

Key to table: C = Improves coordination A = Establishes accountability

Oversight			
The practice: Accountability mechanisms in place			
Why this gap area is important: Provides more accountability in the absence of state-level oversight			
How addressed	District examples	C	A
Scheduled and coordinated process for safety plan review	<ul style="list-style-type: none"> • District committees review the safety plan monthly with their school resource officers: <i>South Kitsap</i> • Reviews safety plan with a committee, and conducts post-drill/incident reviews to go over lessons learned: <i>Southside</i> • Reviews parts of their plan by season, ensuring a set schedule and making the review process more manageable: <i>Seattle</i> • Includes the local sheriff when updating school safety guides: <i>Cle Elum-Roslyn</i> • Local police chief reviews safety handbook: <i>Fife</i> • Committees comprised of law enforcement review school safety plans: <i>Lake Quinault, Southside</i> • Reviews safety plan after drills: <i>Ephrata, Northport</i> • Conducts facility safety review with law enforcement: <i>Ephrata</i> • ESD and school safety insurance pool conduct an annual risk assessment: <i>Northport</i> 	C	A
Scheduling and tracking mechanisms for drills	<ul style="list-style-type: none"> • Yearly drilling template: <i>Monroe</i> • Scheduled active shooter drill on early release day: <i>Rochester</i> • Conducts two drills every month in each school building: <i>Vancouver</i> • Conducts full-scale exercises on non-school days with first responders, personnel and students who are willing to participate: <i>Stanwood-Camano</i> • Secretary sends district staff calendar invites about the scheduled drills: <i>Evergreen (Clark)</i> • Records monthly drills on its calendar: <i>Brinnon</i> • Developed templates for drill reporting and safety meeting minutes, which are sent to the district safety office monthly for review and documentation: <i>Vancouver</i> 	C	A
Reports on school safety to district leadership	<ul style="list-style-type: none"> • District staff member reviews schools' safety competencies and sends a report card to the district superintendent: <i>Monroe</i> • Creates safety score cards, allowing principals to prioritize trainings: <i>Seattle</i> • Annual safety survey sent to all teachers and results shared with school principals: <i>Yakima</i> 	C	A

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Training

The practice: Regional train the trainer model and creatively scheduling training

Why this gap area is important: Train the trainer and creative scheduling are ways for districts to rely on the expertise their own staff have acquired and conserve resources.

How addressed	District examples	C	A
Regional train the trainer model	<ul style="list-style-type: none"> • District's safety specialist became certified as an Incident Command System trainer for free, and now has internal training capability to train new administration: <i>Mukilteo</i> • Trained in ALICE (active shooter training) and reported they could train others in ALICE: <i>Walla Walla</i> • Trains its own trainers in ALICE in order to provide training to other staff: <i>North Mason</i> 	C	A
Creatively scheduling training	<ul style="list-style-type: none"> • Uses Monday afternoon early release time for safety issues about once a month: <i>Yakima</i> • Devotes 20 minutes to school safety during monthly principals' meeting, with new lessons each meeting related to different school safety topics: <i>Auburn</i> • Held active shooter training on a Saturday: <i>White Salmon Valley</i> • Uses weekly early release for staff professional development: <i>White Salmon Valley</i> • Breaks into groups for training in order to keep the day-to-day operations going: <i>Pateros</i> • Uses one staff meeting for training, and two half-days a year to bring staff together for safety issues: <i>Fife</i> • Paid for substitute teachers as needed so that full-time staff can attend trainings: <i>Yakima</i> 	C	A

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Coordination

The practice: Collaborating regularly with other school districts, first responders and stakeholders

Why this gap area is important: Helps avoid redundancy or districts “re-inventing the wheel,” holds districts accountable, and allows involved parties to share and conserve resources.

How addressed	District examples	C	A
Coordination with other school districts through regional meetings	<ul style="list-style-type: none"> • Pierce County Consortia serves all school districts in Pierce County to help coordinate school safety needs for the region. • Cowlitz County Safe Group serves as a coordination resource for county school safety efforts, including planning county-wide drills. • WESEMA is a regional group set up as a venue for participating school district staff to share ideas or request help. WESEMA uses the Washington State Fusion Center’s website as an information portal for sharing resources. 	C	A
Coordination with stakeholders	<p><i>Parents and students</i></p> <ul style="list-style-type: none"> • Community day with parents, staff and first responders: <i>Kennewick</i> • Safety handbook published specifically for students and their parents: <i>Northport</i> • Students and building staff receive training from principals, school resource officers and guests from emergency response agencies on topics like lockdowns: <i>Puyallup</i> • Annual training with staff and students: <i>Toutle Lake</i> • Parent meetings sometimes include safety components: <i>Zillah</i> • Parent advocacy committee that advises the superintendent: <i>Central Valley</i> • Communicates the purpose of drills with students, especially for lockdowns, and holds post-drill discussions with students to receive input: <i>Tacoma</i> • Uses an automatic caller, School Messenger, to provide information to parents and community members: <i>Ephrata, Lake Quinalt</i> • Reviews plan annually with students and parents to collect input: <i>Southside</i> • Has included parents in drills at the high school and middle school: <i>Stanwood-Camano</i> 	C	A

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Coordination with stakeholders	<p>Community stakeholders</p> <ul style="list-style-type: none"> • Pierce County Consortium solicited support in establishing their countywide threat assessment model by reaching out to a local hospital and substance abuse center. • Established protocol with local hospitals: <i>Ferndale, Kennewick</i> • Memorandum of understanding with Pierce County Health Department: <i>Tacoma</i> • District staff member meets with city public health: <i>Seattle</i> • Established agreements with local hospitals, Spokane Regional Health and Frontier Behavioral Health to provide evaluations free of charge: <i>Freeman</i> • Brings in mental health professionals for second tier threat assessments: <i>Monroe</i> • Partnered with Skagit County Department of Emergency Management for training efforts, such as Community Emergency Response Training: <i>Mount Vernon</i> • Uses two local notification apps (the Department of Energy Hanford Incident Notification system and “Code Red” notification system for Benton County Emergency Management): <i>Richland</i> • Participate in Thurston Regional Planning Council Hazards Mitigation Plan: <i>Olympia</i> • Joint participation in week-long FEMA Multi-hazard Emergency Planning for Schools training between City Manager and district staff: <i>Pateros</i> • Includes city personnel in monthly leadership meetings: <i>Sultan</i> • District Superintendent and Chief Financial Officer meet monthly with the city (including the mayor, city manager and chief of police): <i>Kelso</i> • Coordinates with the city’s disaster management committee, city council and the emergency management office: <i>Seattle</i> 	C	A

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How addressed	District examples	C	A
Coordination with first responders	<p>District staff meet with law enforcement daily: <i>Rochester</i></p> <p>Holds monthly inter-agency meetings with courts and law enforcement to discuss information or situations that the other entities should know about: <i>Yakima</i></p> <p>Conducts various drills with Washington State Patrol and first responders on oil train derailments or pipeline spills: <i>Kennewick</i></p> <p>Law enforcement and federal border agents get to know district facilities by conducting first responder drills in district school buildings: <i>Blaine</i></p> <p>District personnel and first responders jointly attended a FEMA training in Washington, D.C.: <i>Auburn</i></p> <p>Local police and fire department staff conduct annual training with campus security officers and building administrators (including traumatic wound care, survival mindset and defensive tactics): <i>Puyallup</i></p> <p>Planned an active shooter seminar with the Okanogan County Sheriff's Department and all district staff: <i>Pateros</i></p>	C	A
Coordinating with outside entities for grant opportunities	<p>Used ESD grant to pay for conference training: <i>Shoreline</i></p> <p>Used ESD grant to pay for 911 dispatch buttons: <i>White Salmon Valley</i></p> <p>Applied for FEMA grant through the Washington State Military Department's Emergency Management division; grant paid for flights, lodging and classes: <i>Evergreen (Clark), Auburn, Pateros</i></p> <p>Received grant from United States Department of Education Readiness and Emergency Management for Schools for safety planning: <i>Seattle, Shoreline</i></p>	C	



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