

HB

165

House Bill 165

Co-Chairman Coghill and members of House HESS. For the record, I am Bruce Johnson, Director of the Division of Teaching and Learning within the Department of Education.

Thank you for the opportunity to outline the Department's support for the Committee Substitute for HB 165.

First, we believe that it is important that all Alaskan students are provided the protection that may come from proactive planning in each school community. Therefore, a requirement that directs each school in the State to develop a School Crisis Plan in conjunction with key community members is a good idea.

Given Alaska's extreme diversity, we appreciate the work that has been done in drafting the Committee Substitute. The modifications to the bill more clearly honors the latitude that is necessary to afforded each school the task of identifying the appropriate members of the planning team consistent with the services available in a particular community. The Department is also supportive of the content sections of the plan remaining sufficiently broad to allow community and school flexibility, while ensuring the safety of the students.

We look forward to working with Representative Kapsner and others with this incremental approach to planning in advance for potential crises in our schools. Thank you.

(7)

HOUSE COMMITTEE REPORT

Date Referred to Committee: April 21, 1999

FURTHER REFERRALS:

Finance

Date of Committee Action: 4/27/99

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 165

HOUSE BILL NO. 165

SCHOOL SAFETY PLAN

"An Act relating to school crisis response planning."

recommends it be replaced with the following committee substitute CSHB 165 (HES) the same title a new title

additional referral to _____ Committee
 attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): _____ (Dept)

APPROVES PREVIOUS: _____ (Dep/Date)

fiscal note(s) _____

fiscal note(s) _____

zero fiscal note(s) _____

zero fiscal note(s) DIF

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			

CHAIR'S SIGNATURE *[Signature]* *[Signature]*

FISCAL NOTE

No: 2

STATE OF ALASKA
1999 LEGISLATIVE SESSION

Bill Version: HB 165

(H) Publish Date: 4/21/99

Revision Date/Time (Note if correction)	Dept. Affected	Education
Title	BRU	
response planning	Component	
Sponsor	Rep. Kapsner	
Requester	House MLV	Component Serial No.

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY99) cost: _____

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Costs associated with implementing school crisis response planning will be incurred by schools and/or school districts. The Department of Education would not be subject to increased costs as a result of HB 165.

Prepared by	Bruce Johnson <i>B.J.</i>	Phone 465-8689
Division	Teaching and Learning Support	Date/Time 4/13/99 2:16 PM
Approved by Commissioner:	Richard S. Cross <i>[Signature]</i>	Date 4.16.99
Agency	Department of Education	

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COMMITTEE COPY

STATE OF ALASKA
1999 LEGISLATIVE SESSION

Bill (H) Publish Date: 4/21/99

Revision Date: _____ Dept Affected: Military & Veterans Affairs
 Title: An Act relating to school crisis response BRU: Disaster Planning & Control
planning. Component: Disaster Planning & Control
 Sponsor: Rep Kapsner
 Requestor: House Committee on Military & Vet Affairs Component Serial No. #1808

Expenditures/Revenues (Inflation not included unless otherwise noted below) (Thousands of Dollars)

	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
OPERATING EXPENDITURES						
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0
CAPITAL EXPENDITURES	0.0	0.0	0.0	0.0	0.0	0.0
CHANGE IN REVENUES (fund code)	0.0	0.0	0.0	0.0	0.0	0.0

FUND SOURCE (Thousands of Dollars)

	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY99) cost: \$ none

POSITIONS

	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary)

While not specifically tasked in the proposed bill, it is implied that the Department of Military and Veterans Affairs/Division of Emergency Services, as the State's primary agency dealing with natural disasters, would be tasked or requested to provide planning and training assistance to the Department of Education and school districts. This assistance would be provided as part of the regular duties of the Division of Emergency Services.

Prepared by: Jim Butchart, Plans and Preparedness Manager Phone: 907) 428-7000
 Division: Emergency Services Date: 13-Apr-99
 Approved by Commissioner: [Signature] Date: 4/14/99
 Agency: Military & Veterans Affairs

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Representative Mary Sattler Kapsner

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House District 39

Lower Kuskokwim and Upper Bristol Bay

Resources Committee
Fisheries Committee
Regulation Review Committee

Akiachak

Akiak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekuk

Ekwook

Goodnews Bay

Kasigluk

Kipnuk

Kolignanek

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiak

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Quinhagak

Togiak

Tuntutuliak

Twin Hills

MEMORANDUM

TO: ✓ Representative Fred Dyson, Co-Chair
Representative John Coghill, Co-Chair
House Health, Education and Social Services Committee

FROM: Representative Mary Sattler Kapsner *Rep Kapsner/pj*

DATE: April 24, 1999

RE: House Bill 165 – School Crisis Planning

Since the introduction of House Bill 165 my office has had many conversations with educators and others working in the area of school crisis planning. A number of suggestions have been made that I believe will improve the ability of schools across the state to implement the legislation. I have had a blank committee substitute prepared for your consideration. Changes in the CS are as follows:

Page 1, lines 7 – 13, relating to the composition of the crisis response team.

The CS divides the membership of the committee into two components—those who shall serve and those who may serve.

The team shall consist of the principal, one certified staff (a teacher) and one classified staff (i.e., secretary), and one parent.

The team may include a school board or advisory board members, school counselor, law enforcement representative, and a student.

This change recognizes the diversity of resources among schools around the state. We expect that a school counselor would be involved in a crisis response plan, but if counseling services are provided on an itinerant basis and a counselor is unavailable for the work of the committee, work will proceed. We expect that the appropriate board or advisory board will be involved in crisis planning, but placing the designation in a permissive rather than mandatory status should alleviate concerns of larger districts that don't have a site specific advisory board.

Representative Fred Dyson
Representative John Coghill
April 24, 1999
Page 2

Page 2, lines 7-8, adds "or faculty"

Adding faculty to the section that requires protocols for responding to immediate physical harm recognizes that there may be circumstances where everyone in the building may be in harm's way, not just the students.

Page 2, line 9, removes subsection (5) related to "other policies . . ."

This language actually doesn't make sense because it falls under the requirement of the components the plan *must* include. School specific plans will, of course, include other policies as appropriate.

Page 2, lines 17-23, makes changes in requirements for updating the plan.

The plan must be reviewed annually and updated as appropriate. Specific language requiring update every three years has been removed. A copy of the plan must be on file in the district office. The requirement that the plan be submitted to the Department of Education has been removed.

Page 2, line 24, removes the specific time requirement for annually training in crisis response.

Feedback on what the appropriate level of training may be for inservice on school crisis has been varied. Some suggest that initial staff training may be two days and in subsequent years a much smaller amount of time would be required. The goal of the bill is that every adult be engaged in the discussions of how to respond to a crisis at that school site. With the requirement that that the plan must be reviewed annually I am hopeful that this will be accomplished without a specific time mandate.

Thank you for your consideration of House Bill 165 and these proposed changes. If you have any questions or further suggestions please let me know.

1-LS0506V
Ford
4/22/99

CS FOR HOUSE BILL NO. 165()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIRST LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): REPRESENTATIVES KAPSNER, Cissna, Davies, Dyson, Joule, Kerttula, Morgan, Phillips, Smalley, Croft

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to school crisis response planning."

2 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

3 * Section 1. AS 14.33 is amended by adding a new section to read:

4 Article 2. Required School Crisis Response Planning.

5 Sec. 14.33.100. Required school crisis response planning. (a) Each district
6 shall develop a model school crisis response plan for use by each school in the district.
7 Each school in a district shall develop a school specific crisis response plan. Each
8 school shall form a crisis response team consisting of the principal, one certified and
9 one classified member of the school staff, and one parent whose child attends the
10 school. The crisis response team may include one member of the governing board or
11 advisory school board, a school counselor, a member from local law enforcement
12 authorities, and one student in grade 10 or higher if the school has those grades. The
13 district and each school within the district shall consult with local social services
14 agencies and local law enforcement authorities when developing the school crisis
15 response plan.

1 (b) A school specific crisis response plan must meet standards as determined
2 by the department by regulation. A school specific crisis response plan must include:

- 3 (1) the person in charge and a designated substitute;
- 4 (2) the names of the crisis response team members and their specific
5 job functions relating to a crisis;
- 6 (3) a communication plan;
- 7 (4) protocols for responding to immediate physical harm of students or
8 faculty and to traumatic events, including the period after the events have concluded;
- 9 (5) disaster and emergency procedures to respond to earthquakes, fire,
10 flood, explosions, or other events or conditions in which death or serious injury is
11 likely;
- 12 (6) crisis procedures for safe entrance to and exit from the school by
13 students, parents, and employees, including an evacuation and lock down plan; and
- 14 (7) crisis policies for enforcing school discipline and maintaining a safe
15 and orderly environment.

16 (c) Each district shall annually review and update as appropriate each school's
17 crisis response plan. A copy of each school's crisis response plan, as annually updated,
18 shall be retained by the district and a copy provided to each local agency that has a
19 role in the plan. Notice of completion of the annual review and update and the
20 location of a school's crisis response plan shall be posted at each school in the district.
21 A school crisis response plan shall be printed and available for inspection by the
22 public.

23 (d) Each district shall annually provide to each district employee training in
24 crisis response, including evacuation and lock down drills.

25 (e) In this section,

- 26 (1) "crisis" includes a traumatic event or condition that creates distress,
27 hardship, fear, or grief;
- 28 (2) "district" has the meaning given in AS 14.17.990.

29 * Sec. 2. TRANSITION. A city or borough school district or regional educational
30 attendance area shall complete the initial model school crisis response plan required by
31 AS 14.33.100, added by sec. 1 of this Act, on or before July 1, 2000. A school in a city or

1 borough school district or regional educational attendance area shall complete the initial school
2 specific crisis response plan required by AS 14.33.100, added by sec. 1 of this Act, on or
3 before December 31, 2000.

Mat-Su Borough School District Emergency Procedures

FOR HELP:

Use intercom to contact office
Call (Principal's Office)
Call 911

Bomb Threat				Exposure to BloodBorne Pathogens/Body Fluids	Evacuation
Visitors In Building	Gangs/Group Violence			Hostage/Weapons Situation (Violence)	Suspected Drugs/ Alcohol/Weapons
	Campus Closure	Lock Down Procedures	Break-In Procedures		

Additional Information

<http://ide.mat-su.k12.ak.us/emrplan/proceed.htm>

HOSTAGE/WEAPONS SITUATION (VIOLENCE)

Immediately report situation to office or call 911.
 Move students to a safe area away from crisis area.
 Lock doors and windows.
 Account for students.
 Wait for instructions.

If Taken Hostage:

Get word to office, if possible (via code word to passerby).
 Remove students from area, if possible.
Do not try to disarm gunman.
 Keep calm. Follow gunman's instructions.
 Direct students to be quiet and to sit away from gunman, windows, and exits.
 Be aware police may be able to hear what is taking place and may enter room at any time.
 Follow police instructions.

HOSTAGE/WEAPON SITUATION Page 1				
	ADMINISTRATOR	TEACHERS-ED. ASSTS.	CUSTODIANS-I TEAM	CRISIS AREA
PREVENTION	CONDUCT PERIODIC DRILLS, OBTAIN PARENTAL RELEASE INSTRUCTIONS	TEACH STUDENTS: Go to nearest safe classroom FOLLOW DIRECTIONS		
	DEVELOP GUNMAN/HOSTAGE CODE, INFORM ADULTS RE STOCKHOLM SYNDROME	REPORT ALL UNIDENTIFIED VISITORS TO OFFICE	REPORT ALL UNIDENTIFIED VISITORS TO OFFICE	
INTERVENTION	ANNOUNCE SEEK SHELTER & OFF LIMITS AREA	IMMEDIATELY REPORT INCIDENT TO OFFICE		IF POSSIBLE, GET WORD TO OFFICE (CODE WORDS TO PASSERBY)
	CALL 911	MOVE STUDENTS AWAY FROM AREA	I TEAM: NOTIFY TEACHERS, CLEAR ASSIGNED AREAS OF STUDENTS	DO NOT TRY TO DISARM IF POSSIBLE REMOVE STUDENTS FROM AREA

	CALL???????? TAKE NECESSARY ACTION TO INSURE SAFETY	STAY CALM FOLLOW SEEK SHELTER PROCEUDRES	BOTH: REPORT TO OFFICE/COMMAND CENTER	KEEP CALM FOLLOW GUNMAN'S INSTRUCTION
	HAVE SECRETARIES LIMIT INCOMING CALLS	REMAIN IN CLASSROOMS LOCK DOORS & WINDOWS	CUSTODIANS: AVOID CRISIS AREA, BRING BUILDING MAPS TO OFFICE	DIRECT STUDENTS TO SIT DOWN AND BE QUIET
	FOLLOW POLICE INSTRUCTIONS	TAKE COVER IF NEEDED ACCOUNT FOR STUDENTS WAIT FOR INSTRUCTIONS	CUSTODIANS: FOLLOW POLICE DIRECTIONS (ex. help control traffic)	BE AWARE POLICE MAY BE ABLE TO HEAR WHAT IS HAPPENING
			I TEAM: COMMUNICATION DUTIES-STUDENTS, PARENTS, MEDICAL	MOVE STUDENTS AWAY FROM GUNMAN

HOSTAGE/WEAPON SITUATION Page 2

ADMINISTRATOR	TEACHERS-ED. ASSTS.	STUDENTS	CRISIS AREA
CONSULT WITH POLICE AND ?????			IF APPROPRIATE, BUILD ON POSITIVE ASPECT OF STOCKHOLM SYNDROME
SUPERINTENDENT OR PRINCIPAL MAY REQUEST DISTRICT ??? HELP			FOLLOW POLICE INSTRUCTIONS
ANNOUNCE EVACUATION, CLOSURE OR CONTINUE CLASSES	REPORT TO OFFICE NAMES OF MISSING STUDENTS		REMAIN AFTER CRISIS RESOLVED TO ANSWER POLICE QUESTIONS
ADMINISTER ORDERLY RELEASE OF STUDENTS IF APPROPRIATE	PERFORM ASSIGNED STUDENT RELEASE DUTIES IF APPROPRIATE	FOLLOW TEACHER/POLICE INSTRUCTIONS	
FOLLOW CHS POST/VENTION PLAN			

POSTVENTION	FOLLOW UP POSTVENTION PLAN APPROPRIATE							
	GIVE WRITTEN REPORT TO SUPERINTENDENT							
	TAKE APPROPRIATE DISCIPLINARY MEASURES							
	REQUEST DISTRICT DEBRIEFING TEAM IF APPROPRIATE							

[Return to Emergency Procedures](#)

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BOMB THREAT

1. Intercom the following message to teachers: Teachers, please sweep your rooms. The custodians need help. (Announced via intercom or other appropriate methods)
2. Teachers visually check their rooms/areas. If anything is out of place such as an unidentified package or a suspicious looking article, notify administrators.
3. If your class is in apparent or possible danger, go to the library or the commons. Take a "field trip" away from the problem.
4. Do not alarm students. Do not panic.
5. Evacuation of the building should be an administrative decision. Use common sense.

BOMB THREAT									
		ADMINISTRATORS		RECEIVER OF CALL		TEACHERS-ED. ASSTS.		CUSTODIANS-I TEAM	
PREVENTION		POST BOMB THREAT REPORT FORMS AT EACH LISTED TELEPHONE				POST EVACUATION MAP IN ROOM		MAINTAIN EVACUATION ALARMS	
		PREPARE BUILDING SWEEP PLAN							
INTERVENTION				KEEP CALLER ON LINE ASK CHECK SHEET QUESTIONS					
		CALL 911 SUPERINTENDENT ??????????????		REPORT TO PRINCIPAL		DO NOT TOUCH LIGHT SWITCHES, DESKS, LOCKERS			

		NOTIFY FACULTY & DIRECT EVACUATION IF DEEMED NECESSARY	FOLLOW PRINCIPAL DIRECTIONS	LEAVE DOORS AND WINDOWS OPEN FOLLOW OFFICE DIRECTIONS	REPORT TO COMMAND POST FOR POSSIBLE SWEEP DIRECTIONS
		IMPLEMENT BUILDING SWEEP W/POLICE		STAY WITH STUDENTS	
		DIRECT STUDENTS TO RETURN TO BUILDING WHEN SAFE			
POSTVENTION		WRITTEN REPORT TO SUPT. TAKE DISCIPLINARY ACTION IF INDICATED			

Return to [Emergency Procedures](#)

Page maintained by Chuck Loosli. Created: 3/21/97 Updated: 3/24/97

EARTHQUAKE

Earthquake Preparedness Handbook

Remain calm.
 Stay indoors or outdoors, wherever you are, until tremors stop.
 Stop, drop, and cover.
 Take cover under desks, tables, against inside wall or under doorways.
 Stay alert for possible aftershocks.

If gas is smelled, move everyone out immediately.

Evacuation: Exit building through nearest safe exit.
 Avoid downed power lines and open gas lines.
 Move out of fire lanes.

Teachers: Follow students out and stay with students.
 Take student rosters, paper and pencil.
 Take roll to determine students missing.
 Report missing students to I Team member wearing emergency vests

Unattached students report to I Team member wearing emergency vests
Wait for further instructions.

EARTHQUAKE

EARTHQUAKE									
		ADMINISTRATORS		TEACHERS		CUSTODIANS		I TEAMS	
PREVENTION		ADVISE EMPLOYEES OF EARTHQUAKE PROCEDURES		ADVISE STUDENTS RE: EARTHQUAKE PROCEDURES					
INTERVENTION		STAY CALM STAY WHERE YOU ARE		STAY CALM STAY WHERE YOU ARE UNTIL TREMORS STOP		STAY CALM STAY WHERE YOU ARE UNTIL TREMORS STOP		STAY CALM STAY WHERE YOU ARE UNTIL TREMORS STOP	
		TAKE COVER INSIDE WALLS UNDER DESKS, ARMS AROUND HEAD		TAKE COVER INSIDE WALLS, UNDER DESKS, ARMS AROUND HEAD		TAKE COVER		TAKE COVER	
				IF SMELL GAS, OPEN W. . . N, MOVE STUDENTS OUTSIDE		TURN OFF GAS LINES UNTIL		REPORT TO COMMAND POST	

		MOVE STUDENTS OUTSIDE, REPORT	SAFETY DETERMINED	FOLLOW INSTRUCTIONS
	SIGNAL EVACUATION IF NEEDED CALL 911	EVACUATE BUILDING, AVOID DOWNED POWER LINES OR OPEN GAS LINES	CHECK FOR DAMAGE (GAS, WATER, ELECTRICAL, SEWER, STRUCTURAL)	PROVIDE COMMUNICATIONS HELP FOR COMMAND POST
	SET UP COMMAND POST	REPORT INJURIES AND DAMAGE TO I TEAM OR COMMAND POST	REPORT DAMAGE TO COMMAND POST	
POSTVENTION	FOLLOW POSTVENTION PLAN IF NEEDED			

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Page maintained by Chuck Loosli. Created: 3/21/97 Updated: 10/20/97

LOCKDOWN PROCEDURE

Lock down will be a term used at this school to refer to a situation which calls for the isolation of faculty and students from a potentially violent environment.

The Principal's office will be identified as the central control center in all emergency situations. A second and third area will be designated by the building administrator.

1. Staff will be notified via an all call to "LOCK DOWN" repeat "LOCK DOWN IMMEDIATELY".
 - a. Staff, go to your doors and lock them--- Admit no one except an administrator. Remain in your secure area until further notice is given.
 - b. Keep students in a secure area until further notice, disregard any bells.
 - c. If the situation warrants a building evacuation, staff members will be notified as to the process and nearest safe exit.
_____ is the alternate evacuation center.

(Fill in for your school)

At the Elementary level schools bring any students into your classroom seen at the time of the lock down.

REMEMBER, YOUR PRIMARY RESPONSIBILITY IS THE SAFETY OF YOUR STUDENTS AND YOURSELF. DO NOT PUT EITHER IN JEOPARDY.

Return to [Emergency Procedures](#)

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Representative Mary Sattler Kapsner

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House District 39

Lower Kuskokwim and Upper Bristol Bay

Resources Committee
Fisheries Committee
Regulation Review Committee

Akiachak

Akiak

Aleknagik

Atmautluak

Bethel

Chefornak

Clarks Point

Dillingham

Eek

Ekuk

Ekwook

Goodnews Bay

Kasigluk

Kipnuk

Koliganek

Kongiganak

Kwethluk

Kwigillingok

Manokotak

Napakiaik

Napaskiak

New Stuyahok

Nunapitchuk

Oscarville

Platinum

Portage Creek

Quinhagak

Togiak

Tuntutuliak

Twin Hills

House Bill 165 School Crisis Response Planning

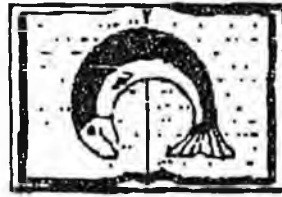
Sponsor Statement

In February of 1997 gunfire exploded in the hallways of the Bethel Regional High School, ending the lives of principal Ron Edwards and promising athlete Josh Palacios. The actions that took place immediately following this tragedy still haunt the residents of Bethel with questions such as, "Should we have . . . ?" and "Why didn't we . . . ?"

I sincerely hope that no other school or community will experience this type of trauma and the pain that accompanies it. If, however, a crisis which affects the life, health and emotional well-being of students does happen, schools must be prepared to respond. Some schools in Alaska have planned for such crises. Others have not. House Bill 165 would make sure that every school does so.

HB 165 adds a new section to the education statutes requiring each school to develop a site specific crisis response plan. The Department of Education would provide standards. Each school district would develop a template for use by their schools. But the real work would be done at each school, with the involvement of those individuals at the school who will respond to the tragedy.

HB 165 has had valuable input from numerous individuals and organizations involved in school safety issues. In fact, it became obvious early in my work on this bill, that school safety is a multifaceted issue. As communities and schools work on wide range of safety issues on an ongoing basis, HB 165 targets one critical component: It asks each school to engage in the forethought and planning to be prepared to meet the needs of students in times of tragedy and crisis.



Lower
Kuskokwim
School
District

Safety Office
P.O. Box 305
Bethel, Alaska 99559
907-543-4968
FAX: 907-543-4911

April 7, 1999

Representative Mary-Sattler-Kapsner
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Mary Sattler-Kapsner:

This letter is written in support of House Bill 165 and Senate Bill 125, requiring each school district to develop a model school crisis response plan for use by each school in the district.

A Safe School Plan simply stated, is to create a place where teachers can instruct and students can receive a high education without the threat of violence. As a school district we are in support of schools developing actions and strategies to implement safe school plans. These plans work best when they are generated not only by school staff, but also by parents, students, and representatives from community groups and agencies. Although every school plan for a "safe school" may look different, the key is developing a consensus about what everyone wants the school to be like, and the rules that everyone is willing to uphold to make this happen.

The eight principles of safe school planning: 1. School safety is a personal experience; 2. School safety threats and risks have multiple causes; 3. School safety threats and risks fall on a continuum; 4. School safety planning is comprehensive; 5. School safety planning involves everyone; 6. School safety planning is ongoing; 7. School safety planning is a problem solving process; 8. Strive for the ideal and do what is possible.

Thank you for addressing the eight principles of safe school planning in these two bills being proposed to the Twenty-First Alaska Legislature.

Sincerely,

William Ferguson, Superintendent

KEEP SCHOOLS SAFE

MISSION

SAFE SCHOOL PLAN

Lower Kuskokwim School District
Kent Harding

Basic Points

- **Crisis Management Plan**
An effective emergency plan should involve all school personnel, law enforcement, fire and medical rescue personnel, emergency management personnel, school district personnel, and any other persons essential to resolving any possible crisis.
- **Student Participation**
Student involvement is essential in solving and preventing violent acts on school campuses.
- **Parent participation**
Parents should be encouraged to participate as volunteers for all school functions.
- **Partnership between the school and local law enforcement**
Law enforcement and school officials should work together to ensure the safety of the school environment.
- **Crime prevention through environmental design**
Conduct an annual safety assessment of the school facility to provide an up-to-date detailed diagram of the school for all emergency personnel prior to the beginning of school each year.
- **Drug and alcohol prevention programs**
Utilize the programs available for drug and alcohol prevention.
- **School crime reporting and tracking mechanism**
Develop a method to report, track and monitor any crime committed on school campuses.
- **School Security**
Supervision of the students and the campuses as a whole is an essential component to ensuring a safe school.
- **Training of school personnel**
Annual in-service training is recommended prior to the beginning of school and throughout the course of the school year.
- **Concise discipline code for all students**
Firm, fair, consistent, but flexible enforcement of all school rules, policies and attendance requirements.

In the year since the highly publicized shootings at schools in Arkansas, Oregon, and Pennsylvania, NEA members nationwide have been working to create schools where all students feel safe.

Safe Schools

On April 24, students and staff in Pennsylvania schools will observe a moment of silence in memory of John Gillette, the Edinboro teacher gunned down by a student at a school dance on that day one year ago.

Gillette's death was just one in a spate of school shootings last spring that left the country reeling.

In March, four girls and a teacher were shot to death by two boys at Westside Middle School in Jonesboro, Arkansas. And, last May a 15-year-old opened fire on his peers in the cafeteria

at Thurston High School in Springfield, Oregon, killing two and wounding 22.

Schools, overall, continue to be among the safest places for kids, but sudden acts of violence can leave teachers, parents, and communities anxious, vulnerable, and unsure about how to keep their children safe.

This is the story of how one school community, stunned by violence three years ago, has regained safety and security.

IN MOSES LAKE, WASHINGTON

A Family Heals

Peggy McNutt was profoundly affected by the tragic murder of two students and a teacher at Frontier Middle School in Moses Lake, Washington, three years ago.

Her son Cory, now an 18-year-old high school senior, witnessed the deaths first-hand when he and other students were held hostage.

At the time of the shooting, McNutt was president of the Moses Lake Education Association and a second grade teacher at Discover Elementary School.

McNutt spoke recently to *NEA Today's* Karen Gutoff about how the shooting affected her as a parent, teacher, and Association president.

What was your reaction when you heard about the shooting?

I remember vividly. It was 2:30, and we were just finishing an assembly. The PE coordinator at Cory's school called and said, "Cory needs you. He's okay, but you need to come down to the school right away." I quickly got someone to cover my class, and I left.

It was cold and snowing, and when I got there, some kids were outside without coats on. There were ambulances and police cars everywhere.

I ran into a local minister who said, "There's been a shooting!" He told me a teacher was dead, and a couple of students were, too. He didn't know any names at that point.

I didn't know if Cory was safe. The students had been taken to the gym. People were milling around in tears, with blank looks on their faces. I was just focused on finding Cory. I walked a bit, finally saw him. I just gave him a big hug. We were both pretty dazed.

How was Cory affected?

The two months after the shooting were really rough on Cory. He still says there are pictures he'll never forget, and he remembers the sounds of his friends dying.

Cory went to all the memorial services and the counseling sessions. But after the shooting, he would go to school, come home, and sleep. He'd wake up at 6 or 7 in the evening and would be awake all night.

He also had terrible survivor's guilt. He felt guilty about his classmates dying and often wondered if he could have saved everyone. He felt especially guilty about the girl Natalie who was injured. Just minutes before the shooting, she asked if he would switch seats



Teacher Peggy McNutt and her son Cory (at right, in front of Frontier Middle School) deal with the aftermath of violence.

to testify in the criminal trial. Even now there are civil suits pending and he has to do depositions and testify again.

What helped students and teachers most after the shooting?

Kids said they really appreciated getting letters and cards from students at other schools. We got letters from teachers and their students, from state Associations and the NEA.

People sent money we used to buy pizza for the kids. We were able to buy a laptop for the girl injured in the shooting, so she

could work from home. The Washington Education Association helped us find guardian angel pins for the students, which they really

loved. Kids will wear t-shirts that say "In Remembrance." It gives them a way to remember their friends.

How vulnerable did you feel as an educator going back into your own classroom?

Every school set up a crisis plan after the shooting. If there was a problem, you'd hear a short blast of an air horn on the loudspeaker, and you had to

with her so she could sharpen her pencils. So he would have been sitting in her seat when the shooting started.

I thank God every day that I still have him. I realize how close I came to losing him.

What has been the hardest part of the healing process?

It's a never-ending process. Cory had to be tested for hepatitis B, then he had



After last year's shooting in Jonesboro, Arkansas, a police officer helps a mother and her son to safety.

A Tim Scamman/The Commercial Appeal/AP Wire Photo

lock your doors and take cover. Our school even bought a cell phone to help with communication.

We take all threats very seriously now. Last year, one of my second graders made a threat about going home and getting a gun. That student was removed from school for a week and received counseling.

In my class, we talk a lot about the things we need to do to be safe and the proper way to treat each other.

How did you handle your duties as Association president during this crisis?

It was tough, but you do what you have to do. I called the Association's executive board together, and we brainstormed ways to make things better for teachers at Frontier Middle. We bought books on surviving loss and put them in the lounge, and we brought food.

We arranged for subs so that teachers from elementary schools, who were familiar to the students, could come to Frontier and talk to the kids.

What needs to happen to prevent violence in schools?

I think Cory said it best after the shooting. He said, "Mom, it's a society problem, not just a problem with kids."

We keep asking for volunteers in the school, but parents are all busy.

We have so many students in these schools and so few adults. What parent takes care of 25 kids? As long as that's true, kids will get lost in the shuffle.

... A School Rebuilds

In February 1996, a troubled 14-year-old at Frontier Middle School in Moses Lake, Washington, terrorized classmates by brandishing a gun in math class, then killing teacher Leona Calmes and two 14-year-old classmates. Most of the students who witnessed the shooting have gone on to high school, and the shooting is no longer a topic of daily conversation. But security changes made since then have left visual reminders of the event—and have helped restore a sense of safety and security.

■ Redesigned Space

After the Moses Lake shooting, security quickly became the guiding issue for a school renovation project already underway.

Hallways were widened to eliminate any nooks and crannies where students could hide or loiter.

Like mall bathrooms, rest rooms were designed without doors. Parts of the bathroom are now visible from the

outside. For example, the central sink is near the outside of the rest room, so staff can see what's going on inside.

■ Surveillance Cameras

Video cameras have been placed in the hallways at Frontier. The cameras are set up to show what's going on in different parts of the school, especially the cafeteria where there are a lot of students and not as many teachers.

■ IDs and Access

School staff now wear badges, so those not wearing them will be easier to identify as strangers. And only one main entrance is open during the day.

"All doors are locked during the day except one main entrance right by the office," says Don Lindgren, a physical education teacher at Frontier. "Visitors must walk by the school secretary to get in, and they have to wear a visitor's pass." Lindgren says staff are now quick to question anyone without a pass.

■ Security guards

Two security guards walk the halls, monitoring traffic and making sure kids don't loiter. They use walkie-talkies to alert each other to trouble spots.

Lindgren says the security officers quickly become aware who the troubled students are and often build relationships with those students. By fostering relationships with the kids, the guards are often alerted to trouble before it happens.

■ Lockdown Drill

Twice a year, a siren prompts teachers and students to lock doors and windows, retreat to a designated room, and stay put until they get the all-clear sign.

■ Reconfigured Middle School

The year after the shooting, ninth graders were moved out of Frontier Middle School and placed in the high school. The seventh and eighth graders at the middle school level will soon be joined by sixth graders.

Mike Himes, president of the Moses Lake Education Association, says changing the middle school structure has been one of the single best security improvements in the district.

"Ninth graders were more likely to drink and date. The seventh and eighth graders would try to do the things the ninth graders were doing. By moving the ninth graders to the high school, we eliminated some of that peer pressure."

—Karen Gutloff



One Year Later

Facing Tragedy...

School communities in Pennsylvania, Oregon, and Arkansas came face to face with violence last spring. One year later, parents, educators, and neighbors are still struggling to find ways of restoring safety in the schools.

Edinboro, Pennsylvania

In the past year, school administrators, teachers, parents, clergy, university, and Pennsylvania State Education Association representatives have formed a community coalition.

The coalition has funded anger management workshops and curriculum for school staff and created a new student conduct handbook. The group is creating a list of recommendations on dealing with school violence.

To tighten security at James W. Parker Middle School, where teacher John Gillette was killed, school staff now wear identification badges, and cars in the school parking lot sport windshield tags identifying them as staff cars. All school doors are locked during the day except a main entrance.

Jonesboro, Arkansas

Wilma Maiers, UniServ director for the Arkansas Education Association, calls the district's response to the incident

"relatively low-key."

"I think part of the reason is the feeling that there really wasn't anything that could have been done at the school to prevent the shooting in the first place," says Maiers.

But some small changes have been made, including the installation of a fence around the middle school campus. Some surrounding districts, Maiers says, hired local police to patrol

their campuses. One district hired two new social workers and provided conflict resolution training for teachers.

Meanwhile, state lawmakers are debating several proposals that would make guns less accessible to kids.

Springfield, Oregon

The Springfield school district is considering providing school staff with information about students who have a violent history or criminal record. But the proposed change in policy has been tabled, pending concerns about student confidentiality.



Preventing Tragedy

This winter, NEA brought representatives from 30 education and child care organizations together to answer the question, "What can we do to make schools safer?"

The groups—including the PTA, School Nurses Association, American Federation of Teachers, and Association of Secondary School Principals—are now creating a manual of model school safety programs.

NEA staffer LaMar Haynes, meanwhile, has taken the helm of the Safe Schools Coalition, a national school violence prevention group.

And, around the country, NEA affiliates and members are working to create effective school safety programs.

A few examples:

Buffalo, New York: There were more than two dozen student assaults against teachers in Buffalo schools last year.

The Buffalo Teachers Federation has gone into action to crack down on violence against school staff by:

- Tracking all assaults and going public with the incidents to pressure district officials to take action.

- Revising the district's code of conduct for students.

- Working with judges and states attorneys to ensure that students aren't allowed to return to a school after they've assaulted someone.

- Pushing for more security officers in high schools.

Contact Phil Rumore, president, Buffalo Teachers Federation, at 716/881-6678.

Milwaukee, Wisconsin: J.W. Riley Elementary School in Milwaukee has an extensive communication plan to protect staff and students when violence breaks out in the school.

"If classrooms hear a PA announcement that art, music, and phys ed are

cancelled, everyone goes to the nearest classroom, and the door is locked until trouble subsides," explains Phyllis Deal, a paraprofessional at the school.

Contact Phyllis Deal, paraprofessional, at 414/645-6396.

Ann Arbor, Michigan: Staff at Pioneer High School launched a crack-down on youth gangs and student violence four years ago by taking the following measures:

- Establishing an emergency response/crisis committee of seven school staffers who meet regularly to deal with fights, drugs, bomb threats, and other safety issues.

- Having community assistants from the paraprofessional ranks monitor the hallways, looking for early signs of any trouble. The paraprofessionals also serve as academic partners, assigned to work with at-risk middle schoolers.

- Rewarding students who report signs of trouble with CDs, movie certificates, books, or restaurant coupons.

Contact Percy Brown, student support specialist, at 734/994-2130.

Resources

■ NEA has a free packet of information on school safety, including the *Safe Schools Manual* and *School Violence: Perceptions and Solutions*. For copies, contact Richard Verdugo at NEA, 1201 16th St., N.W., Washington, DC 20036-3290. E-mail: rverdugo@nea.org. On the Web: www.nea.org/publications.



■ The National Crime Prevention Council has two free resources: *Stopping School Violence* and *Making Children, Families, and Communities Safe From Violence*. On the Web: www.nccpc.org. Call 800/AWE-PREVENT.

■ *Early Warning, Timely Response: A Guide to Safe Schools*, published by the Departments of Justice and Education, helps school communities develop crisis response plans. On the Web: www.ed.gov/offices/OESERS/OSEP/earlywrn.html. For a free copy, call 877/433-7827.

■ *Hands Without Guns Initial Workshop Guideline* is a youth workshop guide for teachers. On the Web: www.handswithoutguns.org/wksp1.html. Or call Joshua Horwitz, 202/544-2637.

■ The Safe Schools Coalition is a nonprofit, all-volunteer organization that works to reduce violence and promote health and safety in schools. For a list of materials and upcoming conferences, contact Edsel Erickson at 941/778-6652. Or visit the Web at www.ed.mtu.edu/safe.



■ *A National Action Plan on School Violence and Kids from 2:00 to 8:00 PM* is a free booklet that includes proposals adopted at a recent national summit of mayors, police chiefs, educators, students, park recreation officials, and health experts. For a copy, write to Ed Somers, U.S. Conference of Mayors, 1620 I St., N.W., Washington, DC 20006. Or call 202/293-7330.

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MEMORANDUM

March 31, 1999

SUBJECT: Sectional Summary of HB 165

TO: Representative Mary Kapsner
Attn: Pat Jackson

FROM: Michael F. Ford
Legislative Counsel 

You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Requires each school district to develop a model school crisis response plan and each school in a school district to develop a crisis response plan. Requires that each school form a crisis response team. Requires that a crisis response plan include certain specified elements, that the plan be annually reviewed and updated, and that district employees receive crisis response training.

Section 2. Requires that an initial model crisis response plan be completed by July 1, 2000, and that an initial school crisis response plan be completed by December 31, 2000.

MFF:jdr
99-176.jdr

SECTIONAL ANALYSIS