess, all kinds of weather, moving among classrooms, community activities like voting is occurring in buildings, etc.)?
- Does it address “non-regulars” in buildings (i.e., volunteers, other visitors, etc.)?
- Does it prepare/empower people in District buildings – training in language response, resistance maneuvers, “active resistance”, etc.?
- Does it consider needed training for all building staff?
- Does it hamper/significantly impact the “learning” environment?
- Can it/should it be consistent across the District?
- Does it include formal leadership in times of crisis (i.e., “incident commander” structure)?
- Does it maintain/not compromise fire and safety protocols/systems?
- Does it establish easily identified locations for first responders?
- Are tools (i.e. phone, locks) in place/sophisticated enough during crises?
- Can it be easily incorporated into community systems and does it encourage collaboration with those systems?

### **Guiding Principles/Best Practices related to Public Safety in Schools**

- We believe that children and adults deserve to be safe in school.
- We believe that everyone involved in schools share a responsibility for safe schools – including students.
- We believe that doing something proactive is better than doing nothing in public safety situations including practicing vigilant and situational awareness and appropriate active resistance.
- We believe that those involved in schools should receive the training necessary to prepare them for a variety of safety situations.
- We believe that functional communication and coordination strengthen public safety efforts.
- We recognize that attempts to make schools safer could result in unintended consequences and those consequences should be fully evaluated, understood, and accepted.

### **Final Draft Recommendations and Suggested Action Objectives**

#### **A. Survey school building personnel to determine what they think is most important related to increasing public safety in schools.**

##### **Action Objectives**

- Review the survey conducted by the Facilities Safety and Security Committee and identify/prioritize identified concerns related to public safety.
- Develop a response and get “buy-in” and involvement from District personnel.
- Assure consistency where appropriate; identify strategies to respond to sites where consistency would not be useful.

#### **B. Provide training for all in active resistance and other safety protocols including first aid.**

##### **Action Objectives – Initial (can be attained/established in a relatively short period of time)**

- Develop a cadre of trainers/instructors to facilitate training.
- Obtain/train the trainer instruction from credible/recognized source to launch a credible, best practices foundation.
- Identify and develop important modules of training to include ongoing objectives (i.e. Active Resistance Training; Incident Command System; First Aid, etc.).
- Establish a framework to ensure training program is affordable and sustainable.

**B. Provide training for all in active resistance and other safety protocols including first aid cont.**

Action Objectives – Ongoing (have been determined to require a sustained view of logistics related to training plans, schedules, and compensation while adhering to the “core items”)

- Develop specific subject modules to facilitate scenarios.
- Formulate time frame for initial training (can be separated into 2 or 3 hour blocks for an 8 hour training cycle; training consisting of lecture, modules, and scenarios).
- Integrate a training block to address non-regulars on school property.
- Integrate de-escalation techniques.
- Establish consistent training across the District – but flexible to accommodate each school's grade levels and unique layout and issues.
- Implement at least an 8 hour training block compatible with teacher association contract for compensation.

*(A cadre of trainers has been established through a credible, recognized source which provided a model from which a best practices foundation can be established. This training was conducted by SAFARILAND on June 11<sup>th</sup> and 12<sup>th</sup>. Additionally, a number of District non-instructors attended the training during new instructor teach back. Initial reaction to the training was positive and a full evaluation from the attendees needs to be reviewed.)*

**C. Conduct ongoing assessment of school environments by first responders.**

Action Objectives

- Conduct assessments as follows: (1) Police; (2) Sheriff; (3) Fire; (4) School District Administration; (5) Educator representative(s); (6) EMT's
- Assure consistent members so there is “memory” related to what is in place, working, etc.
- Create and institutionalize a consistent check list; use all members to assess the check list periodically and adjust.
- Make communication with building level Administrators part of the process.

**D. Assure consistent, reliable systems (systematic locking; door structures, etc.).**

Action Objectives

- Establish and train on procedures for when to lock doors and which doors to lock – building by building.
- Install additional locks determined necessary in a consistent “locking system”.
- Establish and train on check-in procedures – building by building.
- Assure a receptionist position at each school and develop and train on consistent procedures related to public safety.
- Create “levels of security” (i.e., normal; elevated; high) and put a system in place through Board of Trustees directive that effectively communicates the level to all buildings.

**E. Strengthen collaboration of all local systems and dispatchers.**

**Action Objectives**

- Focus on communication and coordination.
- Consider a full-time, restructured District Safety/Facilities Coordinator position that would oversee safety-related training; crisis planning; assessments of school environments; ICS compliance; consistency; safety compliance; procedures; check-lists; coordination with law enforcement and other responders; and collaboration with other local system, plans and dispatchers..
- Upgrade the District's telephone/communication system so that responders know the location of the emergency call – not just the 728-2400 number.
- Explore the usefulness of the CC TV link to responders.
- Complete/update and share pre-plans among agencies including the School District (i.e., Highway markings, etc.; room markings, etc.).
- Assure that agencies and the School District understand response plans.
- Clarify Incident Command Roles including where MCPS's personnel "plug in". Identify the MCPS Facility Liaison.

**F. Consider expanding the number of Resource Officers .**

**Action Objectives**

- Determine the value of additional Resource Officers in the District and how their tasks might be expanded/changed from their current capacity.
- Explore the value and role of Resource Officers in the District's Elementary Schools

**G. Provide up-to-date, ongoing training on the District's Crisis Plan.**

**Action Objectives**

- Review and upgrade the District Crisis Plan regularly and put consistent building level crisis plans in place. Drill 3 times per year on the District Plan and 8 times a year per building plan.
- Close the gaps in all Plans including the 0-4 minute plan for active resistance and ongoing assessment of school environments (see Recommendation C).
- Evaluate financial costs and burden to the teaching environment.
- Clearly communicate and train District personnel on the Crisis Plans.

**SESSION OBJECTIVE 4: Plan for Board of Trustees presentations.**

- The next Public Safety Committee meeting will be June 24: 5:00 to 7:30 PM in the District Board of Trustees room with public comment at 5:40. To prepare for the June meeting, Committee members are asked to review these notes and be prepared to finalize recommendations and Action Objectives.

**MISSOULA COUNTY PUBLIC SCHOOLS (MCPS)**  
**Public Safety Advisory Committee**  
**May 28, 2013 5:00 to 7:30 PM (public comment 5:40 to 6:00)**  
**MCPS Board of Trustees Room – South Avenue Administration Building**

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1. Review, discuss, and finalize recommendations for the Board related to Public Safety in schools.
2. Assure that the public safety recommendations meet the criteria established at the February meeting and edit if necessary.
3. Examine the “gap questions” from the February meeting and determine whether there are areas that need to be added to the recommendations.
4. Plan for Board of Trustees presentations.

**AGENDA ITEMS**

- Refocusing...
  - Comments from the Superintendent
  - Session objectives and agenda review
  - Who’s here? Who’s not and what might that mean for the process? What did you hear from your “mailboxes”?
  - Reviewing/correcting the April meeting summary
- Finalizing recommendations:
  - Review recommendation topics from the April meeting
  - Draft recommendation language; evaluate against the criteria listed at the February meeting; examine February “gap” questions and add to the draft recommendations if needed
  - Finalize recommendations
  - Explore how to “marry” with the other Committee recommendations – how... when?
- Planning the process related to Board meeting presentations:
  - June meeting - Process presentation to newly elected Board
  - August meeting – Presentation of recommendations
  - August Board meeting – Presentation of recommendations and discussion
- What’s next with this process? Where does this Committee go from here?

Present: Ginny Tribe, Bob Mitchell, Diane Lorenzen, John Marks, Mike Colyer, Brad Giffin, Mark Puddy, Toni Rehbein, Jason Diehl, Martin Horejsi, Heather Davis Schmidt, Jim Conkle, Pat Malone, Burley McWilliams, Alex Apostle

**MINUTES**

At 5:15 p.m. facilitator Ginny Tribe opened the meeting. She reviewed the agenda for tonight and asked members to sign in and report on “mailboxes,” the feedback they have received from speaking with others.

Jim Conkle noted that in theory we will leave tonight with recommendations. Because we have not talked budget, he will be abstaining; he considers it impossible to make a recommendation without knowing where the dollars could have gone and what the cost is. Ginny replied that we basically have a new school board; the board that is elected is not the board that has been familiarized with the process. The superintendent will recommend that in June, the process will be explained to the new board, but that the recommendations will be delivered in August. Jim suggested that anything we recommend tonight should never be used as “the committee supports this,” if we don’t know where the money is coming from. Ginny said we will be looking at draft recommendations tonight, and evaluation will be done before August. Jim said he needs to know what department the money is coming from. Jim also said his group was very well explained at the PBS town meeting. His contacts are very interested in making some of the changes; they are not pushing for the major expenditures. Pat Malone said that among the people he talked with, there is a lot of community support behind this, behind making our schools safer, and he thinks there is a lot of community support financially as well. People talked to him about cost saving measures for the district. He invited a man to come tonight who said he would provide firearms, ammunition, and training for anyone who wished to become armed in the district; he believes in it enough he does not want cost to the district to be a factor. He thinks there is enough support like that out there for this that people would step up to support it financially. Ginny reiterated that we did not talk about arming people in the schools at prior meetings.

Burley McWilliams spoke to a lot of teachers about run-hide-fight. It seems like it is 50-50 – a lot of people don’t understand what the training is and how it will be utilized. It’s good that some teachers are going through the training, and then we can look at it and see if it will be valuable to the district. Ginny noted that it is a middle step: the sheriff’s department and police department volunteered to pay for the training, and some people from the district will try it out. Burley gets a lot of questions about what the training looks like and what people will get out of it. Ginny noted to Jim that she understood he did not oppose the idea of people being able to react in a smarter, quicker way—just the cost. Jim replied that the critical part is that we have to keep in mind the funds are coming from somewhere; the sheriffs and police department could have used it somewhere else.

Bob Mitchell said that everyone he talked to about zero to 4 minutes and active resistance bought into it. He does not see a lot of money involved in it. The sheriff’s department said they would pay for it; it’s taxpayer money, very important. He thinks this committee will be making that recommendation, that taxpayers support what we are doing. The sheriff’s department has already volunteered to do the training and disseminate it throughout the district. Ginny asked if the folks he talked to believe it is worth paying for. Bob replied that he has not had a discussion about finances, but they were supportive of the concept. He is hoping the committee recommendation will be that we move forward, as he understands the sheriff’s department is going to move forward with the training. Heather clarified that bringing the trainers in is not very expensive. It is paying our staff for their time to participate that is very expensive.

Ginny explained the “mailboxes” to Diane Lorenzen; they are about asking people in the community about their opinions and sharing them here.

John Marks said that listening to the discussion, for teachers he has talked to, it is a real paradigm shift. We have done all these years of lockdown. It’s been drilled into our heads, and now we are talking to teachers about different research out there and bringing it forward. When you explain the steps run, hide, fight, it seems to make sense to people; it is common sense. In schools the size of the urban high schools, a large segment could get out. Regarding being trained to fight, some are reluctant; it is a major shift in their thinking. They are definitely supportive of making the schools safer and supporting students. They are interested in improving school safety. He did not talk to anyone interested in having a rifle. Ginny noted that people are willing to open the door a little and

think about it. They are at least interested, and they are interested in the fact that it is presented based on a best practice, and that it is data driven. John talked to them about how in lockdown you are congregating victims. The reaction was that makes sense, maybe there is an alternative. Mike Colyer talked to a police officer in the department who used to be a teacher, whose wife is currently a teacher—he thought both backgrounds would be good. He asked him the questions about assessing threats. His response is to run every threat to the ground, administratively and through law enforcement, no matter how ridiculous. He is a huge supporter of the marking idea for buildings and halls; he also made the point that it will help students oriented each fall and guests and parents in your buildings. He is a big supporter of run-hide-fight—thinking back to his days as a teacher, no one would have thought of using a toilet lid as a weapon. He is also a huge supporter of SROs (School Resource Officers). Ginny said that is a helpful context, a law enforcement officer who used to be a teacher.

Brad Giffin reported that we are moving forward on the training. They opened it up to almost every school, and Seeley Swan, Lolo, and Frenchtown all are sending at least one person; they are very interested. There is a lot of misperception about what we are teaching: we don't want to make them cops or fighters, we just want to make them think about what is available, and we want them to have an opportunity to think it through ahead of time before they are actually faced with a situation. The thought process is that it will be helpful if there is a group of local trainers. Law enforcement and also several hospitals are sending someone. It is maybe \$200/person for train the trainer. He understands the long term expense is to pay employees to be trained. He thinks that is a win/win, and that it is a service the community should be getting anyway. We have the resources, and it is sustainable and fairly affordable. The personnel issue is the big expense. They are very excited to bring the company here. He thinks that once people see that it is meant to give them an experience to make situations more survivable, and give them options that they don't think of currently, that they will buy into the concept. He has been contacted by a couple of people, one who came to a meeting early on with a policy from a Texas school district; he does not know if it is a good fit for schools here, but for example in Seeley Lake, the law enforcement response is 20 minutes or more. Ginny: run-hide-fight is really a set of options, not a series of actions. First, can you get out? If not, can you do something to slow down the aggressor or confuse them, to give law enforcement time to get there? Brad: there is a happy middle ground that can make the schools safer and make teachers more confident in securing their students. Ginny: we looked at public safety measures already in place, and we agreed we do really well except for a few things. In the zero to 4 minutes, the time it takes for law enforcement to arrive, we need to do something there.

Mark Puddy talked to teachers of his kids, parents who are non-law enforcement, and found that they pretty much mirror what Mr. Marks was saying. Teachers approach the subject with great interest, especially if they are on an upper floor. We discussed options about window evacuations; it was right along with the guiding principles— do something proactive, confuse the bad guy, and try run- hide-fight. Parents said as long as we are doing something to come up with a plan to try to protect our children. They were happy it was being discussed and that options were being made available.

Toni Rehbein talked to members of the general public and found much the same general response as last month: people's general knowledge is what has been published in the newspaper, and there is a great deal of gratitude for all who are here, contributing their time and discussing. Then she discussed zero to 4 minutes as a critical time period. The response was that people had not thought of that; also, they were amazed and astonished that the sheriff's and police departments are offering the training at no cost; they talked about the collaborative nature. There was also positive reaction to opening that thinking and beginning to empower our classroom teachers who have the

responsibility for children under their care. Ginny: talking to the general public, not focusing on those with particular options.

Jason Diehl had a conversation with the fire marshal, which may be more facilities oriented: in any building where you are going to employ lockdown, shelter in place, or barricade, it is imperative that there be a fire sprinkler system. The district is pretty good, but a few buildings do not have a fire sprinkler system. It is expensive, but important to work towards. The county upgrade is an opportunity for the fire department to improve preplans, which are accessible to personnel as they respond to a call; they would like to start the preplans with the school district as well.

Ginny talked about small group possibilities for this committee. Brad noted that Kalispell Regional Medical Center, Missoula St. Patrick Hospital, and Missoula Community Medical Center are sending personnel to the training. Ginny: that broadens the public perception. Brad: members went to a national conference, where participants said that this is what every community needs to do. Ginny: we may be creating best practice around collaboration.

Martin Horejsi has talked to kids about this, and a couple things surfaced. One is to be honest with them. They know about the shootings. At the Montana Public Radio meeting, the run-hide-fight idea came up. Kids are caught in between: they wonder, can we become autonomous creatures – can we run, can we hide? Martin said it comes down to where does it go from bad to worse? Can we cut them free? Will we give them the information and the freedom to make the decisions? Should they stay with the class? Or if the door is being broken down, can they jump out the window? Even with teachers, they will hit a limit where they wonder if this is okay. Martin asked about the boundaries you are working with. Ginny: we started with Burley presenting the public safety plan, where we are in the district now. We looked at all the stuff up to this very critical period. People were reasonably satisfied with most of them. But these 6 topic areas have room. So when we do small groups, drafting language, what you are bringing up are additional things about the training. Do all the kids have to do exactly the same thing? Who is in charge?

Heather Davis Schmidt spoke to the superintendent's cabinet, which includes the district level administrators, finance and operations director, and union leaders. She also talked to principals at monthly meetings. There was a lot of positive feedback, a lot of questions about active resistance, and a lot of curiosity. We actually have 8 people from MCPS, 3 classified (support staff), 2 teachers, 2 administrators, one middle school teacher and one high school teacher attending the training. More people will attend the 2<sup>nd</sup> day of training. They will be able to provide feedback to this group about what they have learned and how it is useful. Markings on the buildings was an important topic of discussion as well. In the administration building we have undertaken efforts to label things better. Also there is a wayfinding committee, which is focused from a tourism standpoint, and offers an opportunity for us to collaborate with them and put the safety piece into it as well, to identify places in the schools and parts of the schools, also in other facilities. Ginny: these are organizations we would not think of as traditionally within the system, and you have built an evaluation piece in related to the training. Heather added that we will do a formal process to get the feedback. Ginny suggested the man who wanted to pay for the guns could pay for the teachers to have this training. Heather noted that pulling our staff out of the classrooms is a problem for us, because it damages the consistency and stability of the classroom. What do we give up to provide the training?

Ginny explained to Alex that Jim was not willing to be part of recommendations without budget information, and that she had explained that an informational update would be given to the board in June and recommendations in August. Alex apologized for being late; he had been at another meeting he needed to attend. Alex gave credit to those who are here this evening. 1-He hears a lot of positives on the zero to 4 minute training from staff that he has talked to; that we are reaching out, doing something proven to be important to them. 2-He hears that this is going to take a long time; his response is that it is never-ending. You just never know; we have to constantly fine tune our



systems. 3-People have mentioned the importance of bringing the 3 committees together to formulate a comprehensive safety and security plan. People ask how we will fund this. It is true there is a cost. But there is no price too high to pay to ensure the safety and security of our students. In probably 24 months, we will run a 21<sup>st</sup> century bond issue, with the support and approval of the board. The bond issue will include safety and security, technology infrastructure, and the actual facilities. So the work we are doing in these 3 committees needs to carry on. If we have not made the effort to be prepared and something happens, shame on us. A lot of people know we are working on safety and security. He would encourage us to keep going. This will be an ongoing effort in MCPS, more important than any academic program. They are important, but the safety and security of our kids are paramount. These recommendations need to be well thought out. We will recommend them to the board, and they will move on to be part of the 21<sup>st</sup> century bond issue within 24 months. That is where the cost will come from. We need to be prepared to present to the community.

Jim Conkle respectfully disagrees that cost is not part of decision making. Not doing something takes more guts than doing something. He is encouraging us to have the guts to not do something if the cost benefit analysis comes back and says this is the right level where we are. He would like the community to be able to see how the decision was made. At the PBS event Officer Muir talked about Columbine, and how the police response there was absolutely correct for that time. We need to let the community know that we are doing what we think best given 2013. Ginny: we should have that type of analysis regardless. Conkle agreed.

Apostle said what he is hearing from staff, the public, and students is pretty consistent. We need a comprehensive plan, continuing the work, the training, and perhaps additional training down the road. We need to do everything possible to prepare our staff and our students. Communicating with the public, it is very clear. He thinks we need to go further so people understand what will happen if we have an intruder or any situation: what police will do, what the superintendent will do, etc. Toni Rehbein said she has listened to the plan of putting this forward in 24 months and having a public vote on it. But what about things like coloring our hallways and numbering our buildings—things that are not going to cost much? Apostle said those are short term recommendations, and we are involving the community in finding a way to make those things happen. Right now we do not have a budget that deals specifically with safety and security. We never have had. But some of the short term recommendations may not require a lot of resources. It is important to show the community that by next fall we show some action, do some things that will have an impact yet be low cost. In August we plan to present the recommendations to the board and with board support we will move on what we can. Larger items will have to be long term, part of the 21<sup>st</sup> century bond issue.

Ginny: that would include the sprinklers that Jason brought up: all 3 have overlap. Facilities and Public Safety are very closely related. She is glad that the recommendations will not be presented until August, because we need to marry the recommendations between the 2 committees. An example would be the fire department is making a priority of schools being the first model to use the new collaborative system that you can pull up on your way. We will illustrate that we have short term and long term recommendations, and that there is overlapping. Ginny added that as we look at these, the facilities committee has asked if they can be ad hoc to the facilities planning committee. They have some short term things, but also some long term things. It is not just about safety, but also about how you will be teaching kids in 20 years.

Pat Malone said he doesn't want to see us get lost talking about how much it costs or how we will pay for it; he wants to put forward some recommendations, and Dr. Apostle and the school board can look at them and figure out how to pay for them, or if something is too expensive. He does not think this committee is meant to focus on cost. Jim Conkle agreed that is a helpful approach. Ginny does not want cost to be a topic that we have to decide between including or excluding. Alex talked

to other superintendents about a comprehensive safety and security plan—they have pieces, in much larger settings than ours, but not a comprehensive plan. That is what we are embarking on, and this is the beginning. If this was easy it would be already in place across the country. Stick with us; this is important work, hard work. It will take time to put together something comprehensive and collaborative. It is changing the culture. We will get there but it will take time. We will have short term recommendations we can implement next year or during the summer, and we will continue to meet and analyze our situation in relation to 21<sup>st</sup> century bond issue. Ginny: The facilities group said they will do short term things that need to be done now, but they wanted to give a list of long term items that the facilities planning committee will look at. The other committee we are now calling Mental Wellness—we don't know exactly what will happen there; it is more complicated.

Ginny noted that we have no members of the public present, so we won't have public comment. She asked them to look at notes from last time, on the agenda that Carol had printed. On page 2: when the active resistance presentation was done, the sheriff's department presented best practices; they said it is really hard to find best practices, because they are still being invented, and they change all the time. The media has reported that there have been 3 schools in which something catastrophic was being planned that have been unearthed: are these copycats? Or the result of more awareness? Brad: for the last 5 years in law enforcement, the trend of being aware of what kinds of terrorist attacks can take place have increasingly been IED (improvised explosive devices). The zero to 4 minutes have been important. There is also recognition and education that can take place regarding IEDs. There is more here than what we are talking about. Ginny: the shooter is a metaphor for all kinds of things. Mark suggested the term active threat. Middle of page 2—Do something proactive, no matter what. Cause the bad guy to otherwise occupy herself/himself. Run if you can, hide if you can, fight if you can't do anything else. He reviewed Virginia Tech, and the professor who had the class with no way to run except out the window, he opened the window and helped every kid get out. That's not what you're asking teachers to do, but it is the idea of looking at options. He recalled the custodian who has come both times to the committee meeting and talked about training for custodians regarding CPR and other training. Under guiding principles on page 2—remember as part of that presentation committee members discussed how to maintain an appropriate balance between respecting the learning environment and a feeling of safety for kids and being prepared. A big deal. 2<sup>nd</sup>-how district personnel might best be trained in active resistance and in situational awareness. We believe that children and adults deserve to be safe in schools, and that everyone involved in schools shares a responsibility for safe schools, including students—e.g. not opening the door. We believe that those involved in schools should receive the training necessary to prepare them for a variety of safety situations.

Page 3: we grouped the tentative priority recommendations areas, not in any particular order. There are 7 there. When they did the planning meeting for the agenda, Dr. Apostle and Burley were there—prevention training and drills should be crossed off; the committee did not say that. We will divide the committee into groups. Group 1 will do A and G. Group 2 will do B, and think about comments about who's in charge and what kids can do. Group 3 will do C, D, and F. Group 4 will do E. Committee members wanted to add prevention training/drills back in as item H and it will be part of group 1 also. Heather will serve as facilitator for group 1—surveying school personnel and prevention training and drills. Mark Puddy is facilitator for group 2, active resistance training for all. Pat Malone will be facilitator for group 3—first responders, consistent reliable systems and additional resource officers. Jason Diehl will be facilitator for group 4, collaboration of all local systems and dispatchers. Ginny asked that people don't go to the group where they absolutely already know what needs to happen. Be a devil's advocate. Draft what is the soundest recommendation you can make, with enough action in it that if someone looked at it in an evaluator

way, they would know what needs to happen. It might have parts to it. Also have 3 important questions that need to be assessed and answered in order to feel comfortable in making that recommendation to the school board—you don't need to answer them. After you draft the recommendation, evaluate it against the criteria you set at the February meeting. If you don't have notes, Ginny has them. See if these meet the criteria. Think about whether the gap questions you identified at the February meeting get addressed by what you are recommending. It is 6:20—she gave them 30 minutes to work.

The group reconvened: (Martin left at the beginning of the small group work; Toni left at the end of small group work). Ginny said that we need to finish at 7:30. We will read the recommendations and have clarifying questions and some discussion. She will fine tune the recommendations and send them back out to the committee members. Committee members do not have to present at the June meeting. We will meet sometime before August 1 to finalize recommendations, and we will have an event with the facilities group to blend recommendations and eliminate redundancy. After that, phase 1 of what we are doing will be complete. Dr. Apostle will call all those members who did not come tonight; he said they may have legitimate reasons for not being here, but we need to be together in force before we go to the board in June and in August.

Group 1: Heather presented 3 things: a survey of school building personnel to determine what they think is important related to increasing public safety in schools. They feel the facilities group has done this already; the results were due last Friday; Mark Thane was handling that. What level and type of response did we receive, and what would cross over? We need to analyze results related to our group that have already been received. This does get to staff buy-in through the survey; it gets at the consistency across the district; and it helps us identify inconsistencies—these were 3 gap questions. The current district crisis plan is pretty solid; one of our actions would be to review the district crisis plan relating to the gap questions. We need to close the gaps; that would be our action, specifically the zero to 4 minute plan for active resistance. The group also felt that clear communication to all district staff is important: it is certainly available; review it regularly and drill a few times annually. As part of the district crisis plan we do a minimum of 2 district drills per year. Our next action: the consistency of the building level crisis plans, that they include zero to 4 minute response, that they are communicated, and that that we do regular drills. We do drills 8 times a year, and we want to be sure we are drilling for a multitude of possibilities. Just review and make sure they are all consistent. Alex asked Burley about drills: by MCA (Montana Code Annotated) you have to do 8, 4 of which have to be fire evacuations. For the others, we do 3 lockdowns and 1 earthquake. Ginny: in addition to people understanding the crisis plan, it is important that we make sure all the things we have talked about are in there. Heather: important questions before submitting to the board: how much will this cost? how much of a burden will it place on teachers and the learning environment? are we missing anything/is it thorough enough? Ginny: so far so good, consensus from group.

Group 2: Mark Puddy, Brad Giffin, Toni Rehbein, John Marks. Training for all in active resistance. They came up with 2 modules: 1-initial, what do we need to do to get to end result? Develop a cadre of trainers; to do that we need to have a credible recognized foundation to launch the training. The idea is to create best practices, and we need a credible foundation to launch off of. He thinks we are on that already. Is it affordable and sustainable? Training instructors will be the big one; then it will be sustainable after that. Recognize there is a time frame for the training: end of school year/start of summer, or beginning of school year. Second component: how do we keep this going? Active resistance, first aid training, incident command structure (ICS). Is Burley the only one trained for ICS or are there more? Burley said he is, Pat is and a teacher at Sentinel. Mark recommends a few more people qualified to run an ICS. Format of training: 2 hour lecture, 3 hour module, 3 hour scenario-

based training. Does this address the learning environment? If it is done right, he does not think it will impact the learning environment. It is sustainable, addresses zero to 4 minutes, works in awkward times and all kinds of weather, prepares and empowers people in district buildings, and addresses the need for training all building staff. The biggest thing is that we need to have consistency across all school districts so no one is doing something completely different. Ginny: Does that mean all the schools in the district, or all the districts in the county? He thinks all the districts, but with allowances for what works differently in Seeley and here. John Marks: to facilitate training for teachers, opportunities include early outs, PIR days in August or April, MEA Days that could be used for initial 8 hour training, and the 8 hours in the contract required to be put in above regular hours, in order to minimize what would be the big cost to the district of freeing up teachers. John thinks that is a big question, and there are ways around it to minimize cost. Brad added that they can do 2 hour modules. John knows that early outs are already scheduled for next year. We were brainstorming as many ideas as possible for the initial training. For new employees it could be part of the orientation session, as most come on board in August, with refreshers for the rest of us. Brad noted for the refreshers, it would be an hour or two. Alex: communication, coordination, professional training, sustainability, affordability. Heather: another question: with the various structures for providing training, what are the trade offs, what do we let go of in terms of our priorities, in terms of instruction? Alex: It is a cultural issue, a challenge: to say to staff we are going to take this much time and dedicate it to safety and security. Brad: We will have a better knowledge base after we host this training. He thinks a lot of interesting things will come out of that, including that the teachers and staff will recognize the importance of it, and that we are not asking them to be overly aggressive. Diehl: not necessarily looking at it as a big initial training, but as incorporating it into your culture. He gave an example from the Fire Department, where they don't have a special meeting for safety, but rather have a safety meeting component to every meeting, with ample opportunity to bring issues forward. Ginny: a culturizing tool—instead of saying here is a whole new thing on your plate, instead safety is always incorporated. Brad: in law enforcement, they have 6 minute training in which they send a daily email reminder, the safety training for the day. It takes 2-3 minutes and keeps it in the forefront of people's minds; very effective. Puddy: The last component is to continually do assessment, asking whether we need to move in a different direction, adapt. Conkle: from an administrative standpoint we hear that there are too many checklists every day, so it has to be efficient. Pat Malone remarked that an idea that he sees as groups present is that we may be missing something on the recommendation plan—a position that would pull a lot of this together. Reviewing crisis plans building by building and district wide; training—if training is going to happen consistently you pretty much have to have someone whose job is dedicated to take care of that; monitoring ICS compliance; assessment of district-wide safety plans; assessment of school environments: it will require the need for a district-wide safety person. He suggested that either Burley needs to lose some things on his plate or the district needs to create a position for a district-wide safety person. Ginny suggested using that as an important question: should the district have a coordinated position that brings all this together; should the public safety job and all the things Burley does be redefined? She included that as an important question that needs to be addressed. Ginny asked Mark Puddy if the scenarios will be realistic. For example, Bob has 160 field trips in the next 8 days on busses. Ginny asked whether it takes care of the unusual situations. She added that as an important question for their group.

Group 3: Pat Malone: ongoing assessment of school environments by first responders. Putting together a group from police, sheriff, fire, school district, emergency /medical response to go through schools, check environments, to see if there are things that need to be improved, annually or perhaps more frequently. Hopefully there is a lot to do the first time, and less as we go along. Consistency: a one year term. This group or the district should create a checklist of things to look for

when doing assessments. Communication with building-level administration throughout the process, so they have input, a chance to explain why something is not being done, and problem-solving to alleviate problems. Next thought was the consistent reliable systems—locking doors and physical security within buildings, also the procedure of when to lock doors, keep buildings secure, and who will monitor. They came up with the idea that we need more locked doors in buildings; we need consistent check-in procedures, even with those who are well-known in the building. It raises the question of who will staff that. Some schools have a decent reception area; we need a better chokepoint, which would have to be staffed. It may mean an additional staff person. We need to have a directive from the district regarding where we should be at in the buildings – e.g., doors will be locked; that would shore up shortfalls. Defining some levels of security: what doors are locked in a normal situation? In an elevated situation? In a high situation—an imminent threat? What procedures are different? Next topic: additional school resource officers. They agreed that would benefit the district. The work that is being done is excellent; more emphasis would help us out. Dr. Apostle indicated that while it initially appears expensive, in the long run it may not be. Questions: how many SROs does Missoula need, and how many could they support? How many can the police department handle in the summer, when they are not in the schools? Ginny added the question: should every police officer rotate through? Pat: what do SROs do in elementary school? In high school it is easy for them to integrate in. What does it look like at an elementary level— are officers willing to integrate with students? There are things that could be done. It is a position that within the police department might be hard to staff. Diane suggested maybe using retired officers. Mark: in some places they have hired retired officers to do extra security around the schools. Alex: our experience is that when you have a police officer in a school, it has a very positive, calming effect. It is worth exploring, especially when you compare additional SROs with some of the other recommendations.

Group 4: Jason Diehl: coordination and communication between public safety agencies including 911 and the school district, broadly and specifically down to locating where are phone calls coming from. Any District 1 building will show as South 6<sup>th</sup> St. Can you get a more specific location with that type of phone system? Another specific thing discussed was the CCTV link to first responders—would that be a useful tool? If you are focusing on the first 4 minutes, maybe not, but maybe in other situations— e.g. a hostage situation. More broadly, talking about pre-plans, the response plans, that everyone understands what the plan of each party is; e.g., what the police department would do on a situation. The hallway markings—you don't have to paint whole floor to ceiling—maybe just a stripe, something subtle. Sharing information so everyone knows where to go, where to stay away. Reunification sites and plans for the district. Should they be written down in advance, or announced on the fly? Are you creating a secondary target? Is it better to announce when in progress? Clarification of incident command roles. Does everyone know where everyone fits in? He has noticed that the school district, the health department, and other non-traditional ICS organization get in and they set up a parallel ICS system, when they should be talking about where to plug into the system. He sees the district role as a liaison to the incident command for the knowledge of the facility. In the case of an accountability officer, in a reunification, the school district plays a vital role. An attendance officer or someone to plug in, to make sure we are not missing anybody. Ginny: this was about how it is used as well. Knowing the technology involved and each others' job; unless we understand how it is integrated. Burley: there has been a lot of talk about costs. Incident command centers are free training done by FEMA—we could put all administrators through at no cost. Ginny: whenever there is a huge natural event, responders are the people who go in and get people set up, because they know how the system works. It is more important that we know our role in any certain event than who is in charge.

Conkle: is there a clear non turf battle regarding who's in command? If the head sheriff is there for the first 2 minutes and Chief Muir walks in the door, is it transferred over? All nodded heads. Brad: the response is a little different; for a violent incident in a school, you will have all response. The true first responders understand it will be from a multitude of different agencies, but there will be a consistency in the way it works. Mark talked about different aspects being handled by different departments. Diehl: in general terms, law enforcement or fire will take the lead role; in the county disaster plan, different events have different heads assigned. Conkle: if he is a school person he is looking for the "tell me what to do" person—if he is the principal he feels responsible to keep being the boss. Alex: With our principals, it is clear who is in charge in a problem—it's not us. Burley: they are looking for you; the principal does not have to search them out. Puddy: the first uniform you see. Ginny: there was a big train derailment and explosion today—she thought about this group, and who would respond first? Burley: when we did the crisis plan, one of the things that came up is that Lowell is next to the tracks. MRL assured us it is impossible because of the speed limit they have for trains. Brad recalled the train chlorine spill, and deputies who are still affected at this time. They had a plan; a couple of people got hurt, and a lot got saved. Ginny: the system is not who we automatically think about. Diehl: the Alberton derailment went beyond the regional team expertise; they were assisting industry experts that came in from elsewhere.

Ginny: This reminds us we are not just talking about zero to 4 minutes. Nice job, thank you very much. She asked for notes from all 4 groups; she will turn it into the report and send it out. She will call it tentative, beginning draft language; she wants to keep decision space open. The committee will meet at the end of June/early July to finalize recommendations and to have a few of the questions about cost answered. Conkle suggested emails to ask for availability. Ginny replied we will use Doodle. We can finalize recommendations and blend with the other committee before the August 13 Board meeting. John Marks left. Alex noted that the month of July is very bad. Ginny shared her email: [vtribe@bresnan.net](mailto:vtribe@bresnan.net) . Alex: At the June board meeting will update the board about the process. At the August meeting we will present the recommendations; we will get this group together before then. Ginny envisions 2 meetings—one to finalize recommendations, the 2<sup>nd</sup> to marry the two committees. Pat suggested we do this in June. July is very difficult for everyone. Ginny: we can do it in one evening, but could we keep going past 7:30 to finish? Our purpose is to finalize short term recommendations, and come up with long term recommendations. Ginny said we will Doodle it.

The meeting concluded at 7:41 p.m.

As recording secretary for this meeting, I certify these minutes to be a true and correct copy of what was taken at the meeting.

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Elizabeth Serviss, Minutes Recorder

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Alex P. Apostle, Superintendent