

The PUBLIC REPORT on

A COOPERATIVE SAFETY ASSESSMENT OF

Maple Valley Schools



with



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Solutions for School Safety

Maple Valley Schools

PUBLIC Report – 11/2023

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Overview

The ACAP process was developed from decades of experience and focused study on school safety – an environment different from any other. We use a multi-disciplinary team with expertise across the spectrum of Comprehensive School Safety Planning. This provides a broad view of the safety of each school as it stands and a unique base of recommendations for solutions; you will see both in this report.

The next few pages explain Comprehensive School Safety Planning (CSSP), the role of security in comprehensive school safety, an explanation of layers of security, what is covered under the Michigan assessment grant and our process. Following that will be the assessment report for the district as a whole - looking at background of the district for purposes of the assessment, our findings from the layers of security and from the practices of the occupants, and finally from the guiding documents – through SWOT – Strengths, Weaknesses, Opportunities and Threats – analysis of findings. Opportunities and Threats are excluded from public domain reports as are any items found to create critical risk for a building. The strongest individual building layer and practice components follow before we move to the areas with the highest priority of need, with considerations for improvement.

Understanding CSSP – Comprehensive School Safety Planning

To understand CSSP, a bit of background is needed. The history of CSSP is a dual evolution of both the security industry and educational methodology. Over the last two decades, these two areas have experienced significant growth. In education, this has come through the concept of “whole child” education. This is the understanding that schools must do more than simply provide the information to students, going well beyond the old “reading-writing-arithmetic” provision. Educators now consider the home-life, mental health, social-emotional understanding, learning style, and provide before and after school meals, care and activities, for the purpose of providing a good base for children to allow them to focus on school. Further, schools are now faced with a myriad of social and mental health issues which affect everyone in the building. Many are now providing licensed counselors and alternative measures such as therapy dogs and meditation rooms in addition to their social-emotional education programs.

In security, the evolution has not been dissimilar. Where security was long considered a department to stand alone, requested and expected to deal with certain issues and stay out of general company business, ESRM, or Enterprise Security Risk Management, advocates that security and safety are part of everyday life and part of everyone’s job. This thinking brings security awareness to everyone and involves safety thinking in every discussion and process, rather than trying to address measures after incidents occur.

As educational and security concepts have changed, our state, if not our society, has also become more violent. Researchers have seen an inability of youth to resolve differences and advocate for measures like Restorative Practices to address the problem. Dr. Chris Melde of Michigan State University has been a leader in this area. The National Institute of Justice has funded a series of studies under the Comprehensive School Safety Planning designation. Yet perhaps the best and most definitive work comes from Michigan’s own School Safety Task Force.

The result of the 2018 report (post-Parkland) was a document with a series of recommendations to increase schools' participation in a variety of safety measures, going well



beyond “target hardening” or measures focused on keeping an outside threat from gaining access to a population. These measures look at all aspects, a comprehensive look at what affects the safety of school building occupants. Indeed, as the risk of workplace violence (violence stemming from domestic issues, custody disputes, relationship troubles or even stalking) continues to increase, the need for staff support, in addition to the student support mentioned above, becomes greater.

Comprehensive School Safety has 12 different aspects of safety, from security measures to student support. Specifically, these categories are:

- Ongoing Assessments
- Minimum measures for building securement
- Standard measures for interior room safety
- Ongoing review and updates for All Hazards Emergency Operational Plans, including Continuity of Operations preparation
- Creation, training, and operation of building response teams for a variety of emergencies
- Digital information sharing with staff, community, and emergency responders in specified areas
- Secure website for school officials, first responders, and other emergency management personnel to share resources
- Employment of designated safety professionals
- Specific training, practice, drills and after-action review for emergencies
- Age-appropriate code of conduct, publicly shared with students and parents that includes restorative practices and alternatives to suspension and expulsion
- Immediate access to a Multi-Disciplinary Behavioral Threat Assessment Team
- Staff and Programs to provide a Multi-Tiered System of Support for all students that includes social and emotional support
- On-site behavioral health services for all students with mild to moderate mental health issues
- A confidential “tip” reporting tool
- Staff and Programs to promote a safe learning environment

Finally, studies increasingly show that the same patterns of behavior – commonly known as Behaviors of Concern, BoCs – are evident not only in those who become attackers, but those who become suicidal, run away, trafficked, or fall into addiction. To address these concerns will take more work in educational and student safety. It begins with providing an environment where students feel welcomed and safe to learn and staff are appreciated and safe to help students develop. This is the foundation that ACAP seeks to find and report on as we perform assessments.



The Importance of Training – and avoiding the Trauma

One of the most undervalued areas in safety is one of the simplest: training. For a few hours each year, those under our care can be provided instruction and practice that will vastly increase their likelihood of survival and improve their response to an emergency in a beneficial way. Training is such a critical component of safety and responding to emergencies, with few exceptions, prioritization should be given to training above security measures, with some qualifications.

When talking about school safety, people automatically think of school shooters because of the media attention. For a variety of reasons, with the focus on active shooters, those with police and military backgrounds are the most common instructors. Unfortunately, these instructors tend to use the type of training they are most familiar with – active scenarios. As these instructors have had *years* of life experience, these scenarios must be very realistic and challenging for them to improve their skills.

Yet this was not how their training started initially; each of them was provided beginning instruction and then walked through calm training demonstrations before performing the basic practices. As society becomes more aware of the trauma that first responders face and are dealing with throughout their careers, furthering the study of their mental health and counseling to help them deal with the anguish, it should come as no surprise to learn that studies are indicating the realistic training being offered to people in other professions can prove as traumatic as an actual crisis.¹

Behavioral analysis studies show us that simple education – a process used in schools for years – is actually *more* effective than these “realistic” trainings, providing better preparation, with less stress, and better retention.² ACAP advocates, and provides, this type of training to counter the lack of response, or “freezing”, that occurs in 75% of unprepared individuals, resulting in the most casualties in crisis.

Role of Security in CSSP

CSSP, Comprehensive School Safety Planning, does *not* mean that there is no need for security or security measures. Quite the contrary, CSSP recognizes that – like ESRM – there is a need for safety considerations in all aspects of the school day. More importantly, educating building occupants on the goal of the measure, the purpose for it and the reason behind it, lend toward better participation and overall safety function.

Toward this end, the first step in CSSP is an assessment; a comprehensive assessment. This can’t be done in a siloed approach, looking at one of the aspects of CSSP without the others. An effective assessment – like the one detailed in this report – covers the gamut of CSSP, providing an understanding of where each building and each district stands. While ongoing assessments should be done by each building’s Safety Team and each district’s Safety Council at least once a year, every one of us has blind spots; more so as familiarity creates acceptance for the way things are done. Thus, every two and no more than three years, an outside assessment of the building, procedures, occupant practices, student supports, and overall climate (occupant

¹ Research of BACB Jacqueline Noto, Florida Institute of Technology Adjunct Professor, Post-Training Stress

² Study conducted in 2019 of researcher training methodologies for special learning educators



feelings about safety) and culture (individual mentality about the whole group) should be completed.

Following the assessment of the twelve aspects of school safety, the district must decide on the priority of which remedies to address, yet it should also celebrate – publicly – the recognized strengths. While districts can look to their communities for funds for implementation, our schools are also extensions of our government and publicly funded. As such, we – as individuals, as a collective concerned with school students and staff safety, and as the ACAP company – need to continue to advocate for specific spending allotments.

These allocations need to be dually focused. Events of recent years – the mental health crisis surfacing after covid and the insider attack at Oxford High School – have emphasized the need for a wide range of student support services. While some of these services, such as PBIS, are well studied, others like Behavioral Threat Assessment and Management (BTAM), have received such limited study in the education environment that scientific proofs of concept are still lacking, much less a clarification for process of successful decision making. Yet schools cannot wait for these concepts – which are supported and accepted as valid and worthy – to be verified and refined with designated implementation. Student support systems must be combined to use Multi-Tiered System of Supports (MTSS), PBIS, SEL, Restorative Practices, alternatives to suspension and expulsion, BoCs, BTAM, counseling and social work programs, and others to provide for not only whole-child learning but whole-school safety.

Without providing a safe environment, focused learning cannot occur. Our schools have long been open public buildings, functioning as community meeting rooms, churches, polling locations, exercise areas and more. Schools have not received funding to provide for the needed changes in security to protect those inside from malicious events outside. There must be improvements in school security, some significant, to allow the focus to shift from the physical to the individual. And these efforts need to be ongoing, adapting to the changes in surroundings, people's habits, technology, and attackers.

School Security Layers

Please note, this whole section looks *solely* at “target hardening” – the process of making it more difficult for an *outsider* to get to the “asset”, the valuable being protected, the occupants of the school; this mentality does not encourage the evaluation of the *systems* and *practices* of the people involved *inside*, especially *before* an incident occurs. ACAP uses this as *part* of our approach, rather than the whole approach; this section simply explains this part.

The CISA (Cybersecurity and Infrastructure Security Agency) paper called the “K-12 School Security Guide”³, encourages schools to look at a *security*⁴ approach in two aspects: (1) using three aspects of security for mitigating attacks; (2) looking at each of those aspects in layers closing in on the people the system is designed to protect (a long-standing security concept). The aspects of attack mitigation, as defined by CISA are: detect, delay, respond.

³ CISA, K-12 School Security Guide, 3rd Edition

⁴ NOTE: DHS clearly designates this as a **security** only approach, differing from a *safety* approach and **comprehensive** approach to school needs, pg.1



These are defined as:

- Detect – measures that communicate that a safety-related incident is occurring or about to occur
- Delay – measures that increase the level of effort, resources, and time necessary for a safety-related incident to occur
- Respond – measures that contribute to overcoming a threat or limiting the damage caused by a threat

There are 4 layers discussed in the DHS paper: grounds perimeter, grounds, building perimeter, and building interior. Definitions of these areas are:

- Grounds Perimeter – demarcates the outer boundary of the school campus;
- School Grounds – encompasses athletic fields, parking lots, playgrounds, and any other outdoor space that is part of a school's campus;
- Building Perimeter – the exterior of the school building, or walls enclosing the inside of school buildings;
- Building Interior – all the spaces inside school buildings (e.g., administrative offices, hallways, cafeteria, gym, library, etc.)

ACAP recognizes the benefits of these views and of standardizing the discussion, thus our assessment follows these layers, with the addition of further evaluation. In each area we review the measures from not only our own experience, but also from the experience of others and the information on how these measures are most effectively applied in the school environment.

Beyond the standards recommended by the government, we categorize more than 100 additional components into the layers of office function and occupant practices. These are beyond the work done gauging the safety policies and guidelines, Emergency Operations Plans (EOPs), and various aspects of the school culture. Due to the varied recommendations in all areas of school safety, there is no way to put a single, clear definition of a “best practice” in exactly what should be implemented in each item. Further, we have gauged each measure in “tiers” regarding the importance of provision. Tier 1 means we find the measure critical for the safety of the occupants of the school. Tier 2 are items that should be provided. And Tier 3 are items that are beneficial for providing safety. Ideally, ALL items should be implemented; all that is needed is money to provide the equipment and people.

To provide an evaluation, we discuss the effectiveness of various measures in obtaining the goal of life safety, then adapt that to the manner the district uses to provide that goal. This results in an assessor determination of each measure meeting the goal adequately, falling short of that goal, or exceeding it. In some instances, the assessor may not find any provision to obtain the measure; in others, the assessor may find that there can be no better example of how to provide for the safety of the occupants; all are noted.

The Michigan Assessment Grant

Mid-year in 2022, the Michigan legislature passed PA 93, which was signed into law by Governor Whitmer. Section 97c provided for State funding for each K-12 school building to be assessed by a third-party vendor. This assessment is to cover a review of board policies,



Emergency Operations Procedures (EOPs), environment, exterior and interior, policy and procedures, training and equipment.

As can be seen from comparing this legislation to the CSSP areas listed above, there are several aspects not covered in this grant-based assessment, however, it is excellent progress. As ACAP is a CSSP focused organization, some of those measures naturally fall into our evaluation and report. Full CSSP assessment often takes time and resource allocation not provided for in the grant, however, so in those areas we will recommend that districts seek secondary contracts and states (and federal government) provide additional directed funding.

Our Process

We begin with a request for district documents, so we have a basis for understanding the organization's operations and guiding principles. That list includes: All-Hazards Emergency Operations Plan (EOP) and all supporting materials; Board Policies and corresponding administrative guidelines/regulations, along with the name of the company or law firm providing the policies, if applicable; Concerning Behavior (or Behaviors of Concern (BoC)) Reporting and Student Behavior Assessment policies; list of Student Behavior reporting processes and tools (examples could include forms and directions, flow chart for action, documentation procedures, available SIS modules such as discipline, counseling, and attendance tracking, software or apps supporting behavior reporting and SEL support, etc.); Results of Stakeholder (student, parent, school personnel, community) Perception Surveys asking about school safety, bullying, risk behaviors, school culture, etc. administered in last 5 years; and any documents directly related to Physical Safety and/or Emergency Operations matters. Our experienced school administrators review these documents and review all highlights (noted strengths or concerns) with our on-site assessment team.

Both teams have representatives who will meet with the district Safety Council/Team. Depending on scheduling, we prefer this meeting with Safety Council happens *after* an initial school safety focus group; however, to keep the process moving forward, the focus group may happen later. The initial meeting with the Safety Council is intended to provide our team with an understanding of the district mindset for being open to visitors and focused on safety, gauging staff acceptance and desire for existing and new protocol. Following our work, before writing the report, a second meeting is held with this team to review the findings and gather further staff perspectives.

After the initial Safety Council meeting, our safety consultants visit each building to test safety practices firsthand and assess the function of the measures provided. While in the building, unoccupied staff are interviewed regarding their knowledge of safety protocols, training, student support and general culture matters. Rather than just speaking with administrators, our team will talk with staff in various positions. These visits' findings are discussed with the entire ACAP team and then the list of further interviews is compiled. Once these scheduled interviews are complete, the second Safety Council meeting is scheduled.

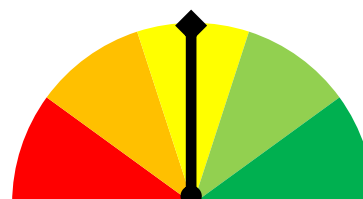
Our final phase is presentation of the findings, after discussion with the administration. This presentation is formally done through this report, in two versions. The first version is considered a protected document, having critical safety information included and will not be

released to the general public. The second version has all critical safety information redacted and is provided for public release. Finally, ACAP staff are available to present the report at a public meeting and answer appropriate questions.

Our Gauge

You will see the gauge to the right after numerous headings for sections of this report. This is a simple graphic representing the sum of *all* of the items found during the assessment process. From left arching over to right, shows a higher level of safety implementation across the district. Much like a gas gauge, this is not a definitive item, but simply a visual representation, allowing ease of reference. The gauge colors help display the findings summary and a needle shows approximately where the district stands.

Assessment Area



The Public Version of this Report

On occasion, there are questions about organizational disclosure of information to stakeholders. Some of this concern is based in legitimacy, however, as a society, we must recognize that the more information is shared, the more people it reaches, and the likelihood that it reaches someone with malicious intent increases. Rather than allow information to be used in this way, we must trust those we turn to for services.

These assessments are no exception; as an organization, we trust the public, and specifically those in the schools we work with, to heed our counsel and decades of experience and special knowledge. We then ask the public to trust our work: that we will do the job well, that we will provide the results of that work, and that we will share relevant and appropriate information. This applies specifically to the information that we will share with the school and the public; we ask the public to recognize that sharing some information openly would increase the risk to the school and its occupants. Further, we ask them to trust that we have provided this information to the school to be addressed, even when it is not included in this report. Wherever information was provided to the school and is removed from this report, the reader will see, “[**Information here has been omitted in the interest of school safety.**]”

Finally, the community should recognize that this was a voluntary effort undertaken by the school. There was no mandate, so the assessment could have been bypassed. By engaging in the process, whatever the outcome, the school is looking for information. While this information may present challenges difficult to address, it was requested. Thus, those reading this report should deduce that the school is interested in finding solutions, whether or not problems can be immediately resolved.



DISTRICT ASSESSMENT

Background

Maple Valley has three separate student buildings, plus a transportation garage facility, athletic fields, outbuildings and joins FFA property. The schools are Maple Valley Junior/Senior High School (with grounds), Maplewood School and Fuller Street Elementary School. The buildings each have their own campus, crossing between Eaton and Barry Counties and the towns of Vermontville and Nashville. The average build year for the buildings is **1976**.

The Jr/Sr High School on-site assessment was conducted on December 19, 2023, beginning before school at 0735 hours, lasting until after school at 1530 hours. The day started with a dusting of snow on the ground from the previous storm, with temperatures around 26 degrees Fahrenheit. Sunrise was 0805, with Junior/Senior High School hours 0755-1455. This means that arrivals began in the dark, occurring, at best, in twilight. Sunset was 1707, meaning that evening events would also be in the dark.

The Maplewood assessment was conducted January 8, 2024, along the same hours. The day started at 0809, with a blast of winter covering roads. Temperatures stayed around freezing all day and sunset was at 1721. School hours are 0800-1510.

The Elementary was assessed on January 11, 2024, also from 0730 into the afternoon. Temperatures started at 30 degrees Fahrenheit, before sunrise at 0808, climbing to mid 30s before sunset at 1725. There was almost an inch of fresh snow on the ground. School runs from 0815-1530.

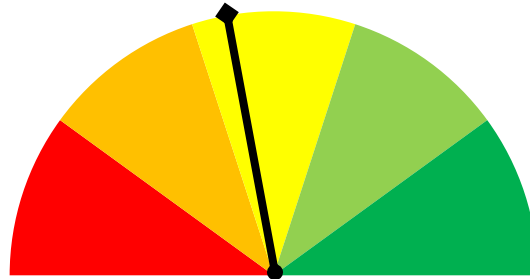
Maple Valley is a rural community, crossing from west Eaton County into eastern Barry County, combining the communities of Nashville and Vermontville. Well removed from Lansing, other than the Vermontville Police, first responder help is sparse and delayed. Maple Valley Jr/Sr High School (built **1965**) sits amidst largely open land on property along Nashville Hwy., a well-travelled two-lane road carrying traffic across the county. Maplewood School (built **1952**, addition 1999) sits “on the edge of town” in Vermontville, with property holding the community ball field to the east, and a trail just to the north. Fuller Street Elementary (built **1950**, 52, 55, 64, 97, 2017) has a large property between residence areas in Nashville. Fuller Street carries much of the traffic passing east-west in the area. The old football field is on this property, now used largely by the community.

The district has had to adjust to changes needed in educational settings, structure, and, of course, safety. It has done so with budget management and local funding. While funding should be provided on a state and federal level, districts like Maple Valley are left to decide how to fill an immediate need.



Emergency Operations Plan (EOP) Staff Knowledge

EOP Practices



The segment of the assessment gauges employee knowledge of written EOP (Emergency Operations Plans) through unscheduled spot interviews with available staff in buildings. This is one topic broached in these interviews, which are conducted confidentially and anonymously, so minimal notes are made during the discussion. The process is much more subjective than objective yet provides key insight into staff understanding and preparation. This review reflects only the findings of status at the time of conversations.

Maple Valley Schools completed the process of revising and updating their Emergency Operations Plans in September of 2023. The results of this work have both positives and negatives.

The strengths for the practices of the Emergency Operations Plan (EOP) for Maple Valley are greatest in the work done with local first responders. Working with those who will be first on the scene is vital. The access to having them as trainers, especially unifying their work across the district, is also significant. **[Information here has been omitted in the interest of school safety.]**

Also, standardizing response terminology across the buildings is important work that has been done. This has been backed by new technology (**[Information here has been omitted in the interest of school safety.]**) allowing increased standardization in notifications. It is very important to recognize the progress made here.

[Information here has been omitted in the interest of school safety.]

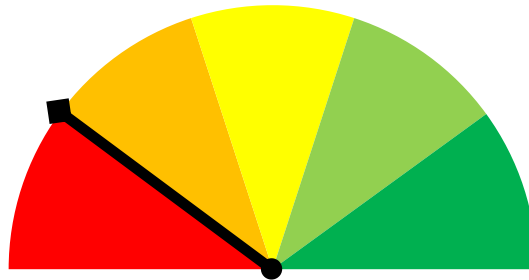
The greatest opportunity with EOPs is to simplify commands (a fire calls for an exit, a tornado calls for a shelter) and generalize actions, minimizing the responses needed by staff. Terminology is important, as first responders learned reviewing 9/11. ACAP's certified Behavioral Analyst and Emergency Manager are available for contract to help streamline those processes in emergency plan development; ideally this should be supplemented with training across the district, for which our staff are also available to assist.

[Information here has been omitted in the interest of school safety.]



EOP Document Review

EOP Documents



Maple Valley Schools (MVS) provided a copy of the Emergency Operations Plan (EOP) for review. Documentation indicates the EOP was revised in September 2023. Also provided were a staff reference sheet titled “MVS Emergency Procedures”, a “Crisis Response Team Manual”, and some documents from some buildings describing their “Cardiac Emergency Response Team Protocols”, team rosters, and a first aide/medical emergency checklist.

The strengths of the EOP when combined with other related documents are many. However, this assessment's scope was to evaluate the EOP as a stand-alone document. This section will review the EOP alone, then comment on additional documents submitted.

There were some strengths of the MVS EOP. They used the FEMA/DOE template that is provided via the School Safety Office of the Michigan State Police. The EOP document has been recently updated. A signature page indicates that the plan was developed in cooperation with local first responders and emergency personnel and the county emergency manager. It meets one of the requirements for an EOP outlined in The Revised School Code, Act 451 of 1976, 380.1308b Emergency Operations Plans. It also meets an element that the Michigan Department of Education (MDOE) “encourages” districts to include in their EOP as outlined by a September 29, 2022, memorandum to all local and ISD school superintendents from Kyle Guerrant, Deputy Superintendent of Finance and Operations, titled “Emergency Operations Plan Review – MCL 380.1308b (Public Act 436 of 2018). From the recommendations cited above, MVS has included a well-developed response plan for cardiac and other medical events. It is noted, however, that MVS did not include their training plan. Other strengths of the EOP include a district Emergency Contact roster, building maps, response procedures for chemical and biological incidents and explosions. Also included were a resource inventory of Go-Kits, building maps and utility shut-off procedures with photos.

[Information here has been omitted in the interest of school safety.]

There are opportunities to increase the safety and security of MVS. The current EOP is supported by several additional documents and was recently updated. Combining the EOP and supporting documents and adding any missing items would serve to prompt important safety conversations and would strengthen the effectiveness of the EOP. An additional in-house “audit” of the current plan could serve as an opportunity to conduct a quick review of whether all safety related items and documents are available and accessible as stated. The development and/or refinement of a more comprehensive education, training, and practice plan for implementing the EOP would provide an additional layer of security and safety.



[Information here has been omitted in the interest of school safety.]

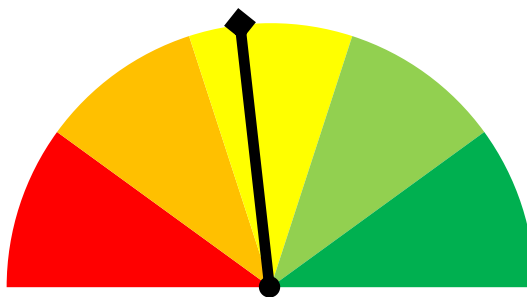
EOP Supporting Documents Review:

Additional documents were submitted that both support and should be included in the EOP document. Comments on these follows.

1. MVS Emergency Procedures: **[Information here has been omitted in the interest of school safety.]**
2. Crisis Response Team Manual: **[Information here has been omitted in the interest of school safety.]** This manual does not need to be included in the EOP but is a good companion piece and an important part of Comprehensive School Safety Planning.
3. MV Special Needs for Go-Kits: **[Information here has been omitted in the interest of school safety.]** This is part of the EOP expectations but seldom included in our experience. MVS should be commended for this document's existence. **[Information here has been omitted in the interest of school safety.]**
4. Building documents for Cardiac Response Protocols, Team rosters, and First Aid/Medical Emergency checklist: **[Information here has been omitted in the interest of school safety.]**
5. MV DHS Bomb Threat Checklist: **[Information here has been omitted in the interest of school safety.]**

Board of Education Policies Document Review:

Board of Education Policy Documents



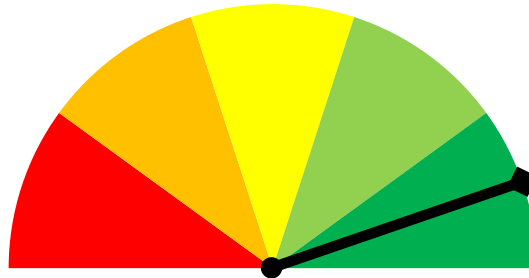
The Board of Education Policies for Maple Valley Schools are posted on their district website. These policies were produced by NEOLA indicating they should meet all existing legal requirements for Michigan schools. Review of these documents indicates that the MVS Board adopted and/or updated some of these policies as recently as July 2023. It is noted that required Compliance Officers are named in the corresponding policies and their contact information is provided. Volunteers are required to be screened using SOR, ICHAT, OTIS.

[Information here has been omitted in the interest of school safety.]



Age-appropriate Student Code of Conduct

Student Code of Conduct



The Maple Valley Schools handbooks serve as combined handbook and code of conduct document for all students and parents. They are a comprehensive source of information.

Elementary Level: The handbook for the Elementary buildings available online is dated 2023-24. It includes information for visitors to check in. When a section references a BOE policy, a link is provided to the district website's policy page. The handbook includes important information about parent volunteers and the approval process. Also included is a link to information about factors that must be considered prior to a long-term suspension or expulsion. It is stated that restorative practices will be considered in behavior correction. In addition to traditional consequences such as detention, suspension, or expulsion, the handbook includes actions such as warning, restorative practices, PBIS room, and social probation.

JR/SR High School: The High School handbook available online is dated 2022-23 and includes Pathways HS. It is written in the same format and content as the Elementary handbook with appropriate language added for secondary students and programs.

Using one template for all handbooks in the district can be a positive for maintaining continuity across grade levels and is recommended. MVS has done this and included age-appropriate code of conduct language that the MDE, and this round of legislative funding, is promoting. It is noted that MVS also has an Athletic Handbook, Staff Handbook, and Transportation Handbook available on the website. All are comprehensive, informative and include links to BOE policies where relevant.

No current threat to student safety is determined for the handbook/code of conduct review.

Safety Team Focus Group

An essential part of the ACAP Comprehensive Safety Assessment is the use of a district-led Safety Focus Group to better understand the perceptions and safety goals of all stakeholders. Important facilitator-led discussions can reveal to district leadership areas of school safety where students, staff, parents and community believe Maple Valley Schools have succeeded and/or need to improve.

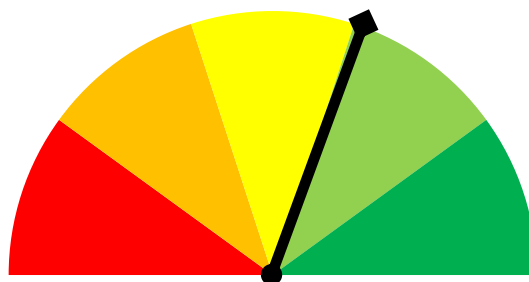
MVS had not completed a focus group during the school year at the time of this assessment. We recommend that the district implement and maintain a Safety Focus Group as an opportunity to assess progress over time to improve school safety and security. The group may also help set district priorities for school safety and security improvement initiatives.

Safety Components

ACAP has broken our safety assessment down into several categories and tiers. Tier 1 are matters critical to school safety, Tier 2 matters are important, while Tier 3 are nice additional measures. “Climate” is the attitude of those in the building towards safety. “Access” is the ability to move through the grounds or school unimpeded. “Wayfinding” is the signage indicating the direction to reach any specific destination on campus. “Communication” is the ability to relay a message or notification across a population. “Monitoring” is the effectiveness of cameras. “Facility” is the condition of the building itself. “Transportation” includes all matters of moving students into the buildings. “Culture” is the attitude of those in the building towards each other and the school. “Outbuildings” are those structures not used for education but within the curtilage of campus. Across all layers of security, Tier 1 Climate matters are essential to protecting occupants. For that reason, we begin there.

Climate – Tier 1

Climate - Critical Components



Climate is the attitude of those in the building towards safety. An impregnable design with the best devices and most thorough procedures means next to nothing if the occupants of the building do not unanimously value the need for safety. Climate is primarily changed through education and communication, backed by the attitude and acceptance of others. The Tier 1 Climate components revolve around identification knowledge and practices, exterior door securement, behavior reporting and building safety promotion.

Overall concern for building/student safety was the strongest asset in Tier 1. Assessors were readily identified and frequently stopped across the district. Each building also had a unique visitor tag and a process for allowing access to it.

Staff across the district was aware of “safer corners” and the need for action in response to a critical incident, a credit to both district preparation and cooperation with both Eaton and Barry County Sheriffs’ Offices, under the direction of Superintendent Dr. Katherine Bertolini. Staff were generally aware of safety matters and willing to engage in sharing what they knew of relevant processes.

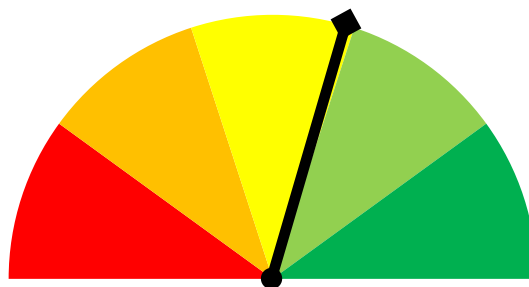
Further, the district is working to improve student supports and mental wellness. Though the full effect and systemization of this implementation will be years in the making, the

engagement is a significant one, as the information can be used to help students before they struggle, as well as provide information in student threat assessments. Though the district has yet to set these options into commonplace actions, the creation of the opportunity is important. Maple Valley has also followed the ISD with implementation and engagement with behavioral threat assessment.

[Information here has been omitted in the interest of school safety.]

Climate – Tier 2

Climate - Important Components



In the important climate components, assessment looks at implementation of access policies, staff checking of securement and general securement of maintenance materials and areas. In Tier 2, the strengths rely on the care of Maple Valley staff. While counseling staff is available and care for many students, the general care and interaction of school staff is evident and is also noted in CULTURE. This likely stems from care given to staff by district leadership, evidenced in known access to the employee assistance program, to the credit of Dr. Bertolini.

The greatest strength in this care is through the dedication of office staff to the visitor sign-in process. From visitors through deliveries, the front office staff are the gatekeepers to accessing the school and are doing well in following the district policies consistently.

The educational staff were observed around students throughout the day in all buildings, though limited to elementary students around the beginning and end of the day. This presence around students is important to establish culture and tone of attitude and activities between class. Staff in all buildings also checked entry areas for closure and issues and were observed in the common areas between classes in the upper schools.

[Information here has been omitted in the interest of school safety.]

The greatest weakness was in the community push for openness that results in challenges to implementing district wide policy and creation of a universal safety mentality – “this is how we do things”. Standardizing safety measures district-wide would understandably take planning on the part of administration, effort on the part of the staff, and patience on the part of everyone, including parents; however, would be the longest lasting, cost-effective change. Knowing who belongs in the building (and who does not) is a foundational piece in the structure of building safety.

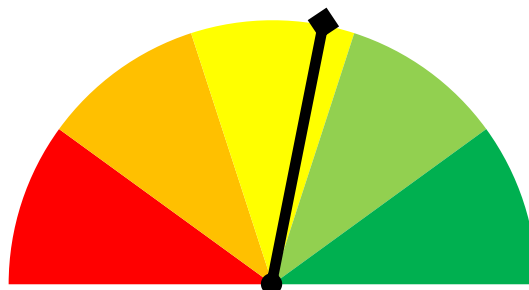
[Information here has been omitted in the interest of school safety.]



The greatest opportunities are in creating general understanding of the need for safety and screening across the community, along with acceptance of behavior documentation for both positive and concerning actions. **[Information here has been omitted in the interest of school safety.]**

Climate – Tier 3

Climate - Additional Components



Third tier climate components revolve around staff presence in conjunction with other activities, focused on interaction rather than monitoring, and the setting of behavioral norms. For school safety, staff should always be present when students are gathered, or outsiders are present.

This presence in the district is strong around students during the school day. Staff at the schools appear to care about the students as individuals and as a body. This presence was noted at the upper schools as well as around the younger students.

[Information here has been omitted in the interest of school safety.]

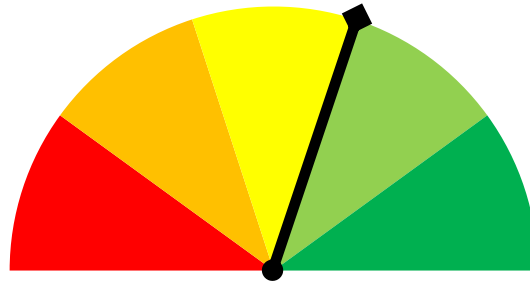
Finally, while a matter of budget, the opportunity to have School Resource Officers constantly present should not be overlooked. While Maple Valley Schools have worked to bring deputies in from both counties, these are part-time positions, making it difficult for these officers to connect deeply with the students. From the position of security, part-time staffing is most effective when it is unscheduled; this is opposite of the needs of staff and students, who need structure and the knowledge of when that person is available. Increasing availability of the SROs, to the point where one is present in each building for the full school day, should be a goal.

The opportunity can simply be described as increasing communication; sharing information about what discussions are occurring around safety, about why we act a certain way, about the need for us all to be involved in safety, and for assistance available to staff. The opportunity for setting and posting behavioral expectations is widely available.

[Information here has been omitted in the interest of school safety.]



District Access – Tier 1

Access - Critical Components

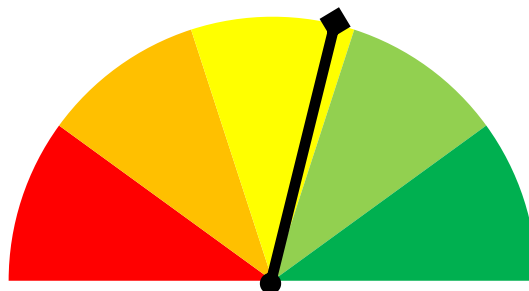
In Tier 1, the assessment looks at who and what can enter the property and building and how that can or might take place, along with life-safety issues for emergency movement.

In the top tier, Maple Valley Schools' greatest strengths are in the doors of the buildings have been made to allow for easy egress, opening out, with single movement handles (rather than doorknobs), and doors that open into the hallway. Also, the new technology providing staff electronic access to the older buildings is a significant access control improvement, eliminating physical keys and vastly increasing access control. Eric Chamberlain, Director of Operations and IT Director Josh Leatherman have made the most of this system, adding controls which allow deactivation of access cards below the administrative level. Approval for visitor access, and the control given to the monitoring staff, is also an important measure which MVS has improved.

[Information here has been omitted in the interest of school safety.]

*It should be noted that ACAP stands wholly against the provision of public access to school grounds, even outside of playgrounds, especially during school hours. This creates a risk to the students of such significant potential that we **must** point out the liability, directing it onto those who advocate for it.*

Access – Tier 2

Access - Important Components

Access in the second tier looks at important access and protection mechanisms. This includes fencing, entrance design, amount of space allowed on entry, monitoring of those entering, and warning notifications.

The strengths of the second-tier access components are due to the efforts made by building and district staff to improve access control with the facilities they have. The district has given clear viewing of grounds via cameras for staff as well as on the main entrance. Between camera monitoring and electronic door control, the observations of those entering the building are greatly increased for everyone, staff, students, and visitors alike. The exterior doors allow visible checking of the area before egress.

The district has used doors which generally reduce the opportunity to restrict movement. Staff are dedicated to keeping doors shut during school, both with classroom doors and unused rooms. The district had previously purchased a door barricade device. **[Information here has been omitted in the interest of school safety.]**

There are currently two SROs (School Relationship Officers) currently assigned to the district, each on part-time assignment from their county; one from Eaton and one from Barry.⁵ Maple Valley Schools could easily use both SROs full-time, as well as a third, to show a solid police presence at all times.

[Information here has been omitted in the interest of school safety.]

Public schools have long been considered public property; they are not. As there is a reason that schools are no longer used as polling places, the playgrounds should not be open to public access, certainly during school days. While the welcoming mentality of MVS is appreciated, the lack of limits around school grounds and public access is the most concerning safety factor found. ACAP law enforcement associates warn that accessibility is a recipe for tragedy, and it must, therefore, be included in this report to clarify the potential danger. This is not a matter of vulnerability for a school attack; this is a matter of allowing likely abductors, parental or otherwise, close to children. At the very least, the layout increases the likelihood of pedophilia; the reason that vision obstruction of schools is encouraged.

⁵ ACAP promotes the use and placement of SROs for multiple reasons. We also believe that the SRO should receive extensive training, obviously in police tactics and response to active violence and use of force, but more importantly in the building of relationships, the understanding of education process, especially with special needs children, CPI (Crisis Prevention & Intervention) training, mental health and threat assessment; these needs go well beyond 100 additional hours of training, and should be refreshed and advanced annually.

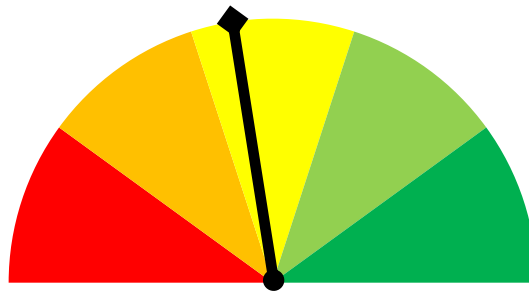


Maple Valley has a very open and welcoming attitude. The difficulty for schools today is in the difference between the open, welcoming environments which are desired (and can now only exist in memory) and the totally secure buildings which are not (and are extremely difficult and costly to attain). The challenge – and finding the right balance for the community – is substantial.

The most accessible opportunities while keeping the community engagement of Maple Valley begin with changing policy on accessing the grounds, requiring everyone on the grounds to be vetted and registered at the office during the school day, as well as not allowing public access to the campus during school. In a time with prevalent child abduction, these precautions are a necessity to protect our youth. This would be followed by posting appropriate signage. **[Information here has been omitted in the interest of school safety.]**

Access – Tier 3

Access - Additional Components



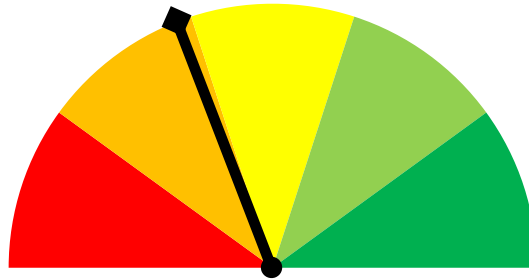
In Tier 3 Access, the concern is around warnings and detection of access, followed by traffic restrictions.

The strengths in this section are primarily in the lack of door stops found around exterior doors, indicating the effort to ensure the securement of these doors. The traffic pattern around the building was well organized to limit congestion and make the building accessible for emergency vehicles. This also expedites the flow of traffic taking students from the buildings.

[Information here has been omitted in the interest of school safety.]

Wayfinding – All Tiers

Wayfinding



Wayfinding is the term given for how someone finds their way through the campus or building to a given destination. In the top tier are the most general directions – those to buildings, entrances (inside and out) and halls. In the second tier are designations for rooms and appropriate entrances for visitors, deliveries, events and students. The third tier of wayfinding is focused on pathway clarification, separating buses, personal vehicles, and pedestrian travel; directions to the main office; and window markings, inside and out.

In designation strengths, MVS has done significant work in identifying doorways, interior and exterior alike. Almost all exterior doors are designated. Most of the classroom doors are designated on the hallway side of the door and building exit routes are all clearly marked. Classroom designations are visible the length of the hallway.

[Information here has been omitted in the interest of school safety.]

Exterior designations should also be large enough to be visible from the nearest road, giving responders arriving the most time to determine their path. This usually translates to 10-inch-high characters if color contrasts with the background, greater size if not. The calculation of 1-inch per 10 feet of distance works well and is based on Highway Traffic Safety models.⁶ In areas with multiple buildings, or districts that want building specific designations, alpha-numeric designations can be used. A full list of recommendations is available at ACAP-solutions.com.

Door numbers should also be designated on the inside, in the same location reference the doorway. Firemen also like to see a designator stenciled near the floor, on the door frame or molding, in case higher designations are obscured. Hallways should have directional indicators as well, expediting movement.

[Information here has been omitted in the interest of school safety.]

⁶ Manual for Uniform Traffic Control Devices, [Chapter 2L - MUTCD 2009 Edition - FHWA \(dot.gov\)](#)



[White samples are 13 inches high; Red are 24 inches; left is at similar distance to district pictures; right is over 120 ft – closer than where responders would be seeking designations.]

Taking the opportunities offered as the next step in this category eliminates the weakness: making sure that directions to the buildings and their interiors are marked clearly. Large signs, with reflective lettering, should indicate the way to each path of approach and then direct to specific entrances, preferably providing numerical reference as well. All exterior doors should also be marked on the inside, with the same number as the outside, and all in the same area of the door. This removes any need to try to translate an exterior number reading backwards, as well as minimizing thought in an emergency.

[Information here has been omitted in the interest of school safety.]

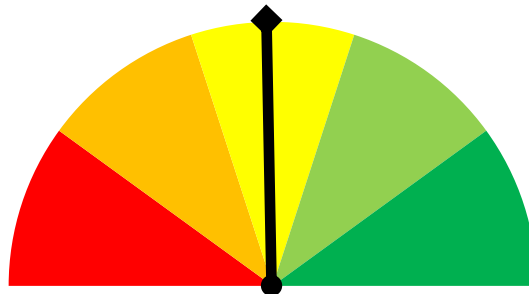
Communication – Tier 1

Communication - Critical Components

Communication is looking at the notification of emergencies to those in the building and the sharing of information regarding safety. The top tier considers the immediate notification of building occupants with audible and visual messaging along with information sharing for emergencies and building concerns.

The greatest strength in the area of communication is the staff recognition that fast and fluid communication is necessary in emergencies, public and school based alike. The district has worked on updating emergency response documents. Some buildings have issued radios for staff to expand communication. However, and most significant, is the use of the **[Information here has been omitted in the interest of school safety.]** for building and district-wide communication. **[Information here has been omitted in the interest of school safety.]**

Communication – Tiers 2 & 3

Communication - Important & Additional

The second tier of communication reviews the communication sharing of safety team and council meetings and alternative communication options. Safety considerations are new to schools, so most are not holding safety meetings and many of those who are consider the discussions too confidential to share. While there are specifics that should not be released – as with this report – staff especially should be informed of the general problems being addressed and the solutions being provided along with the obstacles to resolution. The third tier is simply the possession of a radio connected to 9-1-1 dispatch.

The greatest strength in these areas of communication is the staff's effort to constantly improve communication. That each building has a working public address system supplements emergency notification.

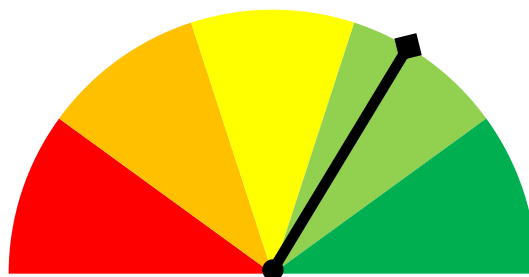
[Information here has been omitted in the interest of school safety.]

A new trend to place 9-1-1 dispatch radios in schools is occurring, the concept being that the access to immediately notify local officers of an incident at the school saves calling 9-1-1 and the time for a dispatcher to ask and receive answers to questions. Dispatchers are trained to dispatch high-priority messages immediately, even as they ask questions. Perhaps more importantly, as the MSU dispatcher Aimee Barajas showed us earlier this year, having a calm demeanor to relay information proves vital. As there is additional information that dispatch receives from a 9-1-1 call, just the activation of the system can get help started. For radio transmission to be more effective, it must be immediately accessible, meaning someone must have it with them, training must occur to develop familiarity with the device, and to provide understandable communication of events in a crisis. Beyond that, there are possible benefits, as communication is always essential; so, possession of these radios is included in this assessment, though regulated to the third tier until more information about benefits and effectiveness becomes available.

[Information here has been omitted in the interest of school safety.]

Monitoring – All Tiers

Monitoring



The top tier of monitoring has to do with live viewing of people regardless of the entrance they use. The important components of monitoring are facial capture, the interior views of doorways, the verification of time stamps and the length of video storage. The additional components tier looks at driveway and parking views with first responder access.

There are many people assuming or advocating for *school staff* to monitor cameras and relay information or answer questions for responding first responders. This leaves, or perhaps places, school staff in positions of danger. The greatest crisis, where camera access is most effective, are resolved in minutes. This means first responders need immediate – if not ongoing – access. The counterpoint to first responder camera access is that some attorneys are looking at the ability for outsiders to access cameras as a legal risk for schools. All must be considered, and the path determined by the school board.



In every district, the decision should be made regarding *how* to use the cameras: define the intent of bringing them on campus; define the goal of their use. Cameras are *not a deterrent* to activity, regardless of those observing or the consequence, as seen on social media. Once the decision of how to use cameras is made, the system can be evaluated for effectiveness and adjusted accordingly. For the purposes of this assessment, the system was evaluated based on standard uses for school safety.

The strength in this category is the engagement of staff at all levels. The personal contact of staff with students is high, perhaps a byproduct of the size of the district. The purchase of new cameras and dedicated technology work on the part of the district and Technology Director Josh Leatherman are to be commended. The cameras are generally well placed with good viewing. Cameras cover the majority of the interior and exterior of the building, specifically capturing entrances, hallways and drives.

More important than the cameras themselves are the viewing opportunities given to staff. All office staff have a second monitor with which to view feeds, continuously having several cameras. The views are clear and time keeping accurate, with lengthy storage.

[Information here has been omitted in the interest of school safety.]

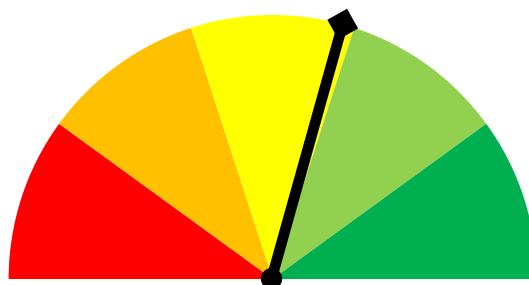
A new camera system always seems to cover everything, since viewing is accessible where there was previously none. However, system assessment (beyond the vendor) should look for gaps in coverage which might be helpful by those who know the school environment and school camera use. For this reason, third-party expertise, which understands both security and school needs, involved at each step of the process, is highly beneficial.

Regarding first responders: since the coordination of officer and emergency response is best run through local emergency operations or dispatch centers, ideally these are the places that should have access in crisis, whatever legal steps or limitations attorneys believe are necessary. The opportunity then is to make these arrangements. While the need for first responder access to cameras is one which will hopefully never arise, the risk in immediate first responder access to school cameras is in the minutes that *could* be lost, and the lives changed in those minutes. Though the likelihood of need may be small, and the training and legal requirements and ramifications plentiful, the comparison is not one to be faced after an incident.

Due to intentional advancement in this area, risk is minimal.

Facility – Tier 1

Facility - Critical Components



In Facility Tier 1, the emergency preparations assessed are utility protection, room entry and exits when barricaded, emergency kits provided, and building alert system activation access.

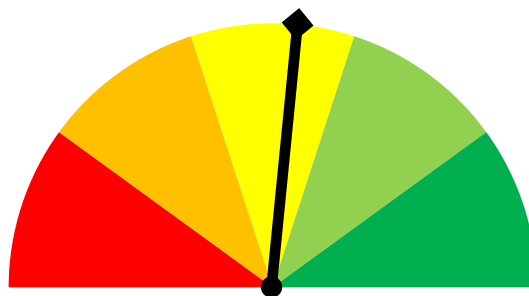
In looking at the strengths of district facilities preparation for emergencies, there are a number of points to commend the district. Most obviously, the number and placement of AEDs stands out. As mentioned in COMMUNICATION, a notification system that can be activated from any location in the building is significant. As is the provision for multiple escape routes from every room checked.

[Information here has been omitted in the interest of school safety.]

As noted, the district is doing well in most components viewed. **[Information here has been omitted in the interest of school safety.]**

Facility – Tier 2

Facility - Important Components



In the second tier of facility safety, the components include glass coverings, safer corner markings or shelter, climate control, vehicle standoff, lighting, and bathroom location and marking.

In the second tier of facility safety, the greatest strength is in the work to keep up the buildings, some of significant age. MVS and staff should be commended for the work in this endeavor. The landscaping around the buildings is generally well maintained, with no large trees which would be likely to cause injury (though some may cause damage and some brush around buildings could hide stalkers). The ground level access to most facilities (the same access that causes a vehicle danger), allows for ease of responder and ADA access. Perhaps most notable,

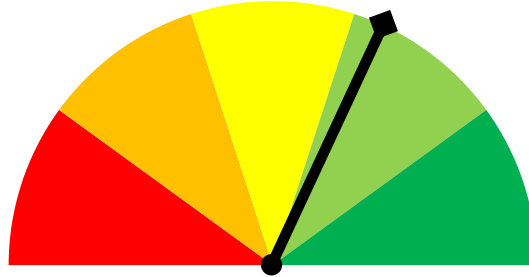


however, was the presence of an emergency kit, complete with tourniquet, in every classroom and most occupied spaces.

[Information here has been omitted in the interest of school safety.]

Facility – Tier 3

Facility - Additional Components



Facility Tier 3 addresses air filtration, window markings, power generators, building upkeep, cleanliness and like components.

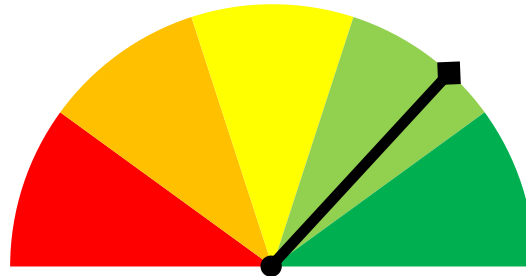
The primary strength of the third tier of facility safety lies in the adaptations made to serve the students with current provisions. The staff has clearly been dedicated to maximizing resources. Maintenance on small items like bathroom fixtures does not go unnoticed and the upkeep takes time and resources for which Dr. Bertolini has made allocation. The maintenance efforts have all of the buildings functioning and looking well – MVS and Eric Chamberlain have much to be proud of.

The parking areas for all of the buildings are large, more than adequate for the school day needs. Expansion could be considered for events, as well as moving daily parking further out to allow for better emergency vehicle access. The lot at the High School was in good shape; lots at the other schools could use repair in spots before repaving is needed.

[Information here has been omitted in the interest of school safety.]

Transportation – Tiers 1 & 2

Transportation - Critical & Important Components



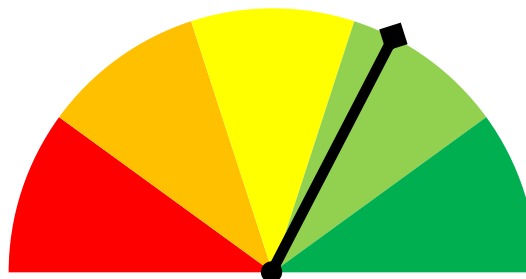
Transportation covers bussing as well as the arrival and departure of all staff and students from the buildings. Tier 1 is the potential for pedestrian hazards. Tier 2 is separation of bus, vehicle and pedestrian pathways, bus monitoring and parental communication.

The strengths in these areas of transportation are plentiful. The greatest strength is the planned parent vehicle-bus separation in travel patterns on school property. Keeping personal vehicles and buses separate greatly reduces cause for concern, as well as increases movement. In Tier 2 strengths are the cameras that have been installed on the bus. The district has provided interior cameras to protect students from incidents on the bus. Perhaps more important are the parental acknowledgements of expected and allowed bus behavior.

[Information here has been omitted in the interest of school safety.]

Transportation – Tier 3

Transportation - Additional Components



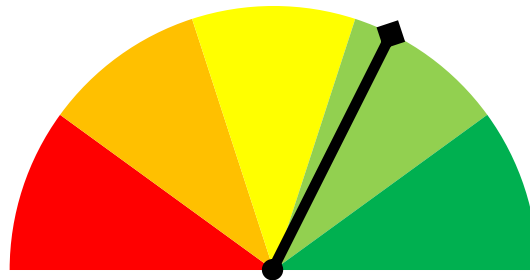
The third tier of transportation considers the flow of vehicles, the presence of crossing guards and loading areas.

The strengths in Tier 3 are in the planning of the parent drop-off route at the school, limiting (eliminating) vehicle traffic where the students get off and, on the bus, and in the ease of personal vehicle movement around the buildings.

[Information here has been omitted in the interest of school safety.]

Culture

Culture



The brief assessment that can be done on a school culture in the time allotted in this grant is limited, however in this case was positive. A pleasant demeanor was found in buildings, along with friendly students and staff.

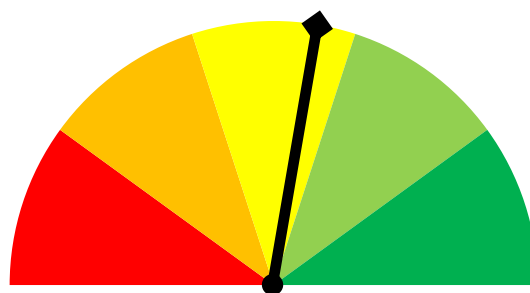
As is commonly found, the elementary commonly encourages and supports students, while recognizing differences in work. Projects are proudly displayed along the walls. This custom diminishes as students progress to buildings of higher grade levels.

While in-depth assessment of student behaviors and disciplines were not conducted, no erratic or malicious behaviors were observed, certainly none warranting documentation.

[Information here has been omitted in the interest of school safety.]

Behaviors and Threat Assessment

Behaviors of Concern



Behaviors of Concern (BOC's) refer to specific behaviors that, when seen in a pattern, are found in youth who commit suicide, run away, fall into addiction, or commit acts of violence. With the state mandate for mental health, understandable due to the effect that these events have on students, schools should be aware and address them.

The strong point in this area at Maple Valley is in their recognition of the importance of behavioral interventions and support. As Maple Valley is a close-knit community, there is personal connection with staff more readily available to students. Still, Maple Valley has trained staff members in Behavioral Threat Assessment and Management (BTAM) as part of the county program.

[Information here has been omitted in the interest of school safety.]

Additional concern arises with the sheer number of responsibilities that school staff face and how adding mental health assessment of students can be provided. Michigan is looking to provide additional funds and has offered some training, steps in the right direction. However, awareness does not equate to expertise, nor does it provide for the additional hours needed in the day. Schools are being forced into an area that they are simply not equipped to handle. Training is needed for all staff and expert support assisting the implementation of threat assessment teams. **[Information here has been omitted in the interest of school safety.]**

Emergency Planning, Training and Practice



Addressing emergency preparation in our schools faces a number of challenges which are no fault of our schools, yet they are left to remedy without much provision. Every school in the state is required to perform a number of “drills” for fire, tornado, and “lockdown”. Unfortunately, there is no mandate for education or training, nor is there real consideration for the vast number of mandates that are put on our educators. This results in no real preparation beyond what our elementary teachers *must* do to keep their students calm. For our secondary students, this results in the effect of giving students (and teachers, for that matter) a test without the information and practice.

To the credit of Superintendent Dr. Katherine Bertolini and Technology Director Joshua Leatherman, the district has implemented the **[Information here has been omitted in the interest of school safety]** to provide emergency notification. This is intended to be used even as buildings run their drills. Of course, Maple Valley meets its requirements for drills.

[Information here has been omitted in the interest of school safety.]



Fuller Street Elementary School Building Findings

The strong points of the Fuller Street Elementary Building are:

Area	Tier	Component
ACCESS	1	DOORS - all secured during school hours
ACCESS	1	Exterior Doors - All Swing Out
ACCESS	1	Exterior Doors - Single Movement Exit Handles
ACCESS	1	Exterior Doors - Interior handles prevent chaining/locking/restriction of exit
ACCESS	1	Classroom - Interior Doors - Open into Hallway
CLIMATE	1	Assessor prevented from gaining entry
FACILITY	3	Designated Bike Storage
MONITORING	1	CAMERAS - Full Monitoring Access available to staff
MONITORING	1	CAMERAS - All in working order
MONITORING	1	CAMERAS - Passive Monitoring (<6 cameras) in use
MONITORING	1	CAMERAS - on all entry doors outside
MONITORING	1	CAMERAS - on designated visitor entrance outside
ACCESS	1	ACCESS - Entryway door has remote locking/control
ACCESS	2	Emergency Vehicles can Access building/occupants
ACCESS	2	Security Visibility to Grounds Perimeter
ACCESS	2	Dumpsters separated from student/gathering areas (50 ft from occupancy)
ACCESS	2	Trash cans near building have standoff / substantial construction w/ light top
ACCESS	2	DOORS - electronic lock access and central control
ACCESS	2	DOORS - exterior doors peephole / allow view prior to opening (verify safe)
ACCESS	2	Classroom - Hallway doors permit view into Hall
ACCESS	2	ACCESS - Exterior doors can be locked remotely
ACCESS	2	Key Distribution is limited, tracked, and verified frequently
CLIMATE	1	INTRUDER DETECTION PRACTICES
CLIMATE	1	VISITORS - Entry Admission Process Used Consistently
CLIMATE	1	Classroom Sample - Safer Corner Known
CLIMATE	1	EMERGENCY RESPONSE - Simplified/Standardized Response Commands Used
CLIMATE	2	ACCESS - Access Policies are followed
CLIMATE	2	Maintenance Requests Process for Safety Items
CLIMATE	2	Staff presence - Hallways - during Passing Time
CLIMATE	2	Staff Supervision over Student Arrival
CLIMATE	2	Suicide Hotline & Prevention Posters
CLIMATE	2	Workplace Violence Messaging / Support
CLIMATE	3	Staff Presence - Common Areas - during Passing Time
CLIMATE	3	Staff Supervision over Student Departure
CLIMATE	3	Staff Supervision over bus loading/unloading
CLIMATE	3	Staff monitoring of gym when students present
CLIMATE	3	Staff monitoring of library when students present
CLIMATE	3	Health - Plentiful Handwashing Supplies
CLIMATE	3	Health - Handwashing Signs
COMMUNICATION	2	Communication - Emergency Back-up Functioning
CULTURE	1	Welcoming / Friendly Staff in Hallway (to students and each other)
CULTURE	1	Appearance of building shows occupants are valued
CULTURE	2	Welcoming / Friendly Students in Hallway (to each other)
CULTURE	3	Bathrooms - clean
CULTURE	3	Welcoming - Friendly to Assessor
FACILITY	1	Classroom Sample - Notification System Present
FACILITY	1	Classroom Sample - Notification System can be Activated



FACILITY	1	GYM / auditorium - Emergency Kit w/ tourniquet
FACILITY	2	Parking / sidewalk areas ADA compliant
FACILITY	2	Landscaping Maintenance - Danger to Pedestrians / Buildings
FACILITY	2	Classroom Sample - Emergency Kit Available (student list, barricade, first aid, glass tool)
FACILITY	3	Adequate parking spaces for school community
FACILITY	3	APPEARANCE / MAINTENANCE
FACILITY	3	Bathrooms - fixtures operational
MONITORING	1	Office with Camera Access & Control
MONITORING	1	CAMERAS - on primary access doors outside
MONITORING	1	Cameras - viewing hallways
MONITORING	1	Cameras - viewing all common areas
MONITORING	2	Camera Visibility of Grounds - clearance of landscaping
MONITORING	2	Hallways - All day monitoring
MONITORING	2	Cameras - Recordings kept > 15 days
MONITORING	2	Staff Monitors Cameras Date/Time Stamp and regularly Verifies
MONITORING	3	Camera view of Drives especially Parking
MONITORING	3	Reception View of main drop-off & visitor parking
TRANSPORTATION	2	Bus / vehicle areas physically separate
TRANSPORTATION	3	Smooth Arrival / Departure Zones - Buses
TRANSPORTATION	3	Smooth Arrival / Departure Zones - Parental Vehicles
WAYFINDING	1	Hallway - Hallway / Classroom designation systematic
WAYFINDING	2	Hallway - Room Numbering visible down hallway

[Information here has been omitted in the interest of school safety.]



Maplewood Building Findings

The strong points of the Maplewood Building are:

Area	Tier	Component
ACCESS	1	DOORS - all secured during school hours
ACCESS	1	Exterior Doors - All Swing Out
ACCESS	1	Exterior Doors - Single Movement Exit Handles
ACCESS	1	Exterior Doors - Interior handles prevent chaining/locking/restriction of exit
ACCESS	1	Classroom - Interior Doors - Open into Hallway
ACCESS	3	DOORS - area free of objects used to prop open
CLIMATE	1	Intruders identified by occupants
FACILITY	1	AED's @ gym, min 1/floor
FACILITY	3	Designated Bike Storage
ACCESS	1	ACCESS - All Hazardous Areas secured (roof access, chemical supply)
ACCESS	1	ACCESS - Access to school from Main Entrance requires approval
ACCESS	2	Vehicular Pathway Separation
ACCESS	2	Security Visibility to Grounds Perimeter
ACCESS	2	Dumpsters separated from student/gathering areas (50 ft from occupancy)
ACCESS	2	DOORS - electronic lock access and central control
ACCESS	2	DOORS - student access always monitored
ACCESS	2	DOORS - visitor access always monitored
ACCESS	2	DOORS - exterior doors peephole / allow view prior to opening (verify safe)
ACCESS	2	ENTRY FLOW - students enter through designated doors only
ACCESS	2	Student Entry - doors & space adequate to prevent bottlenecks
ACCESS	2	Hallway - Fire Control doors automatic / left closed
ACCESS	2	Hallway - free from bags, clutter, boxes, etc.
ACCESS	2	Classroom - Interior Doors - Securement Device Available INSIDE
ACCESS	2	ACCESS - Exterior doors can be locked remotely
ACCESS	3	Vehicular Egress Flow
CLIMATE	1	INTRUDER DETECTION PRACTICES
CLIMATE	1	VISITORS - Entry Admission Process Used Consistently
CLIMATE	1	Classroom Sample - Safer Corner Known
CLIMATE	1	Assessor prevented from gaining entry
CLIMATE	1	EMERGENCY RESPONSE - Cafeteria Staff know electric/water/gas shut-offs
CLIMATE	2	Suicide Hotline & Prevention Posters
CLIMATE	2	Workplace Violence Messaging / Support
CLIMATE	2	Maintenance Requests Process for Safety Items
CLIMATE	2	DELIVERIES - met by personnel
CLIMATE	3	Staff Presence - Outdoor gathering areas - during Student Presence
CLIMATE	3	Staff monitoring of gym when students present
CLIMATE	3	Staff monitoring of library when students present
CLIMATE	3	Health - Plentiful Handwashing Supplies
CULTURE	1	Signage - School Signs Supporting Students
CULTURE	1	Welcoming / Friendly Staff in Hallway (to students and each other)
CULTURE	1	Appearance of building shows occupants are valued
CULTURE	1	Onboarding process - safety training
CULTURE	2	Staff Lounge, break area - privacy
CULTURE	2	Signage - School Signs Outline Expected Behavior
CULTURE	2	Signage - celebrating student success - academic as well as athletic
CULTURE	2	Signage - supporting other than high achievers
CULTURE	2	Welcoming / Friendly Students in Hallway (to each other)



CULTURE	2	Onboarding process - assigned mentor
CULTURE	3	Bathrooms - well lit
CULTURE	3	Bathrooms - clean
CULTURE	3	Welcoming - Friendly to Assessor
EOP PRCT	2	Workplace Violence Training
FACILITY	1	Classroom Sample - Notification System can be Activated
FACILITY	1	Classroom Sample - Multiple Escape Options Provided (floor # considered)
FACILITY	2	Lighting - Entrances
FACILITY	2	Landscaping Maintenance - Danger to Pedestrians / Buildings
FACILITY	2	Protection from concealment of packages or people (Weather protecting entryways)
FACILITY	2	Classroom Sample - Emergency Kit Available (student list, barricade, first aid, glass tool)
FACILITY	2	Classroom Sample - Windows tinted / coverings available
FACILITY	2	Bathrooms - Located in Areas of High Visibility
FACILITY	3	Adequate parking spaces for school community
FACILITY	3	Landscaping Maintenance - Appearance
FACILITY	3	APPEARANCE / MAINTENANCE
MONITORING	1	CAMERAS - Full Monitoring Access available to staff
MONITORING	1	CAMERAS - All in working order
MONITORING	1	CAMERAS - on primary access doors outside
MONITORING	1	CAMERAS - on all entry doors outside
MONITORING	1	CAMERAS - on designated visitor entrance outside
MONITORING	1	Cameras - viewing hallways
MONITORING	1	Office with Camera Access & Control
MONITORING	2	Camera Visibility of Grounds - clearance of landscaping
MONITORING	2	Cameras - Recordings kept > 15 days
MONITORING	2	Staff Monitors Cameras Date/Time Stamp and regularly Verifies
MONITORING	3	Camera view of Drives especially Parking
MONITORING	3	Cameras - First Responder access via web
MONITORING	3	Main Office has Direct View of ALL Entries
MONITORING	3	Reception View of main drop-off & visitor parking
TRANSPORTATION	2	Bus / vehicle areas physically separate
TRANSPORTATION	3	Smooth Arrival / Departure Zones - Buses
WAYFINDING	1	Hallway - Hallway / Classroom designation systematic
WAYFINDING	2	Hallway - Room Numbering visible down hallway

[Information here has been omitted in the interest of school safety.]



Jr/Sr High School Building Findings

The strong points of the Jr/Sr High School Building are:

Area	Tier	Component
ACCESS	1	DOORS - all secured during school hours
ACCESS	1	Exterior Doors - All Swing Out
ACCESS	1	Exterior Doors - Single Movement Exit Handles
FACILITY	3	Designated Bike Storage
MONITORING	3	Cameras - First Responder access via web
WAYFINDING	2	Hallway - Room Numbering visible down hallway
ACCESS	1	Exterior Doors - Interior handles prevent chaining/locking/restriction of exit
ACCESS	1	Classroom - Interior Doors - Open into Hallway
ACCESS	2	Emergency Vehicles can Access building/occupants
ACCESS	2	Vehicular Pathway Separation
ACCESS	2	Security Visibility to Grounds Perimeter
ACCESS	2	Dumpsters separated from student/gathering areas (50 ft from occupancy)
ACCESS	2	DOORS - student access always monitored
ACCESS	2	DOORS - visitor access always monitored
ACCESS	2	DOORS - exterior doors peephole / allow view prior to opening (verify safe)
ACCESS	2	Student Entry - doors & space adequate to prevent bottlenecking
ACCESS	2	Hallway - Fire Control doors automatic / left closed
ACCESS	2	Hallway - free from bags, clutter, boxes, etc.
ACCESS	2	Classroom - Interior Doors - Securement Device Available INSIDE
ACCESS	2	ACCESS - Exterior doors can be locked remotely
ACCESS	3	Vehicular Traffic Flow (Lack of Bottlenecking / Back-ups)
ACCESS	3	Vehicular Egress Flow
CLIMATE	1	INTRUDER DETECTION PRACTICES
CLIMATE	1	Assessor prevented from gaining entry
CLIMATE	1	Intruders identified by occupants
CLIMATE	1	ACCESS - Staff Questions Visitors
CLIMATE	1	ACCESS - Staff Identifies Visitors
CLIMATE	1	Staff willing to stop unbadged person
CLIMATE	2	ACCESS - Access Policies are followed
CLIMATE	2	Staff verifies exterior door securement after school day starts
CLIMATE	2	Suicide Hotline & Prevention Posters
CLIMATE	2	Maintenance Requests Process for Safety Items
CLIMATE	3	Health - Plentiful Handwashing Supplies
COMMUNICATION	1	Communication - Schoolwide system available
COMMUNICATION	1	Communication - Emergency Activation available from all areas
CULTURE	1	Welcoming / Friendly Staff in Hallway (to students and each other)
CULTURE	2	Staff Lounge, break area - privacy
CULTURE	2	Welcoming / Friendly Students in Hallway (to each other)
CULTURE	3	Bathrooms - well lit
CULTURE	3	Bathrooms - clean
CULTURE	3	Welcoming - Friendly to Assessor
FACILITY	1	Classroom Sample - Notification System Present
FACILITY	1	Classroom Sample - Notification System can be Activated
FACILITY	1	Classroom Sample - Multiple Escape Options Provided (floor # considered)
FACILITY	1	AED's @ gym, min 1/floor
FACILITY	2	Landscaping Maintenance - Danger to Pedestrians / Buildings
FACILITY	2	Classroom Sample - Emergency Kit Available (student list, barricade, first aid, glass tool)



FACILITY	2	Bathrooms - Located in Areas of High Visibility
FACILITY	2	Bathrooms - Simple / Fast entry for emergencies
FACILITY	3	Parking lot free from defects likely to damage vehicles / cause injury
FACILITY	3	Adequate parking spaces for school community
FACILITY	3	APPEARANCE / MAINTENANCE
FACILITY	3	Bathrooms - fixtures operational
MONITORING	1	Office with Camera Access & Control
MONITORING	1	CAMERAS - Full Monitoring Access available to staff
MONITORING	1	CAMERAS - on primary access doors outside
MONITORING	1	CAMERAS - on all entry doors outside
MONITORING	2	Camera Visibility of Grounds - clearance of landscaping
TRANSPORTATION	2	Bus / vehicle areas physically separate
TRANSPORTATION	3	Smooth Arrival / Departure Zones - Buses
TRANSPORTATION	3	Smooth Arrival / Departure Zones - Parental Vehicles
TRANSPORTATION	3	Bus/vehicle loading areas ADA compliant
WAYFINDING	1	DOORS - Exterior Numbered (Sequentially, Matching Local FR Request)

[Information here has been omitted in the interest of school safety.]



Additional Safety Components Reviewed

ACAP-Solutions was founded on the belief that school safety and security requires comprehensive school safety planning (CSSP) which includes multiple elements in addition to those being assessed in the current Michigan grant cycle. A review of documents provided by MVS as well as information gleaned from the district website are worthy of comment and future consideration. They are listed below.

Safety and Security Measures

1. Training: [Information here has been omitted in the interest of school safety.]
2. Threat Assessment Forms: These include data summary, parent notification, parent interview, staff questionnaire, student interview, witness interview, and response summary documents. Current training or implementation was not shared.
3. Strategic Plan 2020-23: The Facilities/Operations/Finance section of the plan includes a goal to enhance safety and security.
4. Family Resources Page: Website includes information on Student Safety; Safety Notification Communication Plan, Parent Talking Guide after a Safety Incident, OK2Say.
5. Staff Resources Page: Includes information on Rave Panic Button Staff Training.
6. Student Resources Page: Includes information on OK2Say.

Student (and Family) Supports

1. Support Personnel: Elementary MSWs (2) and Secondary Counselors (2)
2. PBIS Intervention and Support: “ROAR”, “Lions Pride”, SWIS system for behavior documentation.
3. MySAEBRS Survey: Grades 3-12 participate in survey of social, emotional, and academic rating scale.
4. Family Resources Page: website page including information and resources on Substance Abuse, Health, Literacy, Connectivity, and Learning Supports.
5. Staff Resources Page: Includes SEL Resources.
6. Volunteers/Visitor’s Page: Includes links to information and forms for both, form for mentor to JR/SR HS Advisory Program, and form for Career Readiness Speakers Bureau.

Comments

Maple Valley Schools has buildings that – thanks to excellent maintenance – only show limited ageing, however, this does not change the structural needs of the schools for operation, much less safety. While the short-term solutions of improving pieces of safety may look like cost saving options, the overall needs and liability for incidents occurring in this environment advocate for single improvements using the vast school owned grounds.

Transitions, whether in the school year or buildings, also provide an excellent opportunity to change expectations and practices, a significant need with this friendly and welcoming population. However, as we do not let people randomly wander through our homes, we should not allow them to walk into and through our schools, certainly not nowadays. Both adults and



students should be aware of their surroundings and risks, identifying and preparing for emergencies in and out of school.

While we found the experience of working with the occupants of MVS to be a warm and welcoming one, the access allowed to strangers, regardless of appearance, is a warning sign in today's environment where insiders can create greater calamity than outsiders. The shift of perspective and expectation for awareness and individual involvement in the safety process is a clear need. Though changing practices and training can be costly, the value can prevent or minimize tragedy, regardless of the source of the funding.

Planning documents, policies and guidelines, and safety education and training programs were found to be at various stages. Policy and practice should be checked regularly to determine that they are implemented as required and with fidelity across the district. Documents should be complete, reviewed and dated annually, and reflect consistency and some level of uniformity. All must be supported with adequate and planned training and practice.

Maple Valley Schools have some support programs in place that assist in meeting students' needs. Such programs show that a school is committed to supporting students in their emotional and social health and well-being. Building a more comprehensive system of behavior identification, threat assessment, intervention, and support is likely to take additional time and resources but is an essential piece in any Comprehensive School Safety Plan.

Moving Forward with Next Steps

Emergency planning and preparation begin with relationships, internally and externally. The recommendation for schools in preparation is to have ongoing meetings in each building, with local external services involved and, if possible, school safety experts. Representatives of those buildings should be sharing at district level meetings, with first responders, emergency management, and community services involved. Involving specialists in school safety provides greater opportunities for growth and access to problem solving.

The district and its buildings have physical issues to address. Planning documents, adopted policies and guidelines, and district practices for safety, emergency response, and behavioral recognition need to be either created or updated, and staff need to be trained accordingly. While there are several organizations and federally based agencies that provide guidance for these processes, the saying "you get what you pay for" is appropriate even more so when dealing with expertise in services. ACAP offers its consulting services.

MVS will (or should) continually be in the ongoing process of facility needs and construction considerations at one of its buildings. Expertise in school safety, well beyond the CPTED (Crime Prevention Through Environmental Design), is needed. This advice is much more effective when incorporated into planning and construction than when consulted afterwards. To this end, specific safety services which can wholly represent the school while being cooperative with the design firm are recommended. ACAP's team is ready to take part in this process, which can be billed through retainer or other methods. Following construction, a new safety assessment should be conducted to record superior safety, while providing recommendations for processes and improvement.



ACAP provides a thorough assessment of building safety including training, implementation, and common practices. Our extensive, multi-disciplinary team is available for ongoing consultation and specific resource engagement in building safety, EOP creation, training and practice design, behavioral recognition and documentation, Behavioral Threat Assessment and Management, on-going consulting with a *school* safety expert, and the system-wide integration of student support services to enhance safety. We would recommend that Maple Valley Schools get quotes on *each* of these services to improve safety in their schools. If ACAP does not directly provide a service, we are happy to join the district in discussions and selection of other services and devices.

We are proud to introduce our retainer services, providing ongoing consulting services on the same method as attorneys, to be used as services are desired or needed.

As we close, we pray for the best for MVS and its staff and students, that there is never a need for any of these considerations and that they will all *Stay Safe*.



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