

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL DISTRICT

BUDGET & PROPERTY

January 12, 2016

**SAU Office
6:30 PM**

AGENDA

Committee Members:

Myron Steere, Chair
Janine Lesser
Pierce Rigrod
Dave Martz
Richard Dunning

- 1. Call to Order**
- 2. Approval of Minutes – December 2, 2015**
- 3. December 2015 Expense Report**
- 4. Roofing Project**
- 5. Security Discussion**
- 6. Organizational Structure Discussion**
- 7. Other**
- 8. Non-Public Session: RSA 91-A:3,II (If Needed)**

**OFFICE OF THE SUPERINTENDENT OF SCHOOLS
Peterborough, New Hampshire**

CONTOOCOOK VALLEY SCHOOL DISTRICT

BUDGET & PROPERTY

December 2, 2015

SAU Office

6:30 PM

MINUTES

Committee Members:

- Myron Steere, Chair
- Janine Lesser
- Pierce Rigrod
- David Martz
- Richard Dunning

Present: Myron Steere, Janine Lesser, Richard Dunning, Pierce Rigrod

Others: Marian Alese, Kimberly Saunders, Tim Grossi, Jerome Wilson, John Jordan, Fiona Tibbetts

1. Call to Order

Myron Steere called the meeting to order at 6:30 p.m.

2. Approval of Minutes – November 10, 2015

Dick Dunning moved to approve the minutes of November 10, 2015. Janine Lesser second. Unanimous.

3. November 2015 Expense Report

Marian Alese reported that changes previously approved by board have taken place. Prior year encumbrances have been moved to the appropriate lines for transfers. Trustees have not yet been contacted for transfer to cover the tractor. No other major changes to report.

Dick Dunning moved to bring the report forward at the next board meeting. Janine Lesser second. Unanimous.

4. Organization Structure Discussion (Handouts at Meeting)

Marian Alese shared a document that reflects the closing of three schools, for discussion purposes, as a result of a request for this information. Ms. Alese reported that she reallocated a number of positions. Students were redistributed to AES and PES to give an idea of what classroom size would look like. Other positions were reallocated to accommodate the additional students.

A savings of approximately \$714,367 per year is the result in this scenario.

Janine Lesser asked what the non-budget considerations are. Marian said that this scenario actually provides more for students; a full-time nurse, library services, etc. Counseling positions, health/PE, and Art staff would cover fewer buildings with less travel time.

Janine Lesser shared her interest in knowing more about the positives and challenges with smaller or larger schools.

Kimberly Saunders said that a decision such as this should not be made during budget season or in a vacuum. The administration should examine every option and report back with their findings with a recommendation.

Marian said that the upside is that it provides better, more consistent services to the remaining schools. A change in the elementary school structure would require a change in the Articles of Agreement. A dissolution of the co-op might also be a result, which would also require a change in the Articles of Agreement.

Other configurations might be considered that might not affect the elementary schools. Middle school reconfiguration might be considered. Stepping back and looking at what is best for children rather than what is best for a town is important. A district perspective should be considered.

Marian Alese suggested looking at how ConVal would like if it was being formed today.

Timelines were discussed. At least two years is required for a town to withdraw. Time is needed for planning purposes.

Marian reiterated that this exercise involving the closing of two schools is a result of a request to develop numbers. It is not a recommendation.

Pierce Rigrod spoke about investigating the best educational model for students. Peterborough should be encouraged not to withdraw while potential models are investigated.

Richard Dunning said that every town should investigate what education would look like for the children in their towns. Independent consultants can be brought in by towns to determine what the education would look like and what it would cost.

5. Other

Marian Alese reported that the majority of building budgets includes people. Pierce Rigrod spoke about snow plowing increases. Tim Grossi reported that it is an average of the last several years. Marian reported that we were in the red near \$70K for snow plowing last year.

FES furniture, DCS general supplies, and other various items were discussed. Pierce Rigrod said that current financial pressures should drive these purchases. If they are absolutely necessary they should move forward otherwise moved out.

Dick Dunning said that the goal would be to identify a specific dollar amount to administrators that they need to meet. Sacrifices can be determined by building administrators.

Kimberly Saunders said that it is better for Leadership to know the desired number and direction can be given to administrators.

Marian Alese spoke about the potential reality of having to lay off people and cut program that will impact the educational program for our students if we cut within the budget to meet the decrease in revenue.

Next year, the district has the potential of a \$200,000 decrease in revenue, right out of the gate, as a result of declining enrollment.

More discussion will take place at the upcoming Budget Work Session on Wed., December 9th.

Marian reminded those present that the current proposed budget absorbs \$1 million as a result of health insurance costs. Marian said that a number in terms of what would be acceptable for district assessment would be valuable.

Kimberly Saunders shared her concern with being given a number. She recognizes the extraordinary circumstances with the decrease in revenue.

Discussion took place about cutting 1% from an elementary school budget. It is a big deal. We are talking about eliminating positions.

Marian asked for clarification: B&P recommended and approved the purchase of materials in advance for track work. Does this mean that Maine Tennis & Track will be worked with? Confirmed.

Marian reported that a new version of the budget will be brought forward at the December 9th work session.

6. Non-Public Session: RSA 91-A:3,II (If Needed)

Pierce Rigrod moved to enter into non-public session in accordance with RSA 91-A:3,II at 7:52 p.m. in for matters of personnel. Unanimous on a roll call vote.

Pierce Rigrod moved to exit non-public session at 8:06 p.m. Second. Unanimous.

Pierce Rigrod asked why the \$250,000 encumbered for security in unreserved funds might be spent elsewhere. Marian Alese reminded that building aid may be affected as a result of negatively impacting revenue in a subsequent year.

Dick Dunning motioned to adjourn at 8:15 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok

Board Brief
January 12, 2016

The attached expense report reflects expenses and encumbrances through December 31, 2015.

Please note the following:

Line 3 reflects the adjustments made to wages as per the last Board meeting in December. I will be requesting a transfer from line 1.

Line 11: I will be encumbering \$600K from this line as per previous Board actions

- \$500K for unreserved fund balance
- \$100K for curriculum materials

Line 24 reflects an overdraft of \$40K. I will be requesting a transfer from our tuition line, to cover unanticipated speech, personal care, and other services that are student specific.

Line 33 reflects encumbrances from the prior year. I will be requesting a transfer.

Line 66 – request for Capital Reserve funds in process.

2015-2016 Expense Report								12-Jan-16	
Account Number Description		2015-2016 Budget	2015-2016 Transfers	2015-2016 Adjusted Budget	2015-2016 Expense	2015-2016 Encumbered	Balance	Includedd Approved Transfers	
Line #								Account Notes	
1	21.000.0000.00.110 REGULAR SALARIES	\$13,593,836.00	-\$69,250.00	\$13,524,586.00	\$5,683,903.38	\$7,491,893.35	\$348,789.27	2.58%	
2	21.000.0000.00.111 PARA SALARIES	\$2,068,442.00	\$34,250.00	\$2,102,692.00	\$920,241.86	\$1,197,207.07	-\$14,756.93	-0.70%	
3	21.000.0000.00.112 ADMIN ASSIST SALARIES	\$985,744.00	\$35,000.00	\$1,020,744.00	\$529,112.00	\$514,257.35	-\$22,625.35	-2.22% Wage Adjustment and OT	
4	21.000.0000.00.113 CUSTODIAL/MAINTEN SALARIES	\$697,995.00	-\$60,000.00	\$637,995.00	\$310,077.92	\$292,306.30	\$35,610.78	5.58%	
5	21.000.0000.00.114 ADMINISTRATOR SALARIES	\$2,253,283.00		\$2,253,283.00	\$1,189,335.27	\$1,056,609.25	\$7,338.48	0.33%	
6	21.000.0000.00.115 DEPARTMENT HEADS	\$31,500.00		\$31,500.00	\$13,327.16	\$18,172.84	\$0.00	0.00%	
7	21.000.0000.00.119 SUPPORT SERVICES	\$648,124.00		\$648,124.00	\$330,404.81	\$317,414.57	\$304.62	0.05%	
8	21.000.0000.00.120 TEMPORARY SALARIES	\$850,008.00		\$850,008.00	\$408,356.28	\$226,125.03	\$215,526.69	25.36%	
9	21.000.0000.00.130 OVERTIME	\$37,500.00		\$37,500.00	\$19,068.03		\$18,431.97	49.15%	
10									
11	21.000.0000.00.211 HEALTH INSURANCE	\$6,415,928.00		\$6,415,928.00	\$3,192,984.38	\$2,399,325.11	\$823,618.51	12.84%	
12	21.000.0000.00.212 DENTAL INSURANCE	\$234,670.00		\$234,670.00	\$138,737.12	\$84,960.86	\$10,972.02	4.68%	
13	21.000.0000.00.213 LIFE INSURANCE	\$40,500.00		\$40,500.00	\$21,819.00		\$18,681.00	46.13%	
14	21.000.0000.00.214 LONG TERM DISABILITY	\$51,245.00		\$51,245.00	\$22,922.55		\$28,322.45	55.27%	
15	21.000.0000.00.220 FICA	\$1,578,932.00		\$1,578,932.00	\$695,272.76	\$823,161.42	\$60,497.82	3.83%	
16	21.000.0000.00.225 HRA ACCOUNT	\$ 131,500.00		\$131,500.00			\$131,500.00	100.00%	
17	21.000.0000.00.231 NON - TEACH RETIRE	\$573,133.00		\$573,133.00	\$262,309.57	\$272,428.40	\$38,395.03	6.70%	
18	21.000.0000.00.232 TEACHER RETIRE	\$2,361,208.00		\$2,361,208.00	\$1,027,977.96	\$1,308,545.21	\$24,684.83	1.05%	
19	21.000.0000.00.260 UNEMPLOYMENT	\$ 49,133.00		\$49,133.00		\$49,133.00	\$0.00	0.00%	
20	21.000.0000.00.270 ADMIN ANNUITY	\$14,721.00		\$14,721.00	\$9,960.00	\$4,761.00	\$0.00	0.00%	
21	21.000.0000.00.320 PRESENTERS	\$17,600.00		\$17,600.00	\$4,068.00		\$13,532.00	76.89%	
22	21.000.0000.00.321 STAFF TUITION	\$75,540.00		\$75,540.00	\$43,297.50		\$32,242.50	42.68%	
23	21.000.0000.00.322 STAFF SERVICES	\$ 70,200.00		\$70,200.00	\$32,091.70	\$23,837.00	\$14,271.30	20.33%	
24	21.000.0000.00.323 PUPIL SERVICES	\$112,165.00		\$112,165.00	\$30,601.35	\$121,813.65	-\$40,250.00	-35.88%	
25	21.000.0000.00.330 PURCHASED/PROF	\$1,116,416.00	\$ 60,000.00	\$1,176,416.00	\$569,463.08	\$486,610.33	\$120,342.59	10.23%	
26	21.000.0000.00.340 STATISTICAL SERVICES	\$30,000.00		\$30,000.00			\$30,000.00	100.00%	
27	21.000.0000.00.380 SCHOOL BOARD SERVICES	\$160,500.00		\$160,500.00	\$75,895.53		\$84,604.47	52.71%	
28	21.000.0000.00.411 WATER/SEWER	\$48,800.00		\$48,800.00	\$29,129.96	\$9,423.94	\$10,246.10	21.00%	

2015-2016 Expense Report							12-Jan-16	
Account Number Description		2015-2016 Budget	2015-2016 Transfers	2015-2016 Adjusted Budget	2015-2016 Expense	2015-2016 Encumbered	Balance	Includedsd Approved Transfers
Line #								Account Notes
29	21.000.0000.00.421 DISPOSAL	\$41,650.00		\$41,650.00	\$18,624.00	\$16,470.00	\$6,556.00	15.74%
30	21.000.0000.00.422 SNOW PLOWING	\$140,210.00		\$140,210.00		\$140,210.00	\$0.00	0.00%
31	21.000.0000.00.430 REPAIR/MAINT	\$304,640.00	\$300,000.00	\$604,640.00	\$175,665.53	\$371,403.23	\$57,571.24	9.52%
32	21.000.0000.00.431 STRUCTURAL REPAIRS	\$185,500.00	\$317,000.00	\$502,500.00	\$124,887.45	\$336,095.00	\$41,517.55	8.26%
33	21.000.0000.00.432 ELECTRICAL REPAIRS	\$ 32,300.00		\$32,300.00	\$29,096.14	\$19,500.00	-\$16,296.14	-50.45% PY Encumbrances
34	21.000.0000.00.433 MECHANICAL REPAIRS	\$ 58,500.00	\$ 43,000.00	\$101,500.00	\$34,243.06	\$52,738.42	\$14,518.52	14.30%
35	21.000.0000.00.434 HVAC REPAIRS	\$ 98,900.00	\$ 50,000.00	\$148,900.00	\$89,129.15	\$44,925.04	\$14,845.81	9.97%
36	21.000.0000.00.440 BUILDING RENTAL	\$2,500.00		\$2,500.00	\$1,200.00		\$1,300.00	52.00%
37	21.000.0000.00.442 EQUIPMENT RENTAL	\$1,000.00		\$1,000.00			\$1,000.00	100.00%
38	21.000.0000.00.450 RENTAL	\$4,000.00		\$4,000.00	\$495.00		\$3,505.00	87.63%
39								
40	21.000.0000.00.510 FIELD TRIP /ATHLETIC	\$227,020.00		\$227,020.00	\$68,836.88	\$94,178.10	\$64,005.02	28.19%
41	21.000.0000.00.519 PUPIL TRANSPORTATION	\$2,230,022.00		\$2,230,022.00	\$843,731.57	\$1,333,836.72	\$52,453.71	2.35%
42								
43	21.000.0000.00.520 INSURANCE	\$211,550.00		\$211,550.00	\$197,900.10		\$13,649.90	6.45%
44	21.000.0000.00.530 TELEPHONE /WEB ACCESS	\$151,000.00		\$151,000.00	\$65,717.70	\$86,259.00	-\$976.70	-0.65%
45	21.000.0000.00.534 POSTAGE	\$ 29,420.00		\$29,420.00	\$6,606.70	\$1,791.29	\$21,022.01	71.45%
46	21.000.0000.00.540 ADVERTISING	\$ 17,000.00		\$17,000.00	\$6,785.90	\$25,214.00	-\$14,999.90	-88.23%
47	21.000.0000.00.550 PRINTING	\$ 16,850.00		\$16,850.00	\$4,842.00	\$960.00	\$11,048.00	65.57%
48	21.000.0000.00.561 TUITION	\$1,774,341.00		\$1,774,341.00	\$789,558.52	\$791,721.48	\$193,061.00	10.88%
49	21.000.0000.00.580 MILEAGE	\$93,130.00		\$93,130.00	\$32,030.06	\$10,021.35	\$51,078.59	54.85%
50	21.000.0000.00.590 MISC PURCH SERV	\$15,000.00		\$15,000.00	\$1,734.28	\$1,995.50	\$11,270.22	75.13%
51								
52	21.000.0000.00.622 ELECTRICITY	\$433,800.00		\$433,800.00	\$206,588.71	\$210,038.80	\$17,172.49	3.96%
53	21.000.0000.00.623 BOTTLED GAS	\$11,700.00		\$11,700.00	\$2,571.32	\$9,553.68	-\$425.00	-3.63%
54	21.000.0000.00.624 FUEL OIL	\$344,843.00		\$344,843.00	\$51,303.74	\$293,539.26	\$0.00	0.00%
55	21.000.0000.00.656 PROPANE / GASOLINE	\$238,000.00		\$238,000.00	\$88,240.77	\$139,386.97	\$10,372.26	4.36%
56								
57	21.000.0000.00.610 SUPPLIES	\$768,880.00		\$768,880.00	\$420,242.65	\$245,779.96	\$102,857.39	13.38%
58	21.000.0000.00.640 BOOKS	\$ 75,103.00		\$75,103.00	\$34,319.72	\$31,297.95	\$9,485.33	12.63%
59	21.000.0000.00.641 PERIODICALS	\$21,310.00		\$21,310.00	\$12,277.09	\$666.53	\$8,366.38	39.26%

2015-2016 Expense Report							12-Jan-16		
Line #	Account Number	Description	2015-2016 Budget	2015-2016 Transfers	2015-2016 Adjusted Budget	2015-2016 Expense	2015-2016 Encumbered	Balance	Includeds Approved Transfers
60	21.000.0000.00.649	OTHER INFO SOURCES	\$ 4,125.00		\$4,125.00	\$1,850.91	\$944.79	\$1,329.30	32.23%
61	21.000.0000.00.650	SOFTWARE SUPPORT	\$209,145.00		\$209,145.00	\$158,217.69	\$10,726.02	\$40,201.29	19.22%
62	21.000.0000.00.733	NEW FURNITURE	\$ 1,600.00		\$1,600.00			\$1,600.00	100.00%
63	21.000.0000.00.734	OTHER EQUIPMENT	\$ 0.00		\$0.00			\$0.00	#DIV/0!
64	21.000.0000.00.737	REPL FURNITURE	\$13,500.00		\$13,500.00	\$6,737.02	\$1,689.21	\$5,073.77	37.58%
65	21.000.0000.00.738	REPL EQUIPMENT	\$271,147.00	\$13,000.00	\$284,147.00	\$269,458.59	\$14,415.29	\$273.12	0.10%
66	21.000.0000.00.739	NEW EQUIPMENT	\$ 7,800.00	\$ 25,000.00	\$32,800.00	\$61,927.56	\$18,377.71	-\$47,505.27	-144.83%
67									Need transfer from CR & Spec Revenue
68	21.000.0000.00.810	DUES & FEES	\$152,360.00		\$152,360.00	\$98,882.81	\$23,915.17	\$29,562.02	19.40%
69	21.000.0000.00.830	DEBT SERVICE INTEREST	\$109,756.00		\$109,756.00	\$109,755.00		\$1.00	0.00%
70	21.000.0000.00.890	MISCELLANEOUS	\$ 45,350.00		\$45,350.00	\$7,863.21	\$3,720.00	\$33,766.79	74.46%
71	21.000.0000.00.910	DEBT SERVICE PRINCIPAL	\$360,000.00		\$360,000.00	\$360,000.00		\$0.00	0.00%
		TRANS TO TRUST FUNDS			\$0.00			\$0.00	#DIV/0!
72		TOTAL	\$42,951,575.00	\$748,000.00	\$43,699,575.00	\$19,941,678.00	\$21,029,356.15	\$2,728,540.85	
73		PV ENCUMBRANCES	\$1,031,709.00	-\$748,000.00	\$283,709.00	\$15,302.16		\$268,406.84	
74		Total	\$43,983,284.00	\$ 0.00	\$43,983,284.00	\$19,956,980.16	\$21,029,356.15	\$ 2,996,947.69	6.81%

the **MELANSON** company, inc.

ROOFING DIVISION with offices in Keene, NH, Bow, NH and Williston, VT

353 West Street - PO Box 523, Keene, NH 03431 * (603) 352-4232 * Fax (603) 352-5375
www.melanson.com

SINCE 1932



December 28, 2015

Contoocook Valley School District
106 Hancock Road
Peterborough, NH 03458

Attention: Tim Grossi

Reference: Reroofing at the Conval Regional High School
The 1969 Section - One and Two Story Areas

Dear Mr. Grossi,

In accordance with your request we have examined the above referenced project and offer the following re-roof specifications for your consideration.

Replacement of Ballasted Membrane Roof Areas – approximately 42,300 total sq. ft.

1. All work would be performed safely and in accordance with Guidelines as set forth by OSHA.
2. The existing stone ballast would be removed by vacuum method and disposed of.
3. The existing roof membrane would be cut free from all penetrations, abutting walls and the perimeter edge and disposed of. Please note the existing insulation would remain. (the cost to replace any deteriorated and or wet insulation if encountered would be additional)
4. The existing perimeter edge metal would also be removed and disposed of.
5. New Kiln Dried wood blocking would be installed at the outside perimeter matching the thickness of the new insulation.
6. The existing insulations would be covered with new 2 inch thick isocyanurate insulation having an LTTR value of 11.4. This increases the Total R-value to approximately 28.8.
7. The insulation would be mechanically attached to the steel deck with screws and metal discs.
8. The insulation would be covered with .060 inch thick EPDM rubber membrane set in adhesive.
9. All existing penetrations would be re-flashed to the new membrane roof system in strict accordance with the manufacturer's standard details.
10. The outside perimeter edge would be covered with a new .040 inch thick aluminum, shop fabricated metal fascia.
11. Upon completion of the new membrane roofing system, we would provide our own Two Year Water-tightness and the manufacturer's standard twenty (20) year labor and material warranties.

The cost to perform the work in accordance with the above outlined general specifications would be as Follows;

One Story Area ----- \$119,500.00

Two Story Area ----- \$117,000.00

Our proposal is based on the premise that we would be given free access to a work area large enough to encompass our trucks, dumpsters, miscellaneous equipment and materials. All other vehicular and pedestrian traffic would be restricted from this area during the re-roofing process.

Any deteriorated roof decks, blocking, structural framing members, and/or other substrates discovered during the course of all roof replacement operations, and/or tie-in transition details, would be repaired and/or replaced at additional cost(s).

The process of roof demolition can sometimes create and disturb debris causing it to fall through roof deck joints and from the top of framing members. If not protected by a ceiling, interior finishes and contents can be affected. If there appears to be some risk in this particular project, we recommend that some form of protection be installed. If you need any assistance with this, please let us know.

If there are any pipes or stacks that have been disconnected from below yet the exterior portion is still extending through the roof, please inform us of their location. Partially dismantled pipes can easily fall through the roof deck hole when loosened during roof demolition. This occurrence can be very dangerous to occupants and the building interior.

If there are any intake fans or other rooftop devices that may allow fumes from adhesives, bituminous products, membranes, or welding processes, etc. to enter the building, there should be further discussion to help determine if control measures of any kind should be implemented

We have found that buildings occasionally have mechanical lines (usually electrical) nested into the ribs of a steel deck or tightly against the underside of other decks. This condition can pose a risk for accidental penetration by roof system fasteners. The cost involved in avoiding any line punctures can be excessive. While we would make reasonable attempts to avoid hitting any lines, the cost resulting from accidental penetration would be the responsibility of others.

The above proposal is based on information gathered during our visual observation and/or contributed by the building owner. If there are any additional factors such as condensation, ventilation problems or other situations that may affect the functionality of

this roof, we should be informed so that we are better able to assist you with the selection of a roofing specification that is most suitable for your building.

We would take reasonable precautions to keep construction traffic damage to the lawn/pavement to a minimum. Any such repairs that did become necessary would involve additional charges or be the responsibility of others.

Any existing rooftop equipment, scheduled to remain, which may require mechanical and/or electrical disconnection, removal, disposal, and/or reconnection, due to this re-roofing operation, would be performed by the owner and/or other trades.

If it does not appear that an existing roof drain is suitable for re-flashing to a new roof membrane, there are usually two options. The best option involves installing a new drain; that would require the services of a plumber for connecting to the drain line. This work could be warranted for two (2) years. However the cost may be higher, especially if access issues exist. The other option involves the use of expansion style drain inserts. These may be less expensive but cannot be warranted and will reduce the diameter of the existing drain.

This proposal includes roof design changes that may increase snow and/or rainwater loads. As we are not engineers, we would only proceed with the proposed work on the condition that the building structure has been certified by a professional engineer to be capable of incorporating the proposed new roof system changes.

If you have any questions on any of the above, please do not hesitate to contact us.

We carry Workmen's Compensation, Property Damage and Public Liability Insurance.

If you would like to proceed with the work as outlined above, please sign this letter where indicated below and return one copy to our office.


Thank you for giving us the opportunity to quote this project.

Very truly yours,

The Melanson Company, Inc.

Accepted by: _____

Date: _____


Steve Marazoff
Vice President

Forging Partnerships for School Safety

Partnerships with school safety service providers is one option for providing safe, secure schools.

By Kent C. Journey, CPP



Columbine. Virginia Tech. Sandy Hook. Umpqua Community College. School security has been a concern for years, but *concern* has evolved into *priority*, and “should-have” security measures are now “must-haves.” The increase in the number of shootings in schools has amplified the level of awareness and concern for overall campus safety.

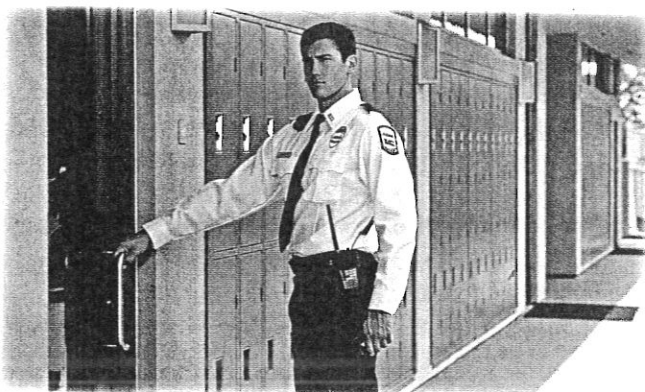
In 2002, the Secret Service analyzed 37 incidents involving 41 student attackers. The focus of the study was to develop information about preattack behavior and communications. The study concluded that most of those acts of violence were not impulsive but rather were planned. Most important, they determined that fellow

classmates of the attacker had reason to believe the violence might occur.

The findings of that study indicate that some of the attacks could have been prevented with heightened awareness and effective communication (see page 15). Safety awareness programs, in which students can and do participate, could help improve the overall perception of a safe campus and encourage students to report activities that they may otherwise ignore. For more information, see *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates* (www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf).

Creating Partnerships

Many school districts are turning to security service providers to help ensure a safe and secure learning and teaching environment. With security as their sole focus, expert security service providers consider the research and recommendations made by many different federal agencies, including the U.S. Departments of Homeland Security, Justice, Education, and Health and Human Services; the early-warning signs of potential violence; the characteristics of the school campus; and any previous incidents in the school and school district.



Partnerships with security service providers offer a level of preparedness that enables the school district to work with the administrators and staff to ensure that their long-term safety and security objectives are met.

Security professionals work with safety committees at each school to develop programs that enhance campus safety through education, social media, and ongoing awareness. The committees, which provide the oversight required at each school's campus for improved safety, include representatives from various school departments, the administration, and even the student body.

Security providers help schools identify crises and eliminate potential threats before they happen. They work with the school committees to develop a customized security plan that considers the physical plant, lighting, alarm systems, audio and visual systems, and use of communications and social media to promote school safety.

Reasonable Precautions

No school can prevent every crisis nor give the assurance that such events will never take place on its campus. However, by partnering with a security service provider, a district can ensure that every reasonable precaution is taken to avoid a crisis, and that the school community can respond appropriately and quickly if a safety issue does arise.

Kent C. Journey, CPP, is vice president of client services at ABM Security Services. This article is based on the ABM Security Services white paper "Safety in Schools: Priority vs. Necessity," available at www.abm.com/Documents/white-papers/WP_Safety_In_Schools.pdf.

Identifying Potential Threats

The Secret Service study suggests that some acts of school violence could have been prevented if people had recognized the warning signs. The National School Safety Center developed the following list of characteristics of those youths who have caused school-associated violence:

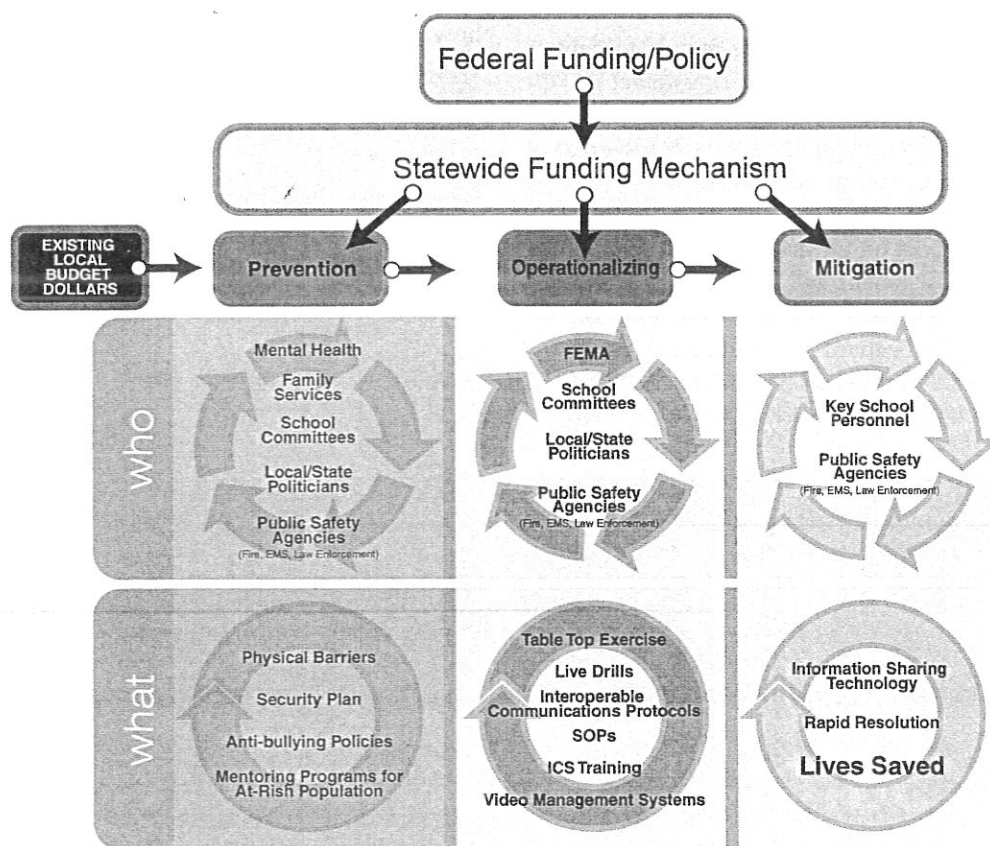
- Has a history of tantrums and uncontrollable angry outbursts
- Characteristically resorts to name-calling, cursing, or abusive language
- Habitually makes violent threats when angry
- Has previously brought a weapon to school
- Has a background of serious disciplinary problems at school and in the community
- Has a background of drug, alcohol, or other substance abuse or dependency
- Is on the fringe of his or her peer group with few or no close friends
- Is preoccupied with weapons, explosives, or other incendiary devices
- Has previously been truant, suspended, or expelled from school
- Displays cruelty to animals
- Has little or no supervision and support from parents or a caring adult
- Has witnessed or has been a victim of abuse or neglect in the home
- Has been bullied and/or bullies or intimidates peers or younger children
- Tends to blame others for difficulties and problems he or she causes himself or herself
- Consistently prefers TV shows, movies, or music expressing violent themes and acts
- Prefers reading materials dealing with violent themes, rituals, and abuse
- Reflects anger, frustration, and the dark side of life in school essays or writing projects
- Is involved with a gang or an antisocial group on the fringe of peer acceptance
- Is often depressed, has significant mood swings, or both
- Has threatened or attempted suicide

According to the National School Safety Center, "These characteristics should serve to alert school administrators, teachers and support staff to address needs of troubled students through meetings with parents, provision of school counseling, guidance and mentoring services, as well as referrals to appropriate community health/social services and law enforcement personnel" (www.schoolsafety.us/media-resources/checklist-of-characteristics-of-youth-who-have-caused-school-associated-violent-deaths).

Communication and Collaboration for School Safety

Our first priority must be to ensure the security of all students, and that requires collaboration.

By William M. Toms, Ed.D.



School security requires communication and collaboration at all levels: federal, state, and local.

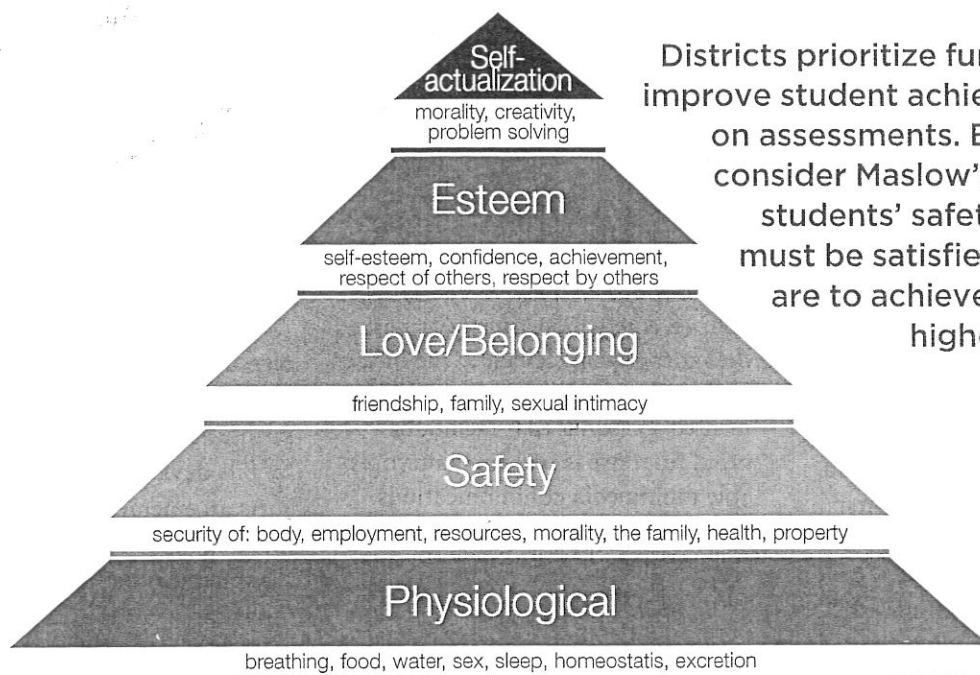
In the past several years, schools not only in the United States but around the world have been the sites of senseless, armed attacks. Immediately after such attacks, well-meaning officials and citizens leap into action to form committees and panels to review the circumstances of the event and to offer insight into what may have contributed to the violence.

Consistently, those groups come back with recommendations that are often codified in policies and regulations intended to prevent future attacks. However, implementing and funding those regulations too often falls to the local school districts.

To ensure student safety, statewide funding mechanisms need to provide not only funding but also safety and security expertise when designing school safety plans. That approach requires both a paradigm shift and a commitment to strategic collaboration.

Changing Priorities

Maslow's hierarchy of needs (see page 19) is a theory in psychology symbolized by a five-level pyramid that represents human needs. Physiological needs are at the bottom (e.g., breathing, food, water, sleep) and self-actualization is at the top (e.g., morality, creativity,



Maslow's Hierarchy of Needs.

Districts prioritize funding to improve student achievement on assessments. But if we consider Maslow's theory, students' safety needs must be satisfied if they are to achieve at their highest level.

autonomy). The other levels, moving upward, include safety and security (e.g., security of body and belongings), love and belonging (e.g., friendship, family, and intimacy), and esteem (e.g., confidence, achievement, respect of others).

In an academic environment, self-actualization includes students thinking critically and creatively and solving problems—a goal of our education system. However, as Maslow suggests, before students can maximize their potential at the top of the pyramid, they must first fulfill the lower-level needs, including the need for safety and security.

Districts prioritize funding to improve student achievement on assessments. But if we consider Maslow's theory, students' safety needs must be satisfied if they are to achieve at their highest level. In other words, students will be unable to fulfill their academic promise until they feel safe.

Therefore, the first priority of administrators must be to ensure the security of all students, and our efforts must reflect that priority.

The Need for Strategic Collaboration

Districts should address school safety through strategic collaboration, the basis of which is an intentional, collective approach to address the problem. Such an approach should incorporate the following components (Norris-Tirrell and Clay 2010):

- Building shared knowledge
- Designing innovative solutions
- Forging consequential change

In this case, the intentional, collective-approach aspect of strategic collaboration might involve the

school or district searching for and locating stakeholders with knowledge specific to school safety and working together to build their shared knowledge.

The second component focuses on designing innovative, rather than incremental, solutions. Those solutions might be creative, or they might be the synthesis of seemingly incongruent processes or technologies. However, they may not be implemented if the school district does not have the funding to do so.

The third component, forging consequential change, refers to significant, widespread change, such as a state-wide funding mechanism for school safety measures.

Strategic Collaboration and School Administrators

When administrators call on innovative community partners to create security plans that ensure quick and effective threat management, everyone feels safer.

For that collaboration to be effective, however, each organization must accept the responsibility to become fully engaged and must be committed to building and sharing its collective knowledge. Myriad resources are available from federal and state agencies, as well as private organizations, to build that knowledge.

For example, the Federal Emergency Management Agency offers web-based courses that provide general knowledge about the National Incident Management System training as well as Incident Command System (ICS) training designed specifically for schools (<https://training.fema.gov/programs/emischool/emischool.aspx>).

The ICS is a standard management tool used as a best practice for effective communications in an emergency. Designed to require a minimal investment of time, these

courses provide a common language for partners during an emergency and a foundation for collaboration in the school environment.

New York State offers an exemplary example of strategic collaboration. Its governor and its Division of Homeland Security and Emergency Services announced in November 2014 a school safety pilot program to be rolled out in 20 public schools in two counties. The state-level program, implemented locally, provides schools with a connection to first responders in times of crisis, as well as an opportunity to call on needed state or federal officials if necessary. It also affords educators the opportunity to focus on teaching and learning rather than on searching for solutions to school safety issues.

Strategic Communication for Public Safety

One of the strengths of the New York State program is the element of strategic communication. With a more complex emergency, more agencies may respond, heightening the need for an interoperable network to ensure that everyone is always aware of the situation.



Districts may need to rethink their priorities when it comes to funding allocations.

In an emergency, time becomes the most crucial element. One of the most cost-effective and easily implemented strategies that facilitates rapid response is real-time interoperable multimedia communications. Internet protocol-based, peer-to-peer technologies provide first responders with not only voice communication but also data and video intelligence.

Officers can receive a variety of communications—voice, data, and video—directly from school personnel who have knowledge of the school or from command post personnel who have access to the school's video surveillance system. Through shared video surveillance, law enforcement command-and-control personnel can see and listen to the operation as it unfolds, using text communication, if necessary, to silently message school officials inside the building, responding law enforcement officers, and entry teams.

In cases with multiple agencies responding, all of the first responders can participate using multimedia push-to-talk applications on their mobile devices.

As an emergency develops and more agencies are called on to collaborate, this network must also grant each participant sovereign control over its own communication assets. In other words, a central server should not be controlled solely by one agency. Each school and participating agency should control when (and whether) to share its own radio, video, and data.

Setting Priorities

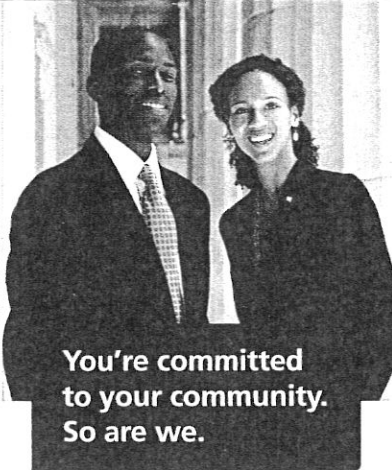
To succeed in school, students must feel safe. However, inadequate funding has made ensuring a safe, secure learning environment challenging for school and district administrators. It's time for schools, community members, and safety officials to collaborate and make safe schools a priority.

Reference

Norris-Tirrell, D., and J. A. Clay. 2010. *Strategic collaboration in public and nonprofit administration: A practice-based approach to solving shared problems*. Boca Raton, FL: CRC Press.

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This article is based on "Ensuring Preparedness during School Safety Crises," written by William Toms in collaboration with Mutualink.




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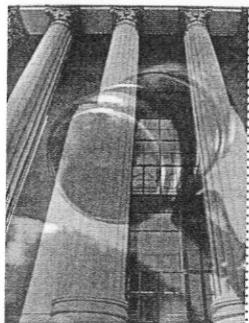
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Developing Lockdown Policies

By Charles J. Russo, J.D., Ed.D.

Districts should ensure they have comprehensive policies in place in the event of lockdowns.

Hardly a week passes without reading or hearing about a school being locked down because of concerns for the safety of students, teachers, and staff.

The increasing number of events that prompt lockdowns presents a sad commentary about today's world. Aware of the very real possibility of threats of violence on campus, district leaders must ensure that they have current policies that cover the safety and risk management issues associated with imposed lockdowns.

Recommendations for School Lockdown Policies

School leaders should establish policies that identify who is responsible for calling for and directing the implementation of lockdowns, as well as other safety- and risk-related issues. Accordingly, they may wish to consider the following suggestions.

1. Consult with public safety officials—their local and state police and fire departments, as well as federal agencies, including the Federal Bureau of Investigation and the Department of Homeland Security—about what their lockdown policies should address. A key member of the policy-writing or policy-revising committees should be the person responsible for preparing and working with the district's school resource officers and local law enforcement agencies. Insofar as representatives of those agencies will have had experience in dealing with emergencies, their input will be invaluable.

Policy teams should also include a board member, a central office official such as the school business official, a parent, a community representative, a building-level administrator, a teacher, the head of the counseling department (because the services provided by professionals in this

area can be crucial in the aftermath of a crisis), a school resource officer, and perhaps a high school student, who should be able to appreciate the necessity of a policy of this type. Board attorneys should also be active participants in this process to help ensure that the policies comply with applicable state and federal laws and regulations.

2. Identify whether anyone can order lockdowns independently or if another person must be consulted before acting—and who that person is. If a principal is out of the building or has been incapacitated during the emergency, it is important to have identified alternates who can act in the principal's stead.
3. Provide examples of the types of emergencies that might justify ordering a school lockdown. Delineate between soft and hard lockdowns (discussed below).
4. Outline responsibilities during and after lockdowns. Identify who in the central office should be contacted when a lockdown needs to be called and who is responsible for making that contact. Identify who will alert the police and other first responders. Designate the individual who will be the official spokesperson during and after lockdowns. Ensure that teachers understand the importance of taking attendance so students can be accounted for.
5. Post lockdown policies on district websites, and include them in teacher, staff, student, and parent handbooks to increase awareness of what must be done during emergencies.

Soft Lockdowns

Soft, or preventative, lockdowns are better described as warnings, as calls to be vigilant should there be a concern that intruders may have come on campus, or that nearby

events, such as fires or explosions, may become immediate threats. In this case, the principal could make announcements on a school's intercom or use electronic communications, such as Emails or text messages, advising everyone to be on a heightened alert because of the soft lockdown. The message can be as simple as "Soft Lockdown On."

During soft lockdowns, teachers should try to continue normal classroom activities. At the same time, teachers should (1) ensure that students remain in their rooms, (2) close classroom doors and windows and lower blinds, (3) lock doors from the inside or wedge them closed to enhance safety, (4) take attendance, and (5) notify the office, preferably via electronic communications, about student absences.

Hard Lockdowns

Hard lockdowns occur when officials know or are reasonably certain that one or more intruders are in school buildings, or when nearby events present imminent threats.

One way to announce a hard lockdown is to make an announcement via the schoolwide intercom system; another way is to rely on electronic means, such as text messages. Insofar as public announcements, even coded messages, may put intruders on notice that officials are aware of their presence, it seems to be more prudent to avoid doing so. Instead, leaders may be better off relying on electronic communications, such as text messages, employing such straightforward language as "Hard Lockdown On."

Education leaders should remind recipients of the lockdown messages not to communicate with people outside the buildings or others on campus during lockdowns. They do not want to unwittingly alert intruders, nor do they want to create public panic in nearby communities or among visitors in the schools.

When hard lockdowns are in effect, teachers should (1) direct their

students to remain in their classrooms; (2) close doors and windows and lower blinds; (3) lock doors from the inside or wedge them closed to enhance safety; (4) not allow anyone in or out; (5) have students remain silent; (6) turn off electronic equipment, including cell phones, that may make noise alerting intruders of their locations; and (7) take attendance as during soft lockdowns.

Students in such locations as the cafeteria, library, or gymnasium should follow the directions of their teachers or staff members as to where to gather for safety. Students who may be in bathrooms, hallways, or other unsupervised areas should enter designated safe locations or nearby classrooms as soon as they can reasonably do so.

When emergency first responders arrive, school officials, including the school resource officer, should take direction from them about whether they should assist with securing the building and locating students. If security cameras are in place, police and the school resource officer should review tapes to help locate intruders who may be hiding, as the resource officer will have a better understanding of the school facilities.

During hard lockdowns, everyone should remain in their safe locations until they receive signals to do otherwise. When ending lockdowns, principals or other designated officials should make announcements, notify everyone electronically, or both. A proclamation such as "All Clear, Lockdown Ended" can be accompanied with advice directing students, teachers, and staff what to do next.

Other Lockdown Procedures

Shortly after a lockdown, education leaders should make counselors available to anyone associated with the school who may need help dealing with what occurred.

As with traditional fire drills, districts should provide regular drills on lockdown procedures for students, teachers, and staff to help ensure

that their policies are implemented quickly and smoothly. Laws specifically mandating lockdown training are already in effect in Arkansas, Delaware, Kentucky, New Jersey, North Carolina, North Dakota, Oklahoma, Rhode Island, Texas, and Washington. The laws in Arkansas, North Carolina, Oklahoma, and Texas specify that drills should occur during each school year, whereas Delaware's statute requires at least two per academic year, and Washington requires at least three.

Mandatory training sessions for students, teachers, and staff should be presented by emergency personnel, who are well versed in evacuation procedures. Participants should be reminded to stay calm and follow specific routes to safety if it becomes necessary to evacuate classrooms or other locations. Students should be reminded to turn off their cell phones when told to do so; teachers may be directed to place their phones on silent so they will still be able to receive communications from their administrators or safety personnel.

Another valuable tool to help manage risk and ensure safety is to have participants practice reentering the buildings in the same quick, quiet manner when drills or actual lockdowns end.

Conclusion

We can only hope that a day will come when school leaders will rarely, if ever, have to call for school lockdowns. However, until such time, education leaders must be alert to threats to school safety. Having sound policies in place is the ounce of prevention that can become the proverbial pound of cure.

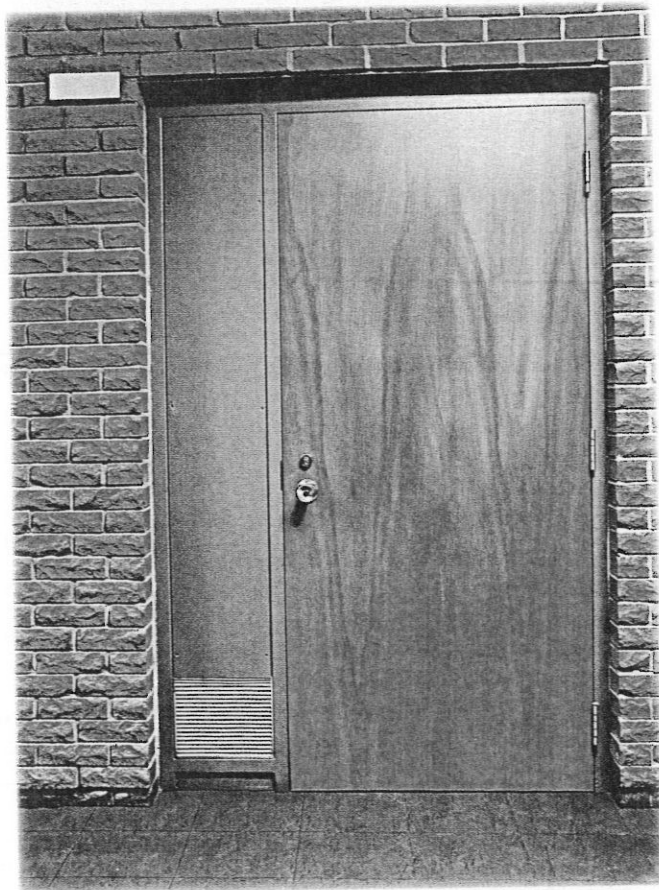
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Why Districts Can't Afford Deferred Maintenance

FYI

Deferring maintenance can put districts—and staff—at risk.

By April Dalton-Noblitt



Although school officials are committed to the safety of students, budget constraints oftentimes put general maintenance, system upgrades, or building repairs—all key to protecting students, especially during a lockdown—on the back burner. The longer maintenance is deferred, the more problems increase, transforming simple, low-cost repairs into full-on replacements.

Just how big is the cost of deferred maintenance?

Experts at Allegion, a provider of security products and solutions, stress that every dollar of deferred planned maintenance equates to \$4 of failed equipment/

replacement. Research estimates the cost of deferred maintenance could potentially be 30 times that of the early intervention cost, and future expenses, on average, can be expected to be 15 times the total repair cost (Buildings.com 2006).

School district leaders can't ignore the numbers. Although putting off upgrades and repairs is certainly a short-term way to save money, ultimately, deferred maintenance creates a far greater burden.

Safety and security should be at the top of school administrators' priority list, and they don't have to be costly. Consider a classroom door that needs adjustment. When the door is closed, it fails to properly latch and can't be locked. In the event of a school lockdown, the teacher won't be able to lock the door, thus putting the students and teacher in potential danger. Is deferring maintenance worth the risk—especially when the repair isn't difficult or costly to make in the first place?

When security solutions need replacing—whether because of maintenance that was deferred for too long or because of an upgrade to a more secure solution—schools should consider a range of factors, including long-term durability and flexibility to make ongoing upgrades. Schools should invest in solutions that have the following attributes:

- A design that will withstand regular wear and tear.
- Scale-up ability to accommodate future growth and maintenance.
- Repair or replacement parts.
- Training on ongoing management and maintenance.
- Requirements for all necessary safety codes.

For example, Charlotte-Mecklenburg Schools (CMS) in North Carolina—one of the largest school districts in the nation with more than 160 schools and over 140,000 students—wanted to create a safer environment for its students and staff. With no real access control system in place, the district schools lacked true security. When the district's facilities director and locksmith began to evaluate options for creating a safer learning environment, they wanted to find a system that was

affordable, that would protect students and staff, and that would allow district personnel to respond quickly in the event of a crisis.

The CMS facilities director and locksmith determined key security needs and solutions that met the district's requirements and purchased electronic locks that can be configured according to need, intelligent controllers that communicate with a central database, and proximity cards that allow only authorized staff to enter the buildings. The security solutions that CMS installed meet all of the criteria listed above. And as the budget allows, the district can add even more advanced security features in the future.

The Bottom Line

Each time a district defers maintenance, it puts students at risk in the face of crisis—whether during an act of violence or a natural disaster—and continuously incurs greater costs. Deferred maintenance is simply too great of a financial and safety risk to take on.

Districts should periodically assess facilities to identify, evaluate, and report on the condition of their buildings. Such an assessment will help them uncover any existing problems, guide budget development for future maintenance and capital projects, and track deferred maintenance backlogs. The assessment should

be comprehensive, evaluating all building components and infrastructures, including mechanical and electrical equipment, building shell, interior structures and finishes, transportation systems, and building site.

Districts should periodically assess facilities to identify, evaluate, and report on the condition of their buildings.

District officials should also define clear building standards to help them make decisions about building upgrades as the need for repairs and maintenance arises. That way, districts are aware of the costs of upgrades, how to service the upgrades, and how to acquire the tools and materials needed to keep buildings up-to-date and, most important, safe.


Reference

Buildings.com. 2006. Paying for deferred maintenance. Retrieved from <http://www.buildings.com/article-details/articleid/3161/title/paying-for-deferred-maintenance.aspx>

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