

THE BROWARD COUNTY LEAGUE OF CITIES'
SCHOOL AND COMMUNITY PUBLIC SAFETY
TASK FORCE

INITIAL REPORT AND RECOMMENDATIONS

June 4, 2018

Exhibit #20

POTENTIAL DRAFT GUIDELINES FOR ALL SCHOOLS (Max) (derived from Indiana Guidelines)

All schools should have an emergency response system. "emergency response system", defines the term "school property", and requires the department to establish emergency response system guidelines with input from the division of school building safety. Emergency response systems was provided the following definition:

“Systems designed to improve technology and infrastructure on school property that may be used to prevent, prepare for, respond to, and recovery from a manmade or natural disaster or emergency occurring on school property.”

This document provides guidelines for minimum standards and best practices for an emergency response system, which members of the organizations listed above felt were ‘non-negotiable’ and are encouraged to be implemented in every school.

These guidelines intend to ensure schools are moving away from being considered ‘soft targets’ (*a person or thing that is relatively unprotected or vulnerable, especially to a terrorist attack*), and move towards being considered ‘hard targets’ (*a person or thing with the capacity to perceive and address a threat or hazard*).

The reason we need to harden our schools is because humans will act like humans. They will make mistakes. At a heart rate of 115 beats/minute our fine motor skills deteriorate. Hardening our schools is our “fail safe” measure. To begin the process of transitioning to a ‘hard target’ listed above, school administration is encouraged to discuss the anticipated incident response timeline for their school with local first responders. The incident response timeline addresses the anticipated time it takes for emergency responders to arrive on-scene. An incident response timeline begins with the call to a public safety access point (PSAP)/9-1-1 Center until immediate responders arrive on-scene. Additional time must be considered for the entry of first responders upon arrival.

School administration should consider the following questions when reviewing their school safety posture:

- Does your school have controlled access to the building?
- Does your entrance/exit doorways have glass that could be easily destroyed?
- Can the facility administration office be secured in the event of an emergency? Are safe locations identified for all personnel?
- Can classroom doors effectively keep out unwanted visitors?
- Do teachers and/or facility staff have a method to send out a notification if an emergency is occurring?
- Does your facility have a procedure to notify local first responders?
- Does your facility have the tools to gain status reports from individual classrooms during an incident?
- Has your facility discussed the expected response time with local first responders?
- Do local first responders have the ability to have immediate connectivity into the facilities camera system, if applicable? If so, is the camera location identified on floor plans?
- Do local first responders have the appropriate access to facility entrances on all sides? Are doors marked in such a fashion that can be easily identified by first responders from a distance or in poor lighting?
- How are life threat alerts disseminated to key school safety stakeholders?

Current Law Enforcement Obstacles/Vulnerabilities

Law Enforcement has the mission to protect the public and respond as quickly as possible to a life threat incident with the goal of a successful rescue. An active shooter/attacker incident in any school is going to be a surprise event, and the event everyone thought could “*never happen here*”. The evidence is clear that such an attack is short lived and law enforcement is only being notified when the attack is underway. Because of this, law enforcement is already behind with the incident timeline. The current obstacles to a successful law enforcement response are as follows:

- Lack of immediate notification
- Lack of operational awareness
- Lack of actionable intelligence
- No virtual interruptive capabilities to stop an attack while officers are in-route

The Life Safety Goals of an Emergency Response System

- Direct connectivity to local first responders for the following:
 - Immediate notification within the school and through local first responders that a life threat incident has begun (key fob)
 - Every classroom, office, library, and cafeteria is considered a protected space
 - A continuous flow of real-time actionable intelligence (Cameras)
 - The ability for remote launch countermeasures to delay or stop an attack while responders are in-route.
 - The ability to communicate facility and classroom status that can also communicate the condition of individuals (ipads in classrooms on walls)
 - Life threatening wounds are encouraged to be prioritized for on-site triage, evacuation and notification to hospital emergency room.
- Immediate text notification of the life threat incident to key school safety stakeholders

School Emergency Plan

For a school to effectively prepare for the threats and hazards that may affect their institution, it is critical for a formal emergency plan be created. It is encouraged that every kindergarten through high school educational facility, both public and private, implement a facility emergency operations plan.

The creation, implementation, and review processes for a school emergency operations plan is encouraged to be completed with the assistance of the local first responder community. Local first responders bring a wealth of emergency preparedness and response expertise to help improve a facilities emergency operations plan.

It is encouraged for schools to share the facility plan with local first responders upon completion. Providing first responders a copy of the plan can build positive relationships between stakeholders and develop a more effective response between the first responder community and an educational institution. Such local responder stakeholders include:

- Law Enforcement
- Fire Services
- Emergency Medical Services/Ambulance Services

- PSAP/9-1-1 Centers

Exterior Doors

School safety begins with the external aspects of a school building. Ensuring the appropriate individuals are allowed access, while preventing the access of uninvited guests is a facilities first line of defense.

During school hours of operations, all access points to a school are encouraged to be locked at all times. It is important to have regular door checks built into the facilities policies and procedures to ensure uninvited guests do not gain access.

Classroom Doors

Adding additional lines of protection for the individuals within a school building will increase their overall safety. Classroom doors are encouraged to be solid core and include a mortise style lock. A mortise lock is built into the body of a door providing an additional layer of security to a classroom door. All doors should have the capability to remain locked from the outside when closed.

During class periods, classroom doors are encouraged to be inaccessible from external visitors without the facilities approved access tool (key, electronic card, etc.). The door must allow egress with the simple turn of the door handle from the inside of the classroom at all times. No additional knowledge should be required to open the door, nor should additional locks or barriers be added to the door per fire code. Anyone wishing to enter a classroom during a class period will be required to alert individuals inside the room (knock, bell, etc.). Students are encouraged to be provided training about when it is appropriate to open a classroom door.

Internal Classroom Movement

Educating facility staff and students about the potential need to move into a designated 'protected space' is encouraged. Educating individuals about potential direct fire and/or ricochets within a classroom can increase awareness and stress the importance of a 'protected space'.

Drills are encouraged to be developed that are age appropriate and easily achieved while under stress.

Protected Space is defined as:

A location in which occupants can retreat, that provides enhanced levels of protection from an attack when evacuation is not prudent. Such space would prevent direct or indirect contact from the attacker. This space should consider protection such as non-soft wall construction, hardened doors that prevent breaching by persons or projectiles, treated glass with ballistic laminate or ballistic glass. Space should also provide those in refuge with the ability to communicate their status (safe, injured or under attack) to outside responders.

Monitored Halls

During school passing periods, hallways are encouraged to be monitored by adult staff within the building (administrators, teachers, maintenance staff, cafeteria staff, etc.). This safety and security measures puts additional eyes in the hallway to help identify issues, reduce student-to-student abuse or violence, and enforce school rules.

Facility staff should be encouraged to challenge individuals without proper credentials during both class periods and passing periods.

Tabletop Exercises

Schools are encouraged to complete tabletop exercises throughout the year to improve preparedness and identify potential facility safety and security gaps. Schools are encouraged to include representation from the following facility stakeholders:

- Local first responders (law enforcement, fire, PSAP/9-1-1 Centers, emergency medical services, emergency management, local health department)
- Administrators
- Teachers
- Students
- Facility maintenance staff (if applicable)
- Facility cafeteria staff (if applicable)
- School bus/vehicle staff
- Special education representation (if applicable)
- School resource officer (if applicable)

Exercise planning efforts are encouraged to be performed with the assistance of local first responders or can be purchased through private vendors.

School Safety Team

Each school is encouraged to implement a School Safety Team. This team is encouraged to meet on a monthly basis to discuss the following:

Discuss and Identify Problem Students. The Safety Team is encouraged to determine collective courses of action for problem students. Districts are encouraged to implement a strategy for addressing the transfer of information as student's transition between schools.

Review the Facility Emergency Operations Plan. Reviewing the facility emergency operations plan is a critical responsibility as it allows facilities to:

- Update any staff changes and the appropriate contact information
- Include received recommendations
- Address any corrective actions from past exercise opportunities
- Ensure information is still relevant and applicable

Coordinate Training Opportunities. The Safety Team is encouraged to determine the type and amount of training that will be provided specific to their facility, as directed by the School District. The Team is also encouraged to coordinate and facilitate the training opportunities.

Policies and Procedures. The Safety Team is encouraged to review all school safety-related policies and procedures. The Team is also encouraged to discuss and implement new policies and procedures.

Drills. The Team is encouraged to plan, coordinate, and facilitate the required annual drills. The Team is also encouraged to discuss any gaps identified during previous drills that can improve future responses.

Assessment. The Team is encouraged to plan for and coordinate the actions of a site assessment. The results of a site assessment are encouraged to be reviewed by The Team for future grant requests and facility decisions.

Safety and Security Goals. The Safety Team is encouraged to determine facility-specific safety and security goals for the academic year. The Team is encouraged to coordinate activities to complete the goals, and conduct an end-of-the-year review.

The following facility employees are encouraged be included in the School Safety Team, additional positions are encouraged to be added at the facilities discretion:

- Administrator
- Custodial Staff

- Facility Medical Staff/School Nurse
- Department Heads
- District Representative
- School Safety Specialist
- Information Technology Staff
- School Resource Officer, if applicable
- School Counselors

Training Opportunities

Providing training to all populations involved in schools can increase individual's awareness of their specific roles and responsibilities during an incident. It also helps build a culture of safety among the school community as they become more aware of the threats and hazards that may affect their facility and how to respond to them.

Local emergency responders are encouraged be in attendance during training as an immediate resource for information and expertise. Hosting emergency responders at trainings will also assist in building relationships between parties.

The responsibility of coordinating training requirements is encouraged to be at the district level. This will ensure a common theme and/or message is taught throughout district schools. Training opportunities are encouraged be provided to all related parties at least once a year. Training opportunities are encouraged to review the following topics:

Employee Empowerment. Employee empowerment can help build a culture of safety at schools. Providing facility emergency operations plan training can clarify specific plan roles and responsibilities, encourage discussion about facility emergency policies and procedures, and encourage employee feedback and engagement.

School support staff are often undertrained, not included in school emergency planning efforts, and left out of the school safety team(s). School support staff including secretaries, custodians, school bus drivers, cafeteria workers, and maintenance staff. School administration is encouraged to consider training opportunities for school support staff emphasizing the crucial role they play in school safety.

Student Empowerment. Going a step beyond preparing school employees for emergencies and disasters, schools can look to empower their students. Involving student leaders in safety and security discussions, implementing student organizations to address safety and security topics, and utilizing the student population for situational awareness and threat identification purposes. Student empowerment will create a stronger culture of safety and empower students to make appropriate decisions during an emergency.

"People over Products". No matter how much money or how many safety and security tools a facility can purchase, the most common failure to safety and security is human error. The term *People over Products* stresses the important role of the individuals within a school in regard to safety. It is critical to ensure training opportunities are provided to employees and students, ensure awareness programs are taking place for the implemented safety and security measures, and employees and students are being empowered to be the most important line of defense.

Active Shooters. Training administrators, staff, students, and parents to the school preparedness and response protocols or policies will assist in the facilities overall response to an active shooter emergency. Providing guidance about individual roles and responsibilities before, during, and after an incident is critical to a facilities response. Parents are encouraged to be specifically trained over the emergency relocation plan/policy.

Medical Emergencies. School employees are encouraged to be trained to respond during medical emergencies. Training and drills help school employees rapidly and effectively make life-saving decisions during medical emergencies that can enhance the survivability rate.

Recommended trainings are listed below:

- First Aid/CPR Training
- Automated External Defibrillator (AED) Utilization Training
- Tourniquet Training

Schools are encouraged to purchase and maintain the appropriate life-saving tools (first aid kits, AEDs, tourniquets, etc.) to ensure those individuals that have received the training are able to effectively respond during a medical emergency.

Recognizing Warning Signs. Having a better understanding of the possible warning signs or indicators of a student who may be at risk for violent behavior will help staff make referrals in a timely manner. Reporting a student of concern will afford a school safety team the ability to assess danger and initiate the necessary safety measures and resources to keep everyone safe.

Important training components include:

- What may constitute a threat
- Possible warning signs or indicators of potential threats
- How to report concerns about a student
- Why it is necessary to do so in a timely manner

Emergency Response Drills. Employees and students are encouraged to receive training for emergency situations by participating in emergency drills. Drills should not be limited in scope, but are encouraged to address a wide range of threats and hazards that may affect a school. The following types of exercises can be performed:

- Active Attacker
- Fire drill
- Bus evacuation
- Off-site evacuation
- Relocation Site drill
- Bomb threat
- Chemical spill

Visitor Management System

A visitor management system can assist in a facilities population control and overall awareness of the individuals present within a facility at all times. Each school is encouraged to include the following aspects of a visitor management system at their facility:

Formalized Policy or Procedures. The visitor management system is encouraged to be formalized into a policy or procedure. A formalized document can encourage appropriate training to be provided for new employees. Training should occur on a re-occurring schedule to address changes to employees or policies/procedures. The policy or procedure is encouraged to be reviewed annually by the school safety team.

Single Access Point. Schools are encouraged to restrict visitors to a single access point. A single visitor access point will streamline the visitor management process, reduce the likelihood of unwanted access at other entrances, and provide schools more control over visitor movement. If a single access point is not possible due to the size of a facility, schools are encouraged to implement controlled access points and utilize the same visitor management process at each location.

Passing Period Access. Schools are encouraged to deny visitor access during passing periods. Restricting access will ensure visitors only enter the facility when students and staff are behind locked classroom doors. Facility policies/procedures should address visitors that arrive during a passing period, visitors are encouraged to be required to remain in the office until the passing period is over.

If all classrooms are protected spaces, when children are changing classrooms they are not protected. To prevent an intruder from gaining access to the school during passing periods no visitors should be allowed to enter the school during that time. Once the passing period is completed the visitor should be allowed access (after they complete the schools entry procedures)

Staff Engagement. Schools are encouraged to immediately greet visitors upon entrance. For schools that utilizes vestibules, interior doors are encouraged to be locked to force visitors into the front office. For schools that do not utilize vestibules, visitor engagement is encouraged to be added to your facility's visitor management policy/procedure.

Identity Confirmation. Schools are encouraged to require visitors to provide photo identification to prove identity upon entering the facility.

Visitor Identification. Approved visitors are encouraged to be given clearly visible visitor badges, lanyards, or printable access cards. Schools are encouraged to have visitors sign-out a badge, lanyard, or printable access card. The visitor management staff are encouraged to fill out the registration information to confirm previously provided identification information. The school is encouraged to require a photo identification or key set be provided by the visitor in exchange for the visitor identification tool. Upon completion of their visit, the visitor is encouraged to be required to return the visitor identification tool in order to receive previously provided identification or key set.

Note: For schools utilizing visitor badges or lanyards, these visitor identification tools are encouraged to be numbered or labeled.

Approved visitors are encouraged to be accompanied by a school representative at all time while in the facility. At no time should a visitor be alone within the facility.

Disruptive, Suspicious, or Dangerous Visitor. Schools are encouraged to work with their appropriate safety personnel (school resource officer, local law enforcement, administration staff, etc.) to implement a policy/procedure for a disruptive, suspicious, or dangerous visitor. Administration staff are encouraged to work with all employees to identify any restraining orders related to students or employees to help identify potentially problematic visitors.

Local law enforcement agencies can provide de-escalation training for facility staff to ensure appropriate response actions take place.

Access Control

Schools are encouraged to address safety and security measures for gaining access to the facility. Addressing the access to a facility can mitigate threats or hazards before they become an issue inside the facility. Below are the recommended guidelines for access control:

Facility Numbering. Exterior doors are encouraged to be numbered above entrance doorways in a clockwise scheme, beginning with the number '1' at the facilities main entrance. Numbering exterior doors can assist first responders identify where to enter a facility and can guide visitors towards the main entrance. Identical numbering is encouraged inside exterior entrances to enable individuals within a facility to relay information to first responders.

Facility numbering should be developed through collaboration with local first responders. Any numbering system developed or supported by first responders is encouraged, as the system mentioned above may not be applicable to every facility.

First responders are encouraged to utilize *tactical mapping*, which labels specific sides of the building alphabetically (A, B, C, etc.). The front of the building is always labeled 'A', and the labeling continues in a clockwise rotation. This can assist in the immediate orientation no matter the familiarization a responder may have to a specific building. A responder that does not know the facility door structure can get delayed searching for a specific door. First responders are encouraged to collaborate with their local school systems to combine numbering/labeling strategies.

Appropriate Exterior Signage. Schools are encouraged to have appropriate signage directing visitors to a single access point. This will reduce the likelihood of individuals attempting to gain access at other facility entrance.

Visitor Parking. Visitor parking is encouraged to be clearly labeled and located within close proximity to the visitor entrance. Visitor parking that is visible and clearly identified can reduce visitor uncertainty about the facilities main entrance, leading to a more controlled visitor management process.

Visitor Entrance Access. The visitor entrance of the facility is encouraged to be locked at all times during school operation hours and is encouraged to require visitors to announce their arrival (i.e. doorbell, knock, etc.). A visitor entrance camera is encouraged to allow facility staff a visual of the incoming visitor. It is also encouraged that visitor entrance windows/glass be fitted with hardened glass options to discourage unwanted entry.

First Responder Access. Schools are encouraged to collaborate with local first responders when addressing access control issues to ensure they have the appropriate access. Regardless of the type of access control system used (key and lock, electronic access, etc.), schools are encouraged to provide local first responders with facility access capabilities. Schools are encouraged to work with their local first responders to identify individuals building access rights.

Schools are encouraged to implement a related policy to address the addition and removal of first responder access, logistical and financial requirements, and potential trainings needs.

Emergency Response Procedures

School districts are encouraged to align Common Emergency Procedures internally with the schools and externally with first responder partners. Below is a list of recommended procedures to align terminology for:

- Active Assailant
- Threat Inside
- Threat Outside
- Medical Emergencies
- Weather Events
- Hazardous Materials
- Bomb Threats
- Fire
- Suspicious Activities

School Communication Plan

Schools are encouraged to work in collaboration with their local emergency first responders to implement a school communications plan. This plan can be an annex to the already created school emergency operations plan or can be created as a separate document.

This plan is encouraged to detail the roles, responsibilities, and policies that will assist a school continue communication capabilities during normal operations and during an emergency. The plan details are encouraged to be provided to all administrators and staff for awareness and preparedness.

This plan will help guide the conversation between local first responders and the school to identify the most appropriate communication tools for that facility. The plan is encouraged to address internal facility communication capabilities, internal communication capabilities between a facility and the rest of their school district, and external communication between a school and local first responders.

Local emergency management offices may be able to offer technical assistance or direct schools to the appropriate party for assistance.

First Responder Immediate Notification. Schools are encouraged to have a communications system/tool capable of immediately notifying appropriate stakeholders when an incident takes place.

If a school is not able to acquire such a system, specific procedures are encouraged to be included in the communications plan that addresses immediate first responder notification. This process is encouraged to be performed with the assistance of local communication professionals.

School Resource Office/Law Enforcement Presence

A school resource officer or part-time member of the first responder community individual is encouraged to be assist with the following:

- School bullying programs
- Facility assessment/risk assessment
- Safety and security recommendations for the school and/or school district
- Being a physical presence on school grounds
- Assist with staff training and provide training recommendations
- Be the school and/or school districts liaison to the local first responder community
- *Additional responsibilities are up to the specific school or school district*

Community Safety and Security Annual Dissemination

Preparedness to a school incident is not just the responsibility of the individuals inside the school building, but also the surrounding community. Schools and/or school districts are encouraged to disseminate information about the current school safety initiatives being performed, and the expected future initiatives and/or expenses.

Safety and security information is encouraged to be disseminated to parents, local businesses, and first responders. Disseminating this information will allow community members to become more aware of the safety and security measures being taken to keep the school(s) safe. The dissemination of information can

- Assist the community respond to a school-related incident
- Build a whole community atmosphere to school safety
- Provide an avenue for community feedback and/or additional conversation about the current and future safety and security measures.

Internet Protocol Based Emergency Response System

School are encouraged to have capability of an Internet Protocol (IP) based Emergency Response System that directly connects the school to local dispatch centers via a Virtual Private Network (VPN) for alert, actionable intelligence (locating, subject description, tracking subject), and the remote launch of potential countermeasures.

The Emergency Response System serves as an electronic security system linked to the local Public Safety Answering Point (PSAP)/E-9-1-1 Center to assist in the protection of the physical school property and its contents as part of an all hazards system.

Internet Protocol based Control Unit. Operatively and simultaneously linked to a radio frequency alert receiver that can be activated by an emergency wireless transmitter to simultaneously activate the in-building notification appliance circuits and law enforcement.

Sensors and Detectors. These tools can be utilized to track and locate an unwanted subject in conjunction with the internet protocol video.

Strobes and Horns. These tools can be utilized to disorient an individual. They also serve as a means to notify individuals within the building that a life threat emergency exists. Notification Appliance Circuits alert every classroom office and common spaces (library, cafeteria, hallways, etc.). The appliances are put into alert on the press/activation of a wireless transmitter.

Emergency Response Computers Located at PSAP/9-1-1 Centers. The Emergency Response Computers have a Graphic User Interface (GUI) that shows the school floor plans, sensor/detector, camera, and countermeasure device locations to virtually engage a potential attacker while responders are in-route. This capability greatly enhances the ability for law enforcement to begin shifting the control of the incident from the attacker to that of law enforcement.

Internet Protocol Cameras. Cameras are encouraged to be directly linked to the Graphic User Interface floor plans to acquire subject description and potential weapons platform.

Countermeasures. Arrays controlled remotely by law enforcement to 'virtually' disrupt/stop a potential attacker. Due to the incident timeline, it is imperative to interrupt a potential attack as soon as possible to reduce the risk for those within the threat area.

Immediate Text Messages to Key Personnel/Stakeholders. All key personnel, previously identified by school administration, is encouraged to receive an immediate notification upon activation of the Emergency Response System.

Protection of the Classroom Door and Window Vision. At a minimal level, the door must be resistant to a breach for 1-2 minutes. Ultimately, a hardened door should be considered to where any breach attempt can only occur with great difficult over an extended period of time.