

Members

Sen. Pete Miller, Chairperson
Sen. Michael Crider
Sen. Ron Alting
Sen. James Arnold
Sen. Lindel Hume
Sen. Earline Rogers
Rep. Kevin Mahan
Rep. Wendy McNamara
Rep. Alan Morrison
Rep. Linda Lawson
Rep. Ed DeLaney
Rep. Kreg Battles
Dr. Margaret Blythe
Jim Bush
Phil Hobson
Kevin Maxwell



SCHOOL SAFETY INTERIM STUDY COMMITTEE

Legislative Services Agency
200 West Washington Street, Suite 301
Indianapolis, Indiana 46204-2789
Tel: (317) 233-0696 Fax: (317) 232-2554

LSA Staff:

Andrew Hedges, Attorney for the Committee
David Lusan, Fiscal Analyst for the Committee

Authority: P.L. 172-2013 (SEA 1)

MEETING MINUTES¹

Meeting Date: September 24, 2013
Meeting Time: 10:00 A.M.
Meeting Place: State House, 200 W. Washington St., Senate Chambers
Meeting City: Indianapolis, Indiana
Meeting Number: 2

Members Present: Sen. Pete Miller, Chairperson; Sen. Michael Crider; Sen. James Arnold; Sen. Lindel Hume; Rep. Kevin Mahan; Rep. Wendy McNamara; Rep. Alan Morrison; Rep. Linda Lawson; Rep. Ed DeLaney; Dr. Margaret Blythe; Jim Bush; Phil Hobson; Kevin Maxwell.

Members Absent: Sen. Ron Alting; Rep. Kreg Battles; Sen. Earline Rogers.

Senator Miller called the meeting to order at 10:05 a.m.

I. School Protection in Vigo County

Dr. Danny Tanoos - Vigo County School Superintendent

Dr. Tanoos testified that his district was shocked by the school shooting in Sandy Hook, Connecticut, and that they quickly worked with the sheriff and police chief to place

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police officers in all 28 schools. 60 officers now work in Vigo County schools, and the schools pay half of the cost. Parents and students are happy to have the police protection and seem to believe that this is a good system.

Gary Ewing - Vigo County Sheriff

Sheriff Ewing testified that school shootings have changed how police and schools react because an immediate response is very important. (See Exhibit 1).

Duke Bennett - Mayor of Terre Haute

Mayor Bennett testified that the schools in his area had gone from having no protection before Sandy Hook to having significant protection now. He believes that they have a good model, but noted that money is still an issue. Terre Haute was able to build the additional costs into its budget and had strong community support for doing so. However, he believes that it may be necessary to find money for communities which cannot afford to protect their schools.

John Plasse - Terre Haute Police Chief

Chief Plasse testified that it is important to have an armed physical presence at the school to deter intruders.

Bill Thomas - Councilman, Vigo County

Mr. Thomas testified that school protection is very important and worth paying for.

Tim Curley - Councilman, Vigo County

Mr. Curley believes that Vigo County's system is an effective way to protect students.

In response to questions from Senator Crider, Dr. Tanoos testified that all schools: (1) locked external doors; (2) required visitors to sign in; (3) prohibited unescorted visitors; (4) conducted "active shooter" training; and (5) stationed a police officer at the front door. Budgetary considerations precluded any new construction.

In response to questions from Dr. Blythe, Sheriff Ewing testified that police officers assigned to schools received 40 hours of school specific training and were cross trained by school personnel. The role of school police in Vigo County is protection, not the enforcement of school discipline. Sheriff Ewing also testified that arrests have not increased due to the presence of school police; they have either remained the same or declined. Sheriff Ewing testified that this is likely due to the fact that there is constant engagement with law enforcement.

In response to questions from Representative Mahan, Sheriff Ewing and Dr. Tanoos explained that they considered Vigo County's school police officers to be a hybrid between a School Protection Officer and a School Resource Officer. The officers never leave the school while on duty. Dr. Tanoos stated that school employees do not carry guns at school, with the exception of two employees who were also special reserve deputies. He believes that teachers should focus on teaching, and only people with the appropriate training should carry guns.

In response to questions from Senator Hume concerning the construction of new

schools and the remodeling of existing schools, Dr. Tanoos testified that the safety of the schools has been put at the forefront of all new designs. However, the buildings are not equipped with metal detectors because Dr. Tanoos believes that students would easily find a way around them, and bulletproof glass is not installed because it would only protect a small area. Dr. Tanoos believes that the best protection comes from word of mouth and from having watchful on-duty police officers. Even if bulletproof glass could be used to cover an entire school, Dr. Tanoos believes that it would be far more important to have more officers on site.

In response to questions from Representative Lawson, Sheriff Ewing, Dr. Tanoos, and Chief Plasse all stated that they did not believe that teachers or other non-law enforcement officers should be armed. Training is very important, particularly in schools, and thus only trained law enforcement officers should be armed.

In response to a question from Senator Miller concerning mental health issues, Sheriff Ewing stated that it is important for the officers to understand mental health issues, and that they have had meetings with mental health professionals, but that dealing with mental health issues is still a work in progress.

In response to a question from Representative Mahan about how the state could assist local units in dealing with school safety matters, Dr. Tanoos testified that funding is the most important area in which the state could help, followed by training.

II. Security Considerations in Schools

Guy Relford - Attorney and Firearms Instructor

Guy Relford, a certified firearms instructor and attorney specializing in firearms law, testified that the General Assembly should consider expanding the self-defense statute to apply to schools. (See Exhibit 2).

In response to a question from Representative Mahan, Mr. Relford testified that extending self-defense to include schools may ease the liability concerns of some school districts.

III. Building Equipment and Technology

Paul Hevesy - Area Vice-President, Stanley Security

Paul Hevesy discussed Stanley Security's process for designing secure buildings. He emphasized the importance of an individual assessment of each school's needs and the importance of approaching school safety in a comprehensive and organic way.

In response to a question from Senator Hume, Mr. Hevesy testified that there are no state level standards for school safety, although individual architects do have standards that they use. He believes that it would be useful if schools had a set of security standards that they could consider in designing or renovating schools: even though each school is different, the standards could address commonalities, such as fencing, entrances, classrooms, and the like. He believes that it is important that the standards be comprehensive, integrated standards, and that they not simply be a checklist of discrete items.

David Edds, ED.d - Retired Superintendent, Greenwood Community Schools
and

Kenneth Cook - Ingersoll Rand

Dr. Edds described school safety methods implemented by Greenwood Community Schools. Mr. Cook discussed Ingersoll Rand's approach to school security and described specific aspects of school safety as it relates to Greenwood Community Schools. (See Exhibits 3, 4, and 5).

In response to a question from Senator Hume, Mr. Cook stated that it would be good to have statewide security assessment tools; some very expensive newly constructed schools have had to be retrofitted because their designs did not take security into consideration.

In response to Senator Hume's suggestion that he might introduce legislation to set safety standards for new schools and perhaps provide assistance to pay for it, Mr. Cook stated that he believes that this would be a good idea. However, one problem with this approach is that most schools will be doing retrofits rather than building new schools, and that what works for a new school might not be appropriate for a 70-year-old building that has had numerous additions over the years. Mr. Cook also believes that construction alone is not a complete solution; it is also important to change the safety culture of the school. If you build a school with elaborate safeguards and students or faculty circumvent them by, for example, propping open a door with a brick, the safeguards will do no good.

In response to questions from Representative Morrison, Mr. Cook testified that infrastructure does not work unless it is part of a comprehensive plan. The first step is to train staff, but to be effective, everything - staff, the facility design, and law enforcement - needs to work together.

IV. Strategies for Youth Training with Indianapolis Metro Police Department

Dr. Matthew Aalsma - Adolescent Medicine-Mental Health, Indiana University School of Medicine

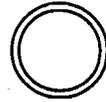
Dr. Aalsma described how adolescent brains are different from adult brains and how teen specific training can help law enforcement de-escalate certain situations. Dr. Aalsma discussed his experience training law enforcement officers in Indianapolis. (See Exhibit 6.

V. Adoption of Final Report

During Committee discussion of the final report, Senator Hume stated that he intended to introduce legislation to establish statewide safety standards for school construction. Representative Mahan stated that he would look into proposing legislation to expand the self-defense statute to schools.

The committee adopted the final report by a vote of 11-1.

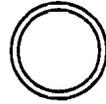
School Safety



**A COLLABORATIVE EFFORT TO PROTECT
OUR CHILDREN**

Exhibit 1 SSIC 9/24/13

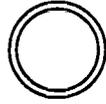
School Shootings



- **April 20, 1999**
Littleton, Colo. 14 students (including killers) and one teacher killed, 23 others wounded at Columbine High School in the nation's deadliest school shooting. Eric Harris, 18, and Dylan Klebold, 17, had plotted for a year to kill at least 500 and blow up their school. At the end of their hour-long rampage, they turned their guns on themselves.

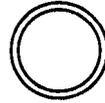


Columbine High School Massacre



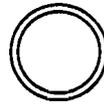
- Changed the way law enforcement responds to an active shooter.
 - Cannot wait for specialized units
 - First arriving officers go in to stop threat
 - Cross trained with multiple LE agencies
- School systems began reevaluating security measures
 - Technological improvements and staffing advanced exponentially.
 - Education & Training of school staff and LE

School Shootings



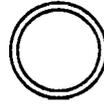
- **May 20, 1999**
Conyers, Ga. Six students injured at Heritage High School by Thomas Solomon, 15, who was reportedly depressed after breaking up with his girlfriend.
- **Nov. 19, 1999**
Deming, N.M. Victor Cordova Jr., 12, shot and killed Araceli Tena, 13, in the lobby of Deming Middle School.
- **Dec. 6, 1999**
Fort Gibson, Okla. Four students wounded as Seth Trickey, 13, opened fire with a 9mm semiautomatic handgun at Fort Gibson Middle School.
- **Feb. 29, 2000**
Mount Morris Township, Mich. Six-year-old Kayla Rolland shot dead at Buell Elementary School near Flint, Mich. The assailant was identified as a six-year-old boy with a .32-caliber handgun.
- **March 10, 2000**
Savannah, Ga. Two students killed by Darrell Ingram, 19, while leaving a dance sponsored by Beach High School.
- **May 26, 2000**
Lake Worth, Fla. One teacher, Barry Grunow, shot and killed at Lake Worth Middle School by Nate Brazill, 13, with .25-caliber semiautomatic pistol on the last day of classes.
- **Sept. 26, 2000**
New Orleans, La. Two students wounded with the same gun during a fight at Woodson Middle School.

School Shootings



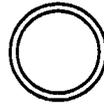
- **Jan. 17, 2001**
Baltimore, Md. One student shot and killed in front of Lake Clifton Eastern High School.
- **March 5, 2001**
Santee, Calif. Two killed and 13 wounded by Charles Andrew Williams, 15, firing from a bathroom at Santana High School.
- **March 7, 2001**
Williamsport, Pa. Elizabeth Catherine Bush, 14, wounded student Kimberly Marchese in the cafeteria of Bishop Neumann High School; she was depressed and frequently teased.
- **March 22, 2001**
Granite Hills, Calif. One teacher and three students wounded by Jason Hoffman, 18, at Granite Hills High School. A policeman shot and wounded Hoffman.
- **March 30, 2001**
Gary, Ind. One student killed by Donald R. Burt, Jr., a 17-year-old student who had been expelled from Lew Wallace High School.
- **Nov. 12, 2001**
Caro, Mich. Chris Buschbacher, 17, took two hostages at the Caro Learning Center before killing himself.
- **Jan. 15, 2002**
New York, N.Y. A teenager wounded two students at Martin Luther King Jr. High School.
- **April 26, 2002**
October 28, 2002
Tucson, Ariz. Robert S. Flores Jr., 41, a student at the nursing school at the University of Arizona, shot and killed three female professors and then himself.

School Shootings



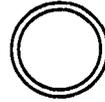
- **April 14, 2003**
New Orleans, La. One 15-year-old killed, and three students wounded at John McDonogh High School by gunfire from four teenagers (none were students at the school). The motive was gang-related.
- **April 24, 2003**
Red Lion, Pa. James Sheets, 14, killed principal Eugene Segro of Red Lion Area Junior High School before killing himself.
- **Sept. 24, 2003**
Cold Spring, Minn. Two students are killed at Rocori High School by John Jason McLaughlin, 15.
- **Nov. 8, 2005**
Jacksboro, Tenn. One 15-year-old shot and killed an assistant principal at Campbell County High School and seriously wounded two other administrators.
- **Aug. 24, 2006**
Essex, Vt. Christopher Williams, 27, looking for his ex-girlfriend at Essex Elementary School, shot two teachers, killing one and wounding another. Before going to the school, he had killed the ex-girlfriend's mother.
- **Sept. 27, 2006**
Bailey, Colo. Adult male held six students hostage at Platte Canyon High School and then shot and killed Emily Keyes, 16, and himself.
- **Sept. 29, 2006**
Cazenovia, Wis. A 15-year-old student shot and killed Weston School principal John Klang.
- **Oct. 3, 2006**
Nickel Mines, Pa. 32-year-old Carl Charles Roberts IV entered the one-room West Nickel Mines Amish School and shot 10 schoolgirls, ranging in age from 6 to 13 years old, and then himself. Five of the girls and Roberts died.

School Shootings



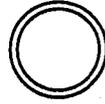
- **Jan. 3, 2007**
Tacoma, Wash. Douglas Chanthabouly, 18, shot fellow student Samnang Kok, 17, in the hallway of Henry Foss High School.
- **April 16, 2007**
Blacksburg, Va. A 23-year-old Virginia Tech student, Cho Seung-Hui, killed two in a dorm, then killed 30 more 2 hours later in a classroom building. His suicide brought the death toll to 33, making the shooting rampage the most deadly in U.S. history. Fifteen others were wounded.
- **Sept. 21, 2007**
Dover, Del. A Delaware State University Freshman, Loyer D. Brandon, shot and wounded two other Freshman students on the University campus. Brandon is being charged with attempted murder, assault, reckless engagement, as well as a gun charge.
- **Oct. 10, 2007**
Cleveland, Ohio A 14-year-old student at a Cleveland high school, Asa H. Coon, shot and injured two students and two teachers before he shot and killed himself. The victims' injuries were not life-threatening.
- **Feb. 8, 2008**
Baton Rouge, Louisiana A nursing student shot and killed two women and then herself in a classroom at Louisiana Technical College in Baton Rouge.
- **Feb. 11, 2008**
Memphis, Tennessee A 17-year-old student at Mitchell High School shot and wounded a classmate in gym class.
- **Feb. 12, 2008**
Oxnard, California A 14-year-old boy shot a student at E.O. Green Junior High School causing the 15-year-old victim to be brain dead.

School Shootings



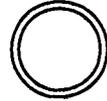
- **Feb. 14, 2008**
DeKalb, Illinois Gunman killed five students and then himself, and wounded 17 more when he opened fire on a classroom at Northern Illinois University. The gunman, Stephen P. Kazmierczak, was identified as a former graduate student at the university in 2007.
- **Nov. 12, 2008**
Fort Lauderdale, Florida A 15-year-old female student was shot and killed by a classmate at Dillard High School in Fort Lauderdale.
- **Feb. 5, 2010**
Madison, Alabama At Discovery Middle School, a ninth-grader was shot by another student during a class change. The boy, whose name was not released, pulled out a gun and shot Todd Brown in the head while walking the hallway. Brown later died at Huntsville Hospital.
- **Feb. 12, 2010**
Huntsville, Alabama During a meeting on campus, Amy Bishop, a biology professor, began shot her colleagues, killing three and wounding three others. A year earlier, Bishop had been denied tenure.
- **March 9, 2010**
Columbus, Ohio A man opens fire at Ohio State University, killing two employees and wounding one other. The shooter had recently received an "unsatisfactory" job evaluation and was going to be fired on March 13.
- **Jan. 5, 2011**
Omaha, Nebraska Two people were killed and two more injured in a shooting at Millard South High School. Shortly after being suspended from school, the shooter returned and shot the assistant principal, principal, and the school nurse. The shooter then left campus and took his own life.

School Shootings



- **Jan. 5, 2011**
Houston, Texas Two people opened fire during a Worthing High School powder-puff football game. One former student died. Five other people were injured.
- **May 10, 2011**
San Jose, California Three people were killed in a parking garage at San Jose State University. Two former students were found dead on the fifth floor of the garage. A third, the suspected shooter, died later at the hospital.
- **Dec. 8, 2011**
Blacksburg, Virginia A Virginia Tech police officer was shot and killed by a 22-year old student of Radford University. The shooting took place in a parking lot on Virginia Tech's campus.
- **Feb. 10, 2012**
Walpole, New Hampshire A 14-year-old student shot himself in front of 70 fellow students.
- **Feb. 27, 2012**
Chardon, Ohio At Chardon High School, a former classmate opened fire, killing three students and injuring six. Arrested shortly after the incident, the shooter said that he randomly picked students.
- **March 6, 2012**
Jacksonville, Florida Shane Schumerth, a 28-year-old teacher at Episcopal High School, returned to the campus after being fired and shot and killed the headmistress, Dale Regan, with an assault rifle.
- **April 2, 2012**
Oakland, Calif. One Goh, a 43-year-old former student at Oikos University, a Christian school populated by mostly Korean and Korean-Americans, opened fire on the campus, killing seven people and wounding several others.

School Shootings



- **July 20, 2012**

Aurora, Colo. During a midnight screening of the film *The Dark Knight Rises*, a gunman opens fire on the crowded theater. At least 12 people are killed and 38 others are wounded. The suspect, James Holmes, set off a smoke device in the front of the theater before opening fire. Directly after the incident, Holmes, age 24, was arrested in a parking lot behind the theater.

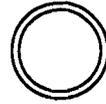
- **August 5, 2012**

Oak Creek, Wis. A gunman opens fire at a Sikh temple, killing six people and wounding three. Police shot and killed the suspect, Wade Michael Page, after the attack. Page, a neo-Nazi, served in the U.S. Army from 1992 to 1998.

- **December 11, 2012**

Portland, Ore. Jacob Tyler Roberts, 22, opened fire in the Clackamas Town Center mall, located 11 miles from downtown Portland, Oregon. Using an AR-15 semiautomatic assault rifle, Roberts killed two people and wounded one other. He then took his own life.

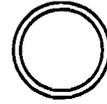
School Shootings



- **December 14, 2012**
Newtown, Conn.
Adam Lanza, 20, killed 20 children and six others at the Sandy Hook Elementary School. He killed his mother, Nancy, at her home prior to the massacre at the school. Lanza committed suicide after the rampage.

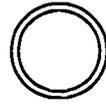


Sandy Hook Elementary School Massacre



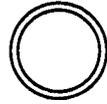
- What did we learn?
 - No one is immune – even our most precious treasure
 - Shocked the conscious of the nation
 - ✦ 20 children ages 5 – 10 years old gunned down
 - ✦ 6 Adults that included school teachers
 - Something else must be done – BUT WHAT?
 - We need to speed up LE response and slow down active shooter.
 - ✦ Where the paths cross – Stop the threat
 - Schools are “soft targets” Why?

Plan



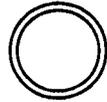
- Sheriff's Safe Schools Taskforce formed
 - Key decision makers
 - ✦ Law Enforcement
 - ✦ School Officials
 - ✦ County Officials
 - ✦ Mayor
 - ✦ Community Leaders
 - Business
 - Mental Health Professionals

Discussion



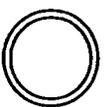
- What is currently in place?
 - Security officers @ High Schools
 - Robust security/emergency plans for schools
 - Video feeds from all schools
- What can we do better?
 - Add security officers to all schools
 - ✦ How to pay for it? We can't wait on the "possibility" of grant funds
 - ✦ What is important?
 - Add additional layer of security by utilizing "buzz to enter" at all schools.
 - Additional training for LE & school staff
 - Engage mental health community

Outcome



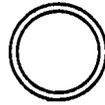
- Cost Sharing
 - Between Schools, County and City Government
 - ✦ Provides for a School Protection Officer at all Vigo County Schools.
 - Utilizes retired LE as Special Deputies
 - ✦ High visibility/presence an added deterrent
 - ✦ “Who knows on that day, at that school, that car, parked on that lawn has detoured”
 - ✦ You can not take the attitude “It won’t happen here”

Unexpected Outcome



- Businesses wanting to help
 - Donations to sponsor squad cars





- Parents & Teachers have praised the addition of the officers
- Have already prevented several situations from escalating
- Building relationships between Le and students
- Impact in the future

School Security Considerations

Guy A. Relford

Tactical Firearms Training, LLC

The Law Offices of Guy A. Relford

Exhibit 2
SSIC
9/26/13

Training of School Resource Officers

- **Priorities:**

- **Development of an Emergency Operations Plan**

- See <http://www.dhs.gov/active-shooter-preparedness>

- **Prevention & Protection**

- **Mitigation**

- **Response**

- **Recovery**

Training of School Resource Officers

- **Priorities:**
 - **Teamwork with local law enforcement**
 - **Coordinated plan**
 - **Joint drills and exercises**

Training of School Resource Officers

- **Priorities:**
 - **Training of faculty and staff**
 - **Evacuation plan**
 - **Protection plan**
 - **Action plan**
 - **Identification and training of staff partners on security team**

Training of School Resource Officers

- Department of Homeland Security Training Programs for LEOs:
 - The Active Shooter Threat Training Program
 - The Active Threat Instructor Training Program
 - The Law Enforcement First Responder Training Program
 - “Responding to an Active Shooter”
- Public Training Programs:
 - “Active Shooter: What you can do”

School Access Safety Plan (SASP)

General

Each county board of education shall develop a School Access Safety Plan (SASP). The plan must be incorporated into the county CEF. An approved School Access Safety Plan is required prior to the distribution of state funds for a project pursuant to the requirement of West Virginia Code Chapter 18-9F. The plan shall be prepared in consultation with the Countywide Council on Productive and Safe Schools. Initially, the SASP shall be submitted to the School Building Authority for approval by _____, 2007, to qualify for SAS funding available in 2007 and shall be amended annually to summarize activities and to identify progress being made on projects in the plan. The SASP shall be part and parcel of the county comprehensive educational facilities plan (Section ____ of the CEF) and together address the safety upgrading of existing facilities and equipment, building systems, utilities and other similar items in connection with improving the overall access safety and security of the facility. The objective of the SASP is to implement a closed campus program for the protection of students, staff, and visitors to the school. A closed campus program only permits authorized persons into the school building; authorized persons consists of staff, students in good standing, pre-approved vendors, and visitors that been cleared and badged. Only pre-assigned doors can be used for access/egress to the school, all other doors are to be kept closed and locked except for emergencies.. Signage will be placed on the exterior and interior to designate the doors intended use. Projects must directly address planning, deterrence, detection, delay and communication issues associated with ingress and egress of pupils, school employees, parents, visitors and emergency personnel to and from schools.

School Access funding shall be provided by the Authority on the basis of net enrollment and the efficient use of state funds for school access safety improvement projects in order to secure SAS funding an amount equal to or exceeding 25% of the funding available as a local match will be required. In so doing, both short and long term effects of building access safety improvements will be considered. Each county board will be notified annually of the availability of School Access Safety funds. Upon notification, the amount and timeline for project submission will be provided. All projects submitted to the Authority for funding consideration must be compatible with the county CEF goals and objectives as well as the overall goals of the Authority and the School Access Safety Plan.

Funding will **NOT** be distributed to any county board that does not have an approved School Access Safety Plan, does not have the 25% matching funds available and is not prepared to commence expenditures of funds during the fiscal year, beginning July 1, in which the moneys are distributed. Grant funds allocated to a county board and not distributed shall be available for a period of one year. To encourage county boards to proceed promptly with School Access Safety Planning and the expenditure of SAS funding, the SBA will require that grant funds approved be expended within one year of the allocation. Should extenuating circumstances exist as determined by the SBA, that

would prevent the county board from expending the funding within the one year, the SBA may authorize an extension beyond the one year for a period not to exceed six months. Any amount forfeited shall be added to the total funds available in the School Access Safety Fund of the Authority for future allocation and distribution.

I. SCHOOL ACCESS SAFETY PLAN

The School Access Safety Plan (SASP) shall be developed in cooperation with the Countywide Council on Productive and Safe Schools. The SASP shall include the recommendations and guidelines developed by the Countywide Council along with the county boards' assessment of the improvements necessary to improve school access safety. The SASP shall be incorporated into the comprehensive educational facilities plan. The plan shall address the access safety needs of all school facilities and include a projected school access safety repair and renovation schedule. The plan must be approved by the SBA prior to the distribution of state funds. The plan shall minimally include the key elements referenced in Item I, A-I. Initially, the School Access Safety Plan must be submitted to the SBA for approval by _____, 2007. SBA will require the submission of a preliminary plan and plan outline to the SBA office for review and comment to insure the plan contains all key elements and prerequisite to qualify for SAS funding. The preliminary plan shall also include the name and contact information for the Countywide Council of Safe and Productive Schools and the contact information of the members of the School Safety and Security Committee. Each preliminary plan must also include a uniform emergency management policy that provides the county's procedures in the event of an emergency notification practical and a sample of the signage to be prominently displayed at each school or administrative suite giving the procedures to follow in the event of an emergency and contact numbers for emergency assistance. The preliminary plan will be reviewed by the SBA and comments will be provided that will direct the county to continue on the basis of the approval of the preliminary plan or to address additional SBA comments and resubmit the preliminary plan for a second review. Key elements of the School Access Safety Plan include:

- A. Goals and Objectives of the School Access Safety Plan =
- B. School Access Safety Audit
- C. Establishment of a School Safety and Security Committee
- D. Training/Drills for Staff and Students
- E. Summary of Projects within the Plan
- F. SBA Review of School Access Safety Projects
- G. Finance Plan
- H. Annual Update
- I. Objective Evaluation of the Implementation of the Plan
- J. New School Design recommendations

The School Building Authority staff will evaluate the final SAS Plan and recommend approval to the members of the Authority. Once the plans are approved, the county board

will submit the list of projects anticipated each funding cycle to the Authority for funding consideration. The Authority will consider whether the proposed projects are in furtherance of the School Access Safety Plan and in compliance with the guidelines established by the Authority. Consideration will also be given by the Authority to whether the project will assure the prudent and resourceful expenditure of state funds, whether the project advances student health and safety, if the project addresses regularly scheduled preventive maintenance or updates of existing access safety equipment or building components. The State Department of Education in cooperation with the School Building Authority shall conduct annual inspections of facilities that have received SAS funding for project to insure compliance with the county boards School Access Safety Plan and to insure the project funded by the Authority is being properly maintained.

A. Goals and Objectives of the School Access Safety Plan

Each county board of education qualifying for School Access Safety (SAS) funding shall formulate goals and objectives to be accomplished by the SAS plan. The goals and objectives shall reflect an objective means to resolve deficiencies cited within the School Access Safety Audit. While it may be impossible to prevent intruders in schools, it is incumbent upon school administrators to implement policies and procedures that will deter, detect, and delay unauthorized persons attempting to enter school property. With the understanding that despite the local board's best effort possible, intruders may still be able to circumvent these measures and gain access to our schools. With this in mind it will be important to also establish an effective means of communicating to students, staff, law enforcement officials and the community should school security be compromised. Based on these basic assumptions, the following must be addressed within the plan:

1. Site Security

- a. Limiting, where possible, access to school sites
- b. Elimination of visual barriers blocking views to entrance driveways and pedestrian walkways
- c. Signage
- ~~d. Identification of all door entrances~~
- e.d. Structural barriers to control vehicle access to student gathering areas and building entrances
- f.e. Preparation of diagrammatic plans of school site utility locations, play areas, parking, bus loading areas, building locations with entrance labeled.
- g.f. Sharing informational strategies with law enforcement

2. Building Security

- a. Controlling access from controlled entrance to remainder of school
- b. Establishing controlled point of entrance

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- c. Establishing visitor monitoring identification process
- d. Security for primary and secondary entrances
- e. Monitoring entrances and controlling visitor entrances
(CCTV/DVR)
- f. Identification of all door entrances (numbering inside and outside)
- g. Upgrading doors and hardware
- h. Installation of alarm systems
- i. Installation of two-way communication capability
- j. Providing diagrammatic (as built preferred) layouts of building that indicates all rooms with room numbers
- k. Installation of alarm systems

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3. Communication

- a. Establishing two-way communication between administrative areas and classrooms
- b. Establish notification procedures between school and local law enforcement
- c. Establish protocol for shelter in place and building lockdown should intruder enter the building
- d. Consent from the Countywide Council and advise council on productive and safe schools

B. School Access Safety Audit

1. A School Access Safety Audit shall be performed on all schools using the SBA approved audit format. The audit will include the identification of school access safety deficiencies. Each county board shall provide an estimate of probable cost to correct each deficiency using the SBA Cost Summary Form (SBA 147). The individual school costs shall be amended into the current CEFP Finance Plan and recorded as a separate total dollar amount for each school in the finance plan. These deficiencies and costs will be reviewed annually and updated as a part of the local board annual update report provided to the SBA and the State Department of Education. The audit must be performed in cooperation with local law enforcement and emergency services. Copies of the audit including: building name, address and number of students and staff must be provided. A building diagram must be provided to the local law enforcement, the State Department of Public Safety, the Office of Homeland Security and Emergency Management and the State Fire Marshal's Office. Where possible, building as-built drawings should be provided to the Office of Homeland Security in an electronic format. All new school (and existing schools, if available) as-built drawings must be secured in a

central location identified in the School Access Safety Plan and must be available to emergency responders upon request. The Department of Education will verify the location and condition of the as-built drawings for all new schools during their annual maintenance and custodial reviews and report their findings to the SBA office.

(Attachment ____)

2. A countywide inventory of each school facility's interior and exterior classroom and administrative doors for students, staff, visitors and emergency personnel to and from the facility shall be performed. The number of controlled points of ingress to the school, the number and placement of exterior doors, the inventory and condition of all monitoring systems on exterior doors, the location and condition of automated locking devices, the availability of two way communication between points of ingress to the school and the availability of alarm hardware and/or remote visitor access systems on points of ingress.
3.
 - a. A copy of the current statute of school crime committed on school grounds.
 - b. A projected school access safety repair and renovation schedule for all schools.
 - c. A prioritization process for all projects in the plan.
 - d. An itemized cost summary for recommended improvements.

C. School Safety Committee

Each school shall have a School Safety Committee that will meet at least annually to review matters of school safety and make recommendations for the improvements of school access safety at the school level and community level. The committee shall be made up of members of the school administration, teaching staff, school counseling staff, if available, student representation (at the secondary level, only) school Local School Improvement Council representative, parent representative, local law enforcement and emergency services and community at large. The local School Safety Committee will prepare a baseline audit and provide an annual report to the superintendent regarding their school safety and security on or before October 1, of each school year. The committee will review the school safety needs as they relate to the existing School Access Safety Plan and make recommendations for amendments to the plan. The superintendent and staff will review the committee recommendations and recommend amendments to the plan, if required. The annual update to the baseline plan provided to the SBA will reflect proposed new projects, completed projects and/or amended projects in the plan.

D. Training/Drills for Staff and Students

The School Access Safety Plan for each school and the School Safety Committee recommendations shall be reviewed during the local school improvement council meetings at least annually or as items for discussion occur. Schools are encouraged to cooperate with other schools to provide staff training regarding school access safety. All teachers and administrators should be aware of the county policies regarding school safety. Students should be provided with age appropriate training regarding what they should do in the event of an emergency. The use of local law enforcement and emergency service trainers to advise teacher and students regarding their participation in the overall improvement of school access safety. Scheduled lockdown drills and communication capabilities in cooperation with local law enforcement are also encouraged to prepare students and staff for unauthorized intrusion on school property, should measures fail. Existing school safety training may be used to fulfill these requirements, however, school access training derived from input of the School Access Safety Audit must be incorporated into the training.

E. Summary of Projects Within the Plan

The School Access Safety Audit will identify deficiencies at each facility with regards to school access safety. Proposed projects will be identified for facility and the estimate of probable cost will be provided within the plan. Initially, the project costs will be listed on a separate document and placed in the School Access Safety Plan section incorporated into the countywide comprehensive educational facilities plan (CEFP). Approved expenditures include the cost of equipment, machinery, installation of utilities, necessary renovation and attention to existing facilities design fees and associated costs for bidding improvement packages directly related to the project. All projects will be priorities using the prioritization process within the existing county CEFP. The Building Cost Summary format used in the current CEFP chapter, "Translating Educational Needs into Facility Needs," the project cost summary sheet must also identify all funding sources proposed for each project. =

At the conclusion of the 2000-2010 planning cycle, the School Access Safety Plan projects will be incorporated into the 2010-2020 CEFP and will then be included along with other improvement projects in the plan on the School Improvement Cost Summary sheets. School Access Safety projects should be identified on the Cost Summary Sheet. Each project within the plan must further the overall goals of the SASP and the goals and objectives of the School Building Authority.

F. SBA Review of School Access Safety Projects (prioritize project elements based on guidance provide by the SBA.

As funding becomes available, the SBA will notify county boards of the submission schedule for projects. The amount of funding for each county will be provided to allow counties to match their project scope of work with the funding available. The School Building Authority will review each project based on the following:

1. As is;
2. How the School Access Safety Project will assure the prudent and resourceful expenditure of state funds;
3. How the School Access Safety Project advances student health and safety needs and,
4. How the project furthers the overall goals and objectives of the School Access Safety Plan, the county board's comprehensive educational facilities plan and the overall goals and objectives of the SBA.

G. Finance Plan

Initially, the finance plan for the School Access Safety Plan will be included in a separate chapter of the countywide Comprehensive Educational Facilities Plan (CEFP). This information will be incorporated into the finance plan for the new ten-year CEFP beginning with the 2010-2010 planning cycle and thereafter. The finance plan format will follow a similar arrangement as the existing CEFP Finance Plan and must provide a description of the source of funding for all projects in the plan. A cost summary for each school in the plan and the funding source(s) must be provided including the required local matching funding. The summary of SASP cost should total the individual project cost totals including all soft costs, where applicable.

H. Annual Update

Each county board shall provide the School Building Authority an annual update of the progress on the plan. The update shall be incorporated into the county's annual CEFP update and shall include a list of completed SASP projects and a list of proposed projects. Should there be additional projects and the plan requires amendments to the annual update should include amendment information that relates to the new projects. The current annual update forms should be used for the School Access Safety Plan update and the School Access Safety projects must be identified separate on the list of completed and proposed project form (SBA 145).

I. Objective Evaluation of the Implementation of the Plan

As part of the total SASP, the county includes the objective means to be utilized in evaluating implementation and effectiveness of the plan and each project included in the plan. The evaluation shall measure how:

1. Each project furthers the goals and objectives established for the plan,

2. Completed projects within the plan contributed to improving the School Access Safety
3. The School Access Safety training and drills help prepare students and staff for emergency response to intruders in the school.

J. School Access Safety Requirements for New Schools

Effective July 1, 2007 all PK-12 schools where School Building Authority funding is provided, the new school shall be designed and constructed using crime prevention through environmental design concepts that address School Access Safety (CEPTED). Additionally, when major additions and renovations occur at existing schools these same design concepts must be incorporated into the project scope of work. The School Access Safety design issues found in the School Access Control Audit must also be incorporated into the new school design. The county board should provide schematic design drawings to local law enforcement and emergency services officials for review and comments before continuing to the design development stage of the project.

**A proven and focused plan to
improve school safety**

Introductions – Who's here today

- David Edds ED. D, Retired Superintendent Greenwood Community Schools
- Tom Neff AIA, LEED AP Principal at Schmidt Architects
- Kevin Morgan AHC, Specification Manager at Ingersoll Rand Security Technologies – Consult with IPS, IU, Purdue, Greenwood, many others.
- Ken Cook BSME, MBA Architectural Consultant at Ingersoll Rand Security Technologies

Introductions – Who's not

- Paul Timm – President of RETA Security
 - an ASIS board certified Physical Security Professional (PSP)
 - serves on the Illinois Terrorism Task Force (ITTF)
 - works closely with the Indiana School Safety Specialist Academy
 - assisted the School Building Authority of West Virginia with development and implementation of the "School Access Safety Act."
 - speaking at the ASIS international conference on school safety this week

Why are we here

- To share a proven theory based security improvement process
- To share this is a comprehensive approach to improving school safety – no single solution will adequately do the job
- To share a vision on how this same process could be implemented and the benefits.

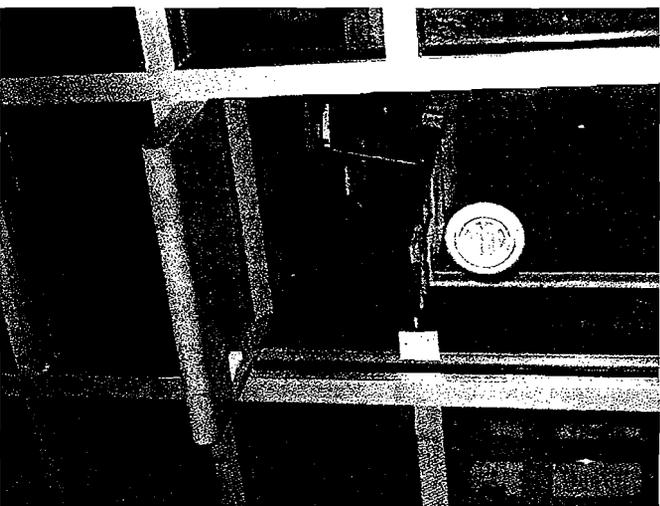
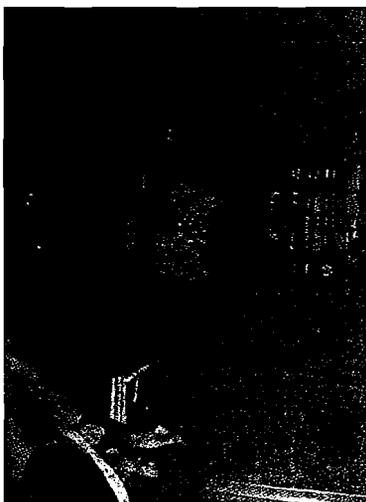
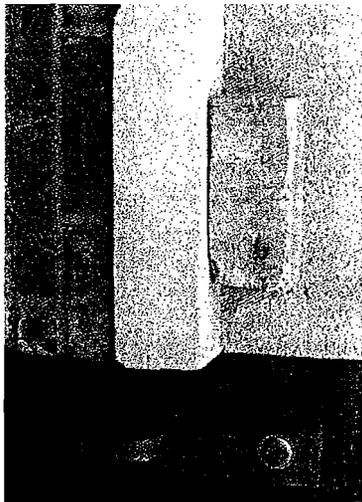
Greenwood- Case Study

- Step 1 - Defined the desired state
 - what do we want each school to look like in the future
- Step 2- Assessed the current state
 - what does each school look like today
- Step 3 - Defined the gap
 - the difference between the desired state and current state. This drives and prioritizes the districts security plan

“there are low-cost, common-sense measures each school district can implement and this is a significant first step in providing a safer learning environment for students, staff, and visitors”

-- Paul Timm

Greenwood - Case Study



A vision for execution

- Develop a detailed, assessment that can be used for each district
 - A team of security experts will develop the assessment
 - An independent team assess the district
 - Identifies where districts can maximize their limited financial resources
 - Aligns with the Indiana School Safety Specialist Academy messaging
 - Statewide information will then be available for this committee and others to identify gaps that need their attention

Next Steps

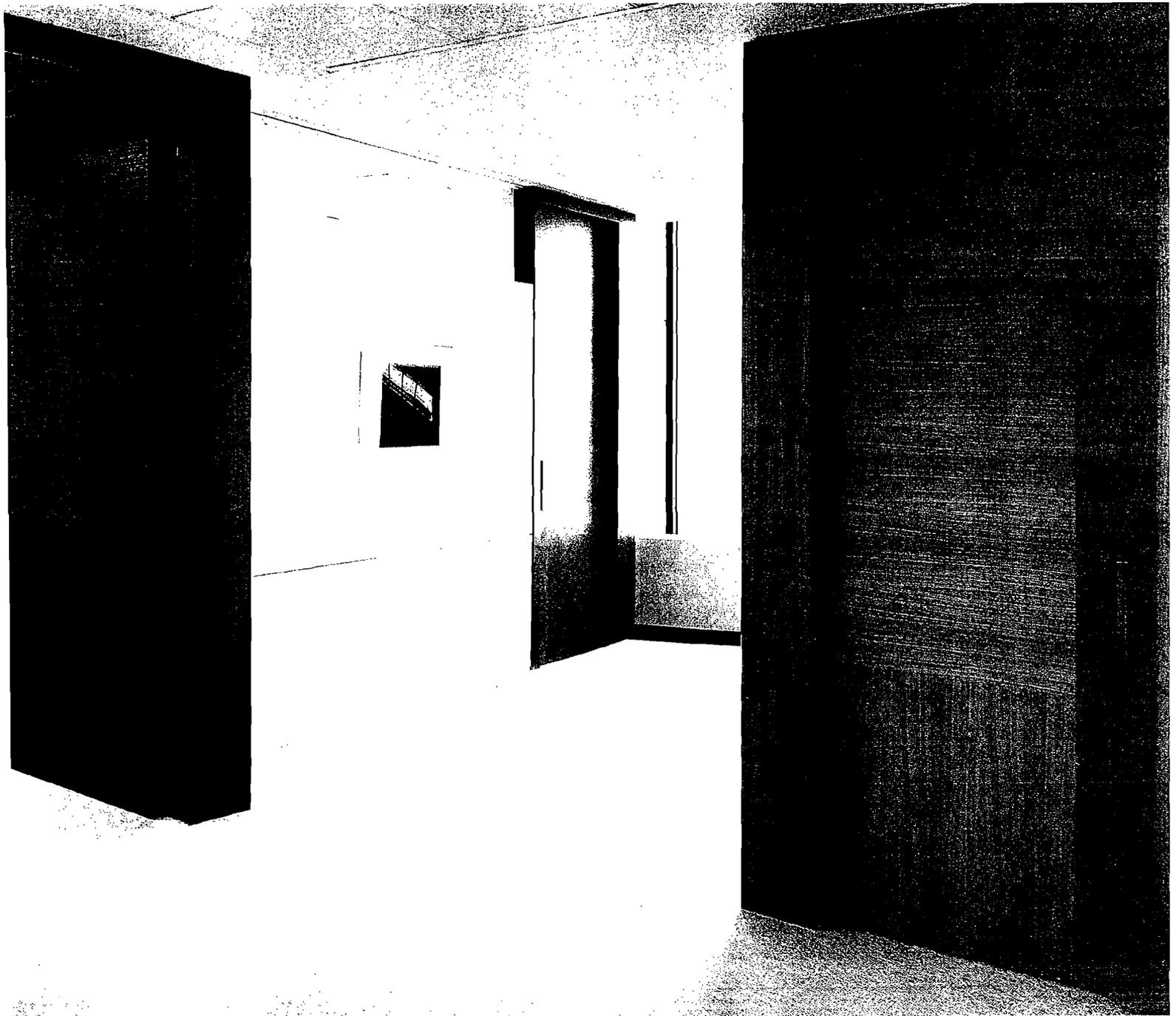
- Request a follow-up meeting to present a conceptual framework of our plan
- Input we would like from this committee
 - who else needs to be involved in developing the conceptual plan
 - Any concerns, specific areas of focus, etc. . . .
 - Target dates, Milestones, etc. . . .

Exhibit 5 SSIC 9/24/13

doors & hardware

JUNE 2009

ADVANCING LIFE SAFETY & SECURITY SOLUTIONS



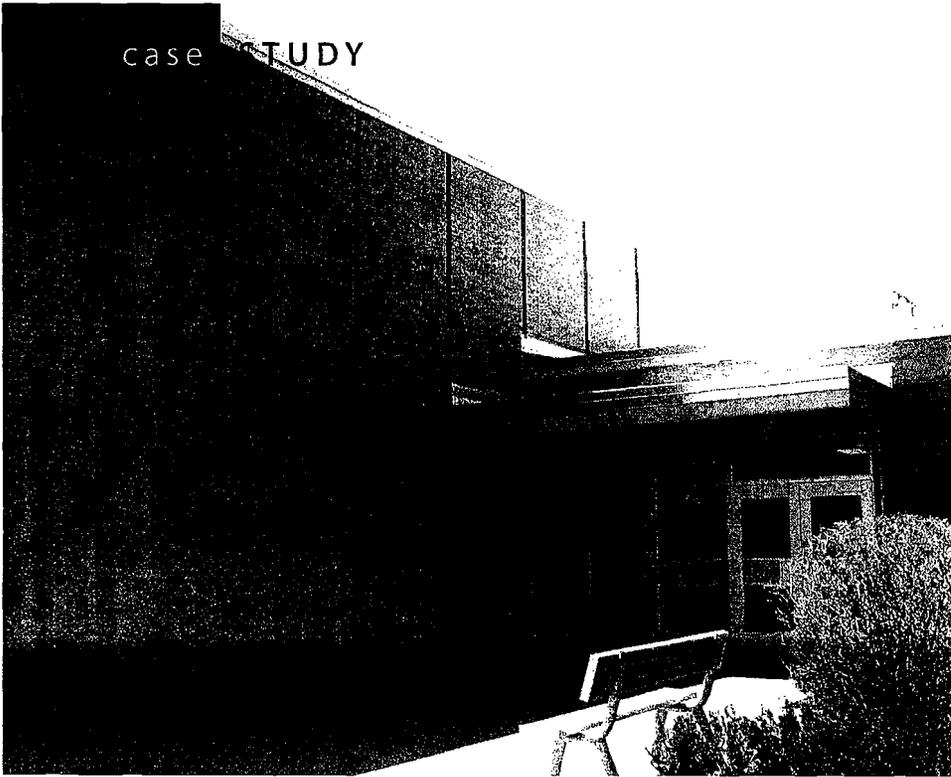
WOOD DOORS

VENNEER PROCESS PAGE 10

CERTIFICATION OF BUILDING
MATERIALS PAGE 14

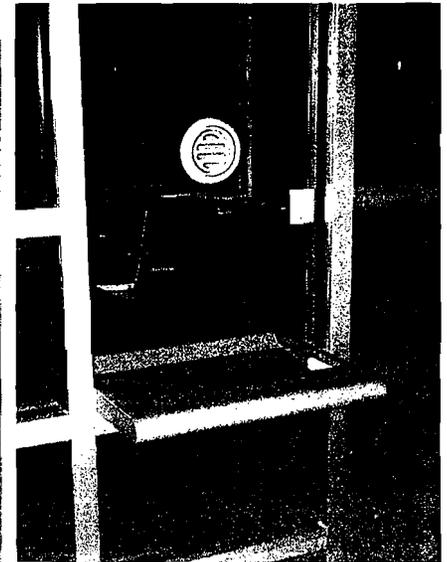
DHI'S 34TH CONFERENCE & EXPO
STIMULUS SPECIAL OFFER. SEE PAGE 66

case STUDY



Greenwood has always been proactive about security, but several tragic well-known events increased the emphasis on doing everything possible to protect students and staff. Dr. Edds explains, "The event that really heightened my concerns was when a gunman walked into the Amish school in Nickel Mines, Pennsylvania and killed those children. It was a horrible tragedy that could have been prevented." Shortly afterward, he began talking with the School Board about what could be done to prevent a similar situation in Greenwood.

▲ Secure vestibules were added at each school to control visitor qualification and back in.



Greenwood Schools, IR provided the site assessments and proper specifications needed to implement security and safety enhancements for each specific access point. Based on their multi-solution perspective,

Financing the security upgrade program was the next challenge, but a timely situation with a bond issue that was up for renewal provided the funding. According to Dr. Edds, Indiana schools operate under

Greenwood Community Schools Prioritize Building Security

By Beverly Vigue

"MANY PUBLIC SCHOOLS HAVE BITS AND PIECES OF A security philosophy as a result of the incidents in Columbine, Colorado, and others that followed," says Superintendent David E. Edds, Ed. D, of the Greenwood Community School Corporation, "but it didn't seem to me that any of them really had put all the pieces in place. We looked at how we could combine the hardware, the philosophy, the practice and the culture to do everything possible to protect our students and staff." The result is a system that controls access effectively and enables administrators to monitor activities unobtrusively at critical locations while also providing the backup data to support any required actions.

Greenwood Community Schools, located south of Indianapolis serves a student body of almost 4,000 in an area with a population approaching 35,000. The district includes four elementary schools, a middle school and a high school, as well as an administration building.

▲ Southwest Elementary School is one of six schools and an administration building in Greenwood, Indiana that all incorporate a new comprehensive security system.

Such conversations often take place, but after everyone agrees about the concern, definitive action is seldom taken. Dr. Edds says, "It wasn't easy for me to dismiss the thought, and I had some conversations with our architectural firm on what an effective security system would look like in Greenwood schools."

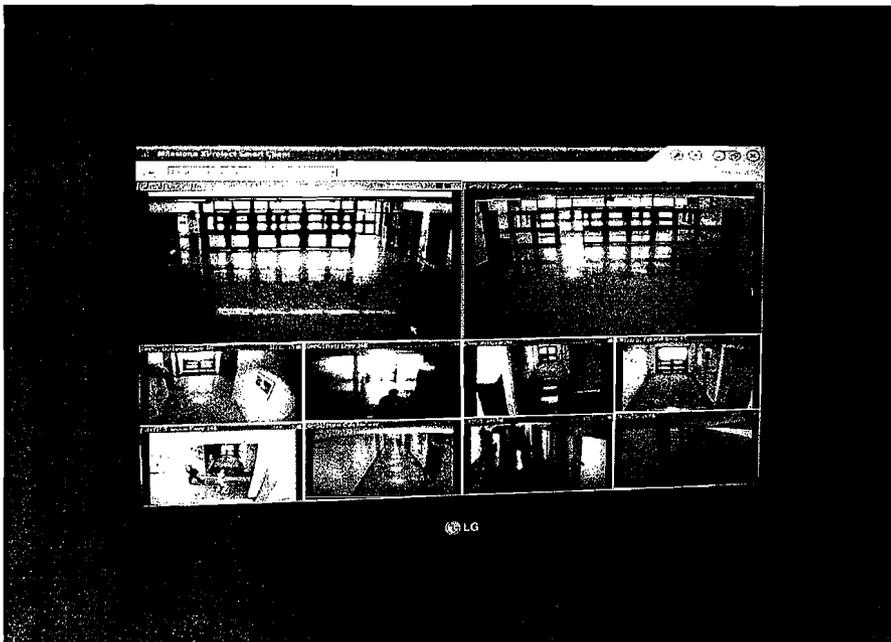
URS Corporation's Indianapolis office, the district's architectural firm, brought in Ingersoll Rand Security Technologies (IR), as a security consultant. For the

they were able to recommend the optimum combination of systems and components to meet the district's comprehensive needs.

Dr. Edds notes, "After spending a few hours with the security consultants, I was sure this was something we really could accomplish. I put the challenge in front of the school board when I asked, 'Could you live with yourself if something preventable happened to a student on our watch?' After that, I felt like the decision makers were on board."

private holding corporations, and the Greenwood Schools holding corporation readily agreed to the refinancing. This provided sufficient funds to proceed with the work.

Although many school districts are not able to secure the funds needed to implement a full program through a bond issue, grants or other sources, the bond issue enabled Dr. Edds to implement a four- to five-year program in a single year in order to drive a dramatic cultural change. While the resulting cost—well in



Located in the vice principal's office, this 30-inch monitor permits viewing of many locations or zooming in on any one as needed.

the six-figure range—may seem high at first glance, it covers upgrading the complete video monitoring and recording system for seven buildings, replacing or converting exit devices and other door hardware to electronic operation, wiring a large number of openings, card readers, a new high security mechanical lock system, and many other upgrades in systems, components and hardware.

Ingersoll Rand reviewed several access control strategies with the district, which selected the Open Options platform as the software because of its ease of use and special event management. IR then put together a comprehensive system that integrates the district's access control, digital

video and alarm monitoring systems into a single solution.

Once the system was installed, the district began working with Paul Timm, President of RETA Security, a Chicago-based security consultant brought in by Ingersoll Rand, to train users in effective security measures. Dr. Edds says, "Here in the Midwest we've lived in a culture where we feel we don't have to lock our doors, and we can park our car with the keys in it. Although we still want to trust people that way, we have come to the realization that we can't. Our challenge now is to change the culture."

One example suggested by Timm was a credential exchange. Previously, a visitor

simply signed in at the office and went off to see their child, meet with a teacher or wherever else they wanted. "They could have signed any name, and if we gave them a visitor's badge, we never got it back," he adds. Now we will have to see a photo ID to make sure the person signing in is who they say they are, and we will hold their driver's license until they sign out and return our badge." This policy also helps ensure that visitors can be accounted for in an emergency.

With the new system up and running, Dr. Edds says he will sit down with Assistant Principal and Safety & Security Coordinator Todd Garrison and the school safety committee to write a handbook of

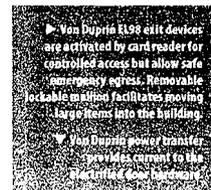
policies and procedures. "Once we get that done, we'll have Paul Timm come back and address our faculty to keep it in front of them."

Putting the Plan into Action

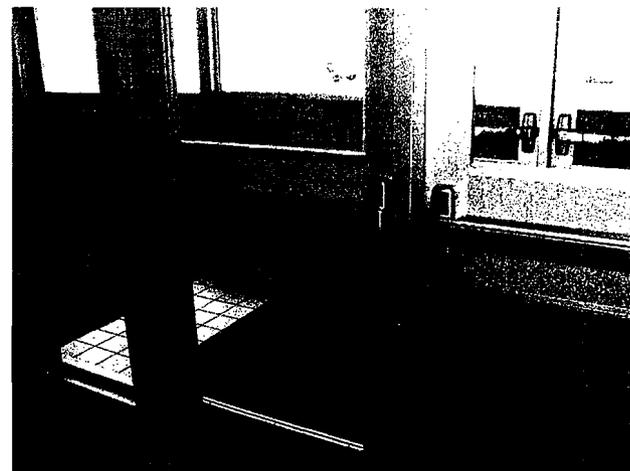
Before the access control system could be put into place, several bricks-and-mortar changes were necessary. Some of the school buildings were built 30 to 40 years ago, and even the newest one was built 12 years ago, before the concept of visitor control emerged. As a result, it was necessary to construct secure vestibule areas between the main entrance and the school office. The secure vestibules route all visitors to the office where they can be identified and screened before they are admitted. A bank teller-type window provides security while allowing a credential exchange. To confirm his or her identity and ensure they checkout when leaving, a visitor will be required to leave a

driver's license, credit card or other identification in exchange for a visitor's pass. The main entry at each school is automatically unlocked during the peak hours when students arrive and then re-locked for security. Assistant Principal Marlowe Mullen of Greenwood Community High School says, "We have the doors preset for specific entry and exit times, unlocking when the students arrive. They lock automatically at a time we have identified as the difference between being late for school and absent from their first-period class." After that, anyone who comes into the school has to be admitted by the school's receptionist. The system also can be set to unlock specific doors for special one-time events.

Digital video cameras record the activity inside and outside each entrance, as well as at locker banks and other loca-



Van Duprin E199 exit devices are actuated by card reader for controlled access but allow safe emergency egress. Removable deadbolts facilitate moving items into the building. Van Duprin heavy transfer bolts are mounted in the door to secure the door.



tions. This provides date- and time-stamped documentation of visitors or tardy students as well as recording possible thefts or other incidents that may require investigation. Photographs and surveillance reports can be printed, and video clips can be reviewed. The cameras also act as a deterrent to unwanted behavior.

The video system, from Milestone Systems, is a network-based video recorder (NVR) system that runs on standard computers. With the internet-based system, networked cameras are simply deployed at each school, and the information travels back to a server where it is recorded. In most cases, IR was able to integrate existing cameras into the new system. This saved the district the cost of investing in separate Video Digital Recorders (VDRs) at each school, and it eliminates the need to coordinate the resulting data. It also allows principals and other authorized individuals to access the system from home or other remote locations via the internet.

At the high school alone there are more than 37 cameras, and a matrix can be selected to show specific areas, such as doors and hallways or the cafeteria. Double-clicking on an image will enlarge it for easier viewing. A 32-inch monitor in one vice-principal's office at the high school can display a single view, as well as groups of four, 16 or up to 64 camera views on one screen. Some of the cameras support two-way audio capability, although that function has not yet been implemented.

All perimeter doors are equipped with door position switches that will notify a central computer when a door is left open longer than allowed and also display the

view from the camera at that door. This will ensure that security is not breached by a door that has been propped open. It also eliminates the need for staff members to check the school's exterior doors periodically to be sure they are locked.

Previously, mechanical keys controlled access to the school buildings, and key control was not a high priority. Dr. Edds says, "Over the years, a lot of people in the community had gotten keys and had access to our buildings. I think there were more keys out in the community than with the faculty." Replacing the original key system with a card access system made it possible to control access to the buildings. The seven buildings comprising the district now have card reader access on more than 50 doors. Card access can be tailored to individual needs, both in terms of what locations a person is allowed to enter and what hours entry is allowed. Lost cards no longer require costly changing of locks, since the lost card can be de-activated and a new one re-issued quickly.

For athletic events or other special programs outside of school hours, the system allows the athletic director or vice principal to set the times when certain doors will be open and lock them automatically at the end of the event. This makes security more certain and avoids the need for a custodian to physically lock the doors—eliminating human error.

The building perimeter security system was supported by upgrading

the remaining mechanical locks to a Schlage patent-protected key system that prevents unauthorized duplication and provides greater control. Other hardware solutions include Von Duprin EL98 exit devices, with electric latch retraction that is activated by card readers.

To assist other school districts in improving their security, the American Association of School Administrators (AASA) and Ingersoll Rand Security Technologies recently launched a strategic alliance through a survey of AASA members on school safety and security. The results of the survey, called the Risk Mitigation Assessment, will be used to create the first-ever National School Safety Study. The Risk Mitigation Assessment initially was developed by Ingersoll Rand as a tool that individual schools and districts could use to benchmark their security progress against similarly situated institutions.

In summary, Dr. Edds says, "I know we had done a good job when I started getting calls from parents complaining about how tight and secure the schools are. I've had a few calls so far, and I told them we aren't going to apologize for the inconvenience, because we're sure they don't want their children in an unsecured facility." ■

About the Author: Beverly Vigue, AHC/CDC, is Vice President, Education Solutions at Ingersoll Rand Security Technologies, where she is responsible for developing the vertical education market. Beverly joined Ingersoll Rand in 1999 as Business Development Manager (1999-2000), then led the company's Safe Schools Program from 2000-2002. She has been in her current position since 2002.

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Paul Timm, PSP

Paul Timm is a board certified Physical Security Professional (PSP), President of RETA Security, Inc., and a recognized expert in school security. In addition to his frequent speaking engagements at schools, conferences and seminars nationwide, Paul serves on the Illinois Terrorism Task Force (ITTF). He is certified in Vulnerability Assessment Methodology (VAM) through Sandia National Laboratories and the ALPHA™ vulnerability assessment methodology. He holds a degree in Speech Communications and a Certificate in Business Administration from the University of Illinois. Paul has spoken at the following events:

Program Architect for the State of West Virginia

Mr. Timm assisted the School Building Authority of West Virginia with development and implementation of the "School Access Safety Act." He was instrumental in establishing the guidelines and procedures for this statewide program. Mr. Timm instructed administrators from all 55 counties in West Virginia in the need for and methods of effectively improving school access control.

National/International Seminars

ASIS International (Las Vegas, Orlando, Tucson, New Orleans, San Antonio, Dallas, Chicago '00 - present)
SchoolDude.com University (Myrtle Beach, SC '06 - present)
Association of School Business Officials International (Boston, Charlotte, Phoenix '02 - present)
American Association of School Administrators (San Francisco, Chicago '00 - present)
University of Wisconsin at Madison Department of Engineering Professional Development (Madison, Las Vegas '02 - '05)
Campus Safety Magazine Conference (Chicago, Orlando '04 + '05)
National School Boards Association (Orlando '04)
Total Facility Management Annual Conference (Chicago '04)
National Safety Council (San Diego '02)
Institute to End School Violence (Austin '00)

State Associations/Agencies

West Virginia School Building Authority (Charleston '07 - present)
Illinois State Board of Education (statewide '00 - present)
Illinois Association of School Business Officials (Chicago area '03 - present)
Colorado Association of School Business Officials (Denver, Keystone '07 - present)
Indiana School Safety Specialist Academy (Indianapolis '03 - present)
Wisconsin School Safety Coordinators Association (statewide '04 - present)
West Virginia School Boards Association (Charleston, Morgantown '05 - present)
Wisconsin Council of Safety (Oconomowoc '06)
Wisconsin Association of School Business Officials (La Crosse '04)
Tennessee Educational Technology Association (statewide '03)
Tennessee Head Start Association (Nashville '02 + '03)
Georgia School Security Symposium (Atlanta '02)
Wisconsin Association of School District Administrators (Appleton '02)
Mental Health Association of Illinois (Springfield '02)
Illinois Violence Prevention Authority (statewide '99, '00, + '01)
New York State Association for Superintendents of School Buildings & Grounds (Saratoga Springs '00, Mt. Kisco '01)

Regional/Local

Lincoln Public Schools (Lincoln, NE '06 - present)
Region 10 Education Service Center (Dallas, TX '05 - present)
RESA 6 (Wheeling, West Virginia '07)
Professional Development Alliance (Joliet, IL '06 - present)
North Cook Intermediate Service Center (Des Plaines, IL '06 - present)
South Cook Intermediate Service Center (Chicago Heights, IL '05 - present)
Kane County Regional Office of Education (Batavia & Geneva, IL '03 - present)
Park District Risk Management Agency (Chicago area '03 - present)
New Haven Public Schools (New Haven, CT '05)
Wood County Schools (Parkersburg, WV '04)
Regional Office of Education #11 (Charleston, IL '04)
Community and Economic Development Association of Cook County Head Start
New Brunswick School Business Officials (Fredericton, New Brunswick '03)
West Suburban Alternative Learning Center (Riverside, IL '03)
Midwest Security Conference (Chicago '02)

Homeland Security

American Public Works Association (Countryside, IL '04 + '06)
Illinois Homeland Security Working Group (Cicero, IL '05)
Homeland Security & School Safety Seminar (Cicero, IL '05)
In 11/03, Paul received "train the trainer" certification in VAM-CF (Vulnerability Assessment Methodology for Chemical Facilities) through Sandia National Laboratories.

eLearning

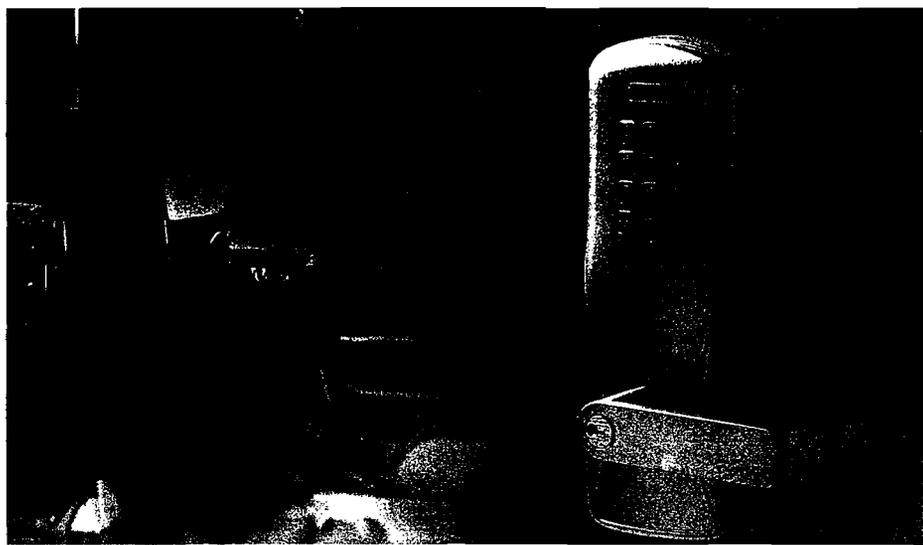
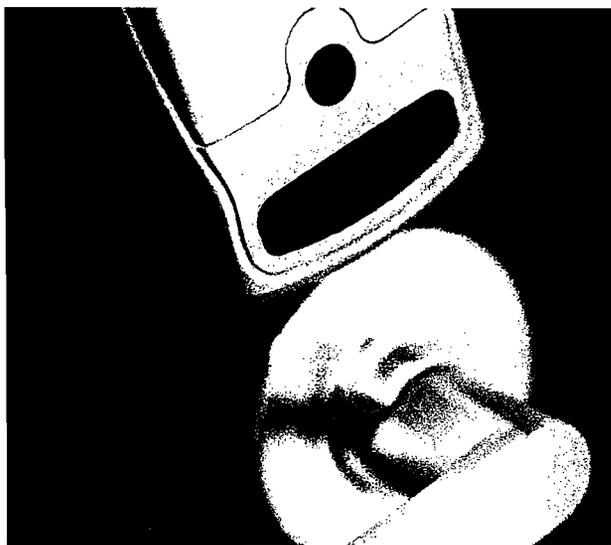
IASBO *Security & Emergency Preparedness Management Seminar* – Webcast ('06)
ASIS International *Virtual Forum* – Webinar ('05)

Paul has authored the following articles:

- *Red Lake Lessons* (SchoolFacilities.com, 10/05)
- *Making the Investment* (SchoolFacilities.com, 09/04)
- *Cicero's Security Philosophy* ([SecurityManagement](http://SecurityManagement.com), 11/03)
- *A Holistic Approach to School Safety* ([Facility Design & Management](http://Facility Design & Management.com), 06/02)
- *Audit Time* ([Campus Safety Journal](http://Campus Safety Journal.com), 05/02)
- *Reducing School Risk* ([Access Control & Security Systems Integration](http://Access Control & Security Systems Integration.com), 02/00)
- *10 Tips for School Security* ([Security](http://Security.com), 08/99)

He has made guest appearances on numerous television and radio programs including CBS 2 and WTTW - Chicago, SRN News, NPR - Los Angeles, and Phoenix' KFNX-AM 1100 (*Workplace Violence Today*). Paul has been trained in the methodology of the National Organization for Victims Assistance (NOVA) and is an experienced School Crisis Assistance Team (S.C.A.T.) volunteer. He teaches Illinois Administrators' Academy course #417 ("Improving Your School Security Program"). He belongs to the Illinois Association of School Business Officials (IASBO) and ASIS International where he serves on the Educational Institutions Council and was a "Regional Certification Award" winner in '04 and '05.

- Bloomberg - <http://www.bloomberg.com/video/timm-every-school-should-focus-on-access-controls-d6U2ScbATN2qNlwfWJW6XQ.html>.
- GMA - <http://abcnews.go.com/blogs/headlines/2012/12/school-security-one-schools-extraordinary-safety-measures/>.



CO-220 Classroom Security Lock Options

The CO-220 Classroom Security Lock is available with a variety of options to meet the specific needs of your school or district. Choose your reader type which enables you to assign PIN numbers, magnetic stripe or proximity cards to your staff members instead of keys for access. For small campuses, the CO-220 Lock can be manually programmed allowing you to add or delete users at the lock. For larger campuses you can use offline access control software* which provides the ability to manage a database of access users, set auto lock and unlock schedules and capture audit trails from the lock. In both cases, remote fobs are paired at the lock; multiple fobs can be paired to a lock.

Cylindrical and mortise chassis options are available as well as a wide variety of finishes and lever styles to suite with your existing hardware. Mechanical key override is standard and compatible with multiple cylinder types. The CO-Series is also compatible with many popular brands and types of exit devices. The CO-Series has been tested the highest standards in the industry to ensure quality and reliability you have come to expect from Schlage. The CO-Series is ANSI/BHMA A156.25 and is ANSI/BHMA Grade 1 certified and UL fire rated.

* For additional details please visit our website under the Alliances section.

Remote Fob is Convenient and Easy to Use

The remote fob can be worn conveniently around the neck or wrist so that it is immediately accessible by teachers and staff members. Lockdown can be initiated by pressing the button on the fob from anywhere inside the room.

Visual Indicator

When the button on the remote fob is pressed the visual indicator on the lock illuminates to provide verification that the door is secured from inside the room.



We offer a complete portfolio of products designed specifically for the education market, from mechanical locks & exit devices with classroom security inside indicators to networked locks with real-time centralized lockdown we can tailor a solution to your unique security needs and budget.

Start with Ingersoll Rand **Here's how to access the Ingersoll Rand resources you need.**

Contact us at 877-671-7011 to:

- Invite our Security Consultants to your school safety & security committee meeting so we can understand your goals and recommend a strategy.
- Speak to a specification writer about building standards, code compliance or specification assistance.
- Speak with a sales associate about the support we can offer with grant funding.

Visit us at securitytechnologies.ingersollrand.com/industries/education for:

- an online security and safety self-assessment.
- information about our products and services.
- case studies and additional resources.





CO-220 Standalone Classroom Lockdown Solution

With Remote Fob and Visual Indicator

*Added protection for students —
reassurance for parents.*

School systems today are looking to take action to improve classroom security. A pro-active approach to ensure the right preventative measures and emergency protocols are in place is a great first step and the new CO-220 can help. Our expert Security & Safety consultants are available to partner with school personnel, security & safety committees and local law enforcement officials to advise on classroom lockdown options or to develop a comprehensive security solution for your school.

A Classroom lockdown strategy is an important part of a comprehensive emergency response plan. The CO-220 is an affordable solution that allows immediate local lockdown by simply pushing the button on the remote fob from anywhere in the classroom. An illuminated visual indicator located on the interior side of the lock provides instant verification that the door is secured. The CO-220 provides a localized solution for schools that want to upgrade without the cost or complexity of a networked system.

With over 90 years of experience Schlage is an industry expert in physical security. We offer a variety of products designed and tested to the highest standards in the industry to meet the unique needs of schools. Put our knowledge to work for you. Security consultants are available nationwide to partner with your school security & safety committee and advise on door hardware, access control and code compliance.





Classroom Security Indicators

Know Your Options

In the event of an emergency, classrooms need to be immediately secured for the safety of teachers and students.

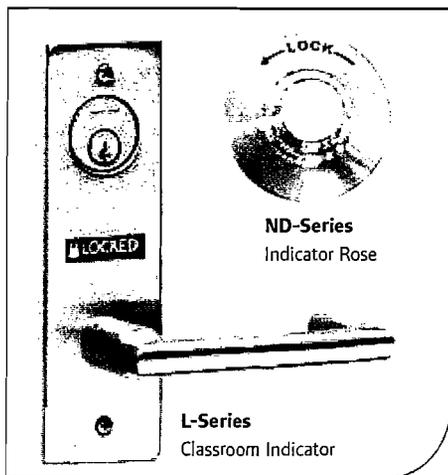
L-Series Indicators provide an at-a-glance verification of the locked/unlocked status of the door from inside of the classroom. This option can be ordered as a new product or retrofit to an existing L-Series lock*. The indicator changes from **Locked** (red background with white text and icon) to **Unlocked** (white background with black text and icon) by inserting a key into the cylinder and turning. The indicator window measures 1-5/8" x 7/16" – easily seen from anywhere inside the classroom.

*The L-Series Indicator is available with N escutcheon only as a retrofit to an existing classroom security or apartment lock.

ND-Series Indicator provides clear direction for faculty to safely and quickly secure the classroom.

This option can be ordered as a new product or retrofit to an existing ND-Series lock.

See table below for availability.



Security and safety go hand in hand when keeping schools safe. While proper equipment is critical, following procedures is essential. Make sure policies are known and strictly enforced.

Schlage Classroom Security: L-Series Lock			
Function	Lock	Product	How to Order (Available N Escutcheon only) New Lock / Retrofit
Classroom Security	Double Cylinder	L9071	XL12-751 / XL12-749
Classroom Security with deadbolt*	Double Cylinder with deadbolt*	L9468	XL12-751 / XL12-749
Apartment	Double Cylinder	L9060	XL12-751 / XL12-749

For new locks, specify XL12-751 as an option. For retrofit kits, order XL12-749 with finish code. All finishes are supported except for 612, 613, 629 and 630.
*Adding a deadbolt creates the most secure option for a classroom.

Schlage Classroom Security: ND-Series Lock			
Component	Function	Product	How to Order
Rhodes Indicator Rose	Classroom Security	ND75, ND95	XN12-035* - available in 626 only
Omega Indicator Rose	Classroom Security	ND75, ND95	XN12-045* - available in 626 only

*XN12-035 and XN12-045 in 626 finish will be become the standard inside rose for ND75 and ND95 starting mid July 2013.

Classroom Security Indicators
Schlage L-Series Locks
Schlage ND-Series Locks



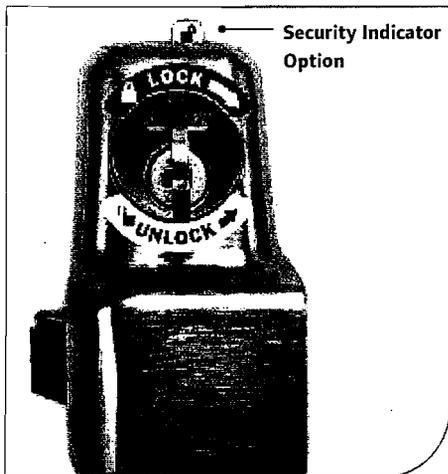
VON DUPRIN®

Classroom Security Indicator Know Your Options

In the event of an emergency, classrooms need to be immediately secured for the safety of teachers and students.

The **Von Duprin Classroom Security Indicator** provides an at-a-glance verification of the locked/unlocked status of the door from inside of the room. This option can be ordered as a new product or as a retrofit conversion kit to an existing 98/99 device*. Indicator in **Unlocked** state presents a 1/2" x 1/2" metal flag (white background with black icon) at top of device head. Indicator in **Locked** state has no flag present.

*The Classroom Security Indicator is available with 98/99 Rim devices.
See table below for availability.



NEW DEVICES		
Von Duprin Classroom Security: 98/99-Series Device		
Options	Device	How to Order
Classroom Double Cylinder	98/99 Rim 98/9975 Mortise (includes 7500-2 Lock)	Suffix = -2 Double Cylinder
Classroom Security Double Cylinder with Security Indicator	98/99 Rim only	Suffix = -2S1 Double Cylinder with Security Indicator
Above applications available with L, TP, or K functions only. Specify handing. Rim cylinder (3216) sold separately. Mortise device requires 1 rim cylinder and 1 mortise cylinder (321S) with straight cam (Schlage cam reference B502-191). Rim cylinder with T-Turn available from Schlage, order part number XB 11-979		

CONVERSION KITS	
Von Duprin Classroom Security: 98/99-Series Device	
Part Number	Description
050388	98/99-2 Conversion Kit RHR
050389	98/99-2 Conversion Kit LHR
051883	98/99-2S1 Conversion Kit RHR
051884	98/99-2S1 Conversion Kit LHR
971220-00	Lock/Unlock Label Only

Security and safety go hand in hand when keeping schools safe. While proper equipment is critical, following procedures is essential. Make sure policies are known and strictly enforced.

Classroom Security Indicator
Von Duprin 98/99 Series Exit Device





Brighter
Futures
Begin with
a Secure
Learning
Environment

K-12 Safety
and Security
Solutions



Ingersoll Rand's Security Technologies Sector is a leading global provider of products and services that make environments safe, secure and productive. The sector's market-leading products include electronic and biometric access-control systems, time-and-attendance and personnel scheduling systems, mechanical locks, portable security, door closers, exit devices, architectural hardware, steel doors and frames; and other technologies and services for global security markets.

877.840.3621

www.ingersollrand.com

Ingersoll Rand
Security Technologies

Ingersoll Rand helps you understand your level of risk.

STEP 1

According to DOE recommendations, your Crisis Planning process should begin with Mitigation and Prevention—including safety audits of your current school security systems to determine potential problem areas. Your Ingersoll Rand Specialist in Education Solutions can schedule an on-site assessment to expose strengths and weaknesses never considered.

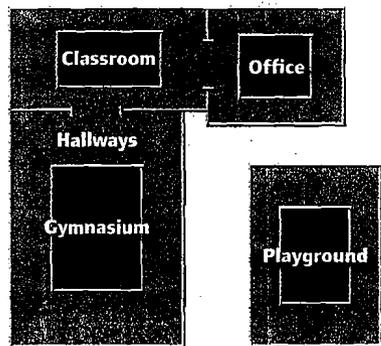
In addition to access control solutions, this comprehensive site assessment includes suggestions that follow Crime Prevention Through Environmental Design (CPTED) guidelines which address landscaping, lighting, windows and more.

Risk mitigation at your fingertips.

As well as taking our on-site assessment, or if you're not ready to schedule one immediately, Ingersoll Rand Education Solutions makes it easy for you to conduct a risk-mitigation assessment of your facility online.

To take the assessment and learn valuable information about your school's current security level, go to www.safeschools.ingersollrand.com.

Every perimeter of your campus must be secured.



Creating a safer school requires thinking through your security needs throughout the entire campus, from classrooms to offices, and from the gymnasiums to the playground.

Ingersoll Rand can help you analyze your security needs and be prepared to meet them.

STEP 2

Being prepared includes being ready to secure your school on a variety of perimeters, from the classrooms and office to the gymnasium and playing fields. As a leader in educational safety and security, Ingersoll Rand has worked with the industry's top experts to develop a comprehensive system that helps you create safer, more secure schools by going beyond your front doors. Our Perimeter Security System provides school security guidelines and programs that will help you manage the security of your entire campus.

We'll help you identify the level of response you need.

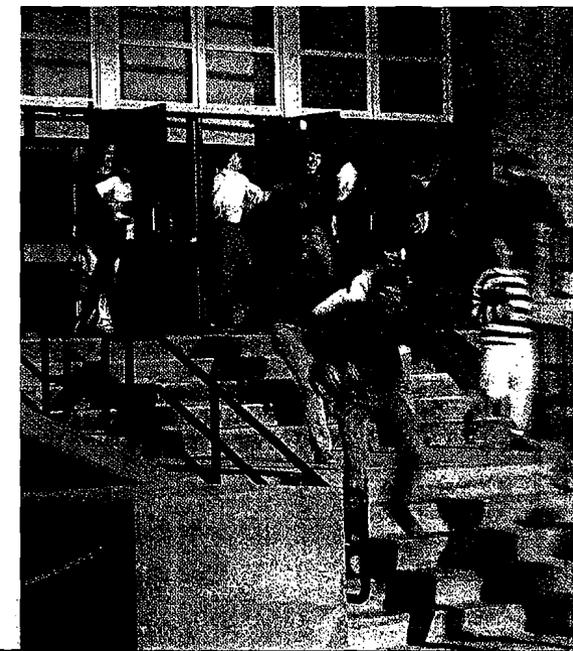
STEP 3

In the DOE crisis-planning process, your response in a crisis should be based on pre-determined response mechanisms. With our years of expertise in educational security, Ingersoll Rand will work closely with you to identify the level and types of security solutions that will best fit your needs.

We have developed a multilevel, layered approach to security and safety, with solutions for every access point on your campus. From Level 1—the mechanical key systems—to the fully integrated, network solutions in Level 4, this approach provides the widest range of solutions for your specific applications and your budget.

Security planning is a continuous process. Team with a partner with the experience to help you through it.

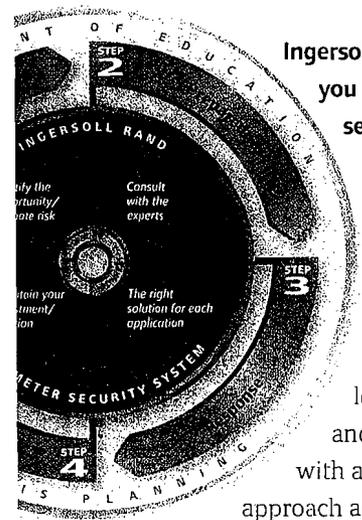
With our years of experience and expertise in security solutions, we offer a comprehensive approach that's designed to find the solution that fits your needs. We recognize that security is not just as the Department of Education calls it, a process. We offer solutions, systems, and products that address your process—and your specific needs—every step of the way. If you're ready to initiate or expand your security planning, call 877.840.3621 today to speak to an Ingersoll Rand Specialist in Education Solutions. Or, visit us at www.safeschools.ingersollrand.com.



number one priority
pace of mind.

number one priority is helping
sure yours.

pace of mind means knowing you've created
ecure environment for learning—one where
s succeed, teachers excel and parents and the
ity can put their trust. To achieve this goal you
omprehensive program that addresses security
ithin the campus and beyond—one that
es security planning is an ongoing process
t no one solution fits every situation.



**Ingersoll Rand can guide
you through the
security process.**

Every school is
different in its
needs, risks and
resources to
deal with them.
Clearly, multi-
level thinking
and planning along
with a disciplined team
approach are needed. To

de your planning, the United States Department
tion (DOE) has identified four phases in the
of Crisis Planning: Mitigation and Prevention,
ness, Response and Recovery.

rsoll Rand Education Solutions team brings
in 100 years of high-level experience and
go to solving your security needs. We take a
ensive approach to the Crisis-Planning process
e developed systems that reinforce the
ommendations.

*With four levels of solutions,
you can create a system that
grows with your needs.*

**LEVEL 1 / Functional and compliant mechanical
access control**

- This includes an educational facility's fundamental mechanical barriers. The entire access control system depends on it.

**LEVEL 2 / Stand-alone electronic access control
and key management**

- Includes Level 1 solutions plus patent-restricted keyways to give your security department control of key blanks and cutting equipment. Mechanical key override is included with many electronic systems.

**LEVEL 3 / Networked access control,
accountability and credential management**

- Includes Level 2 solutions plus biometric products that scan fingerprints and facial features. This gives only authorized persons access to a school building or garage.

LEVEL 4 / Campus integration

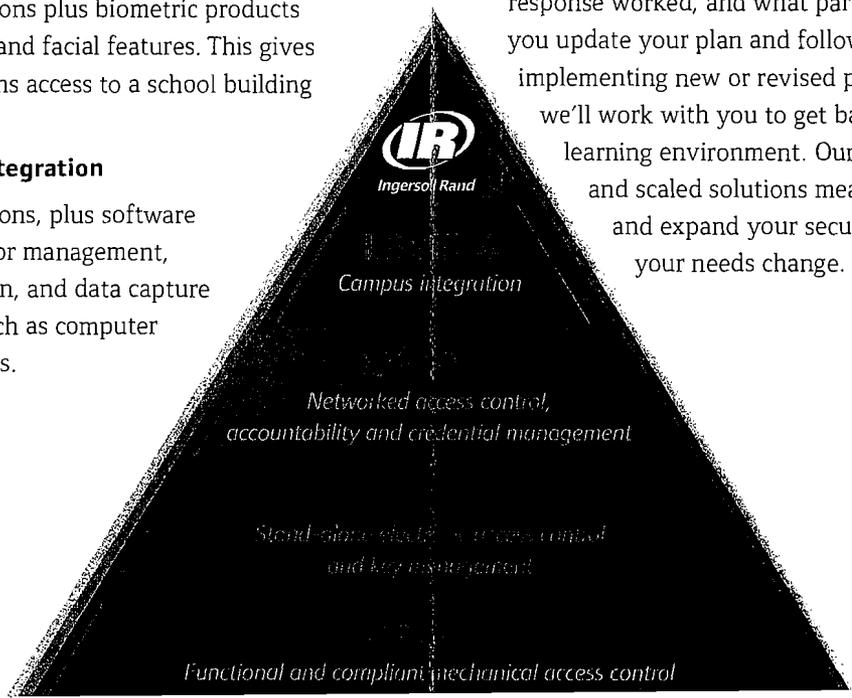
- Includes Level 3 solutions, plus software solutions such as visitor management, closed-circuit television, and data capture for managing areas such as computer labs, gyms and libraries.

*If a crisis does occur, restoring
a safe, secure learning
environment is paramount—
to you and to us.*



Nobody wants a crisis. But if you do have a crisis event, you must get into what the DOE calls the Recovery stage as quickly as possible. This means allocating appropriate time and resources for intervention and emotional response as well as restoring the physical facility.

Ingersoll Rand Education Solutions is committed to maintaining our security partnership on a long-term-relationship basis. We have the expertise to help you evaluate what part of your preparation, planning and response worked, and what part didn't. We'll help you update your plan and follow through in implementing new or revised plans. Above all, we'll work with you to get back to a safe, secure learning environment. Our depth of resources and scaled solutions means you can improve and expand your security systems as your needs change.



Your number one priority is peace of mind.

Our number one priority is helping you secure yours.

True peace of mind means knowing you've created a safe, secure environment for learning—one where students succeed, teachers excel and parents and the community can put their trust. To achieve this goal you need a comprehensive program that addresses security issues within the campus and beyond—one that recognizes security planning is an ongoing process and that no one solution fits every situation.

Ingersoll Rand can guide you through the security process.

Every school is different in its needs, risks and resources to deal with them. Clearly, multi-level thinking and planning along with a disciplined team approach are needed. To

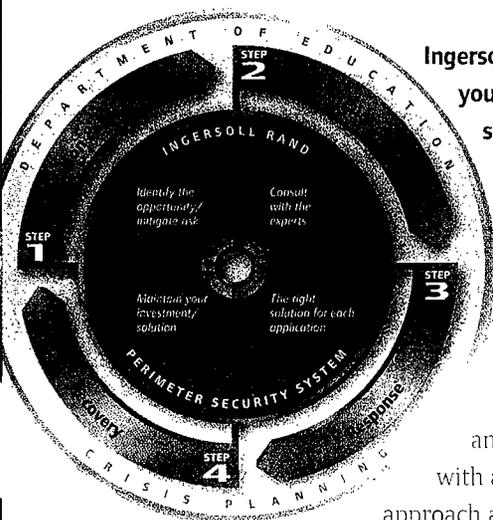
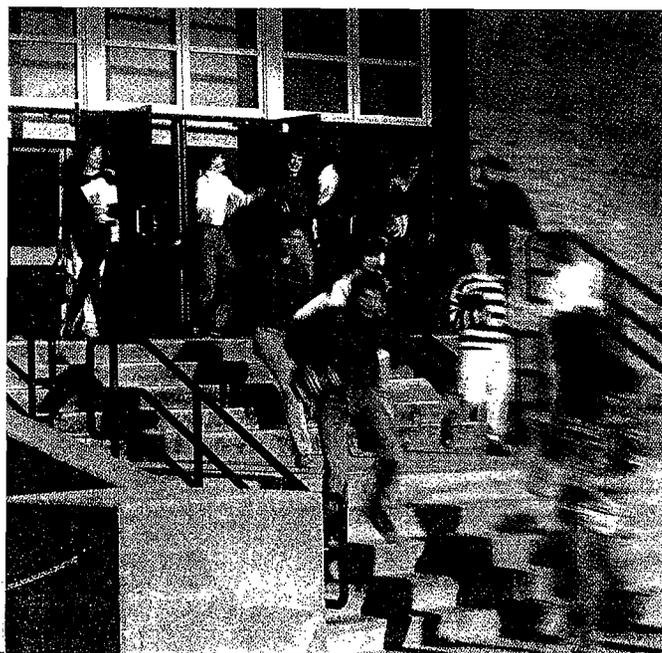
help guide your planning, the United States Department of Education (DOE) has identified four phases in the process of Crisis Planning: Mitigation and Prevention, Preparedness, Response and Recovery.

The Ingersoll Rand Education Solutions team brings more than 100 years of high-level experience and knowledge to solving your security needs. We take a comprehensive approach to the Crisis Planning process and have developed systems that reinforce the DOE recommendations.

Security planning is a complex process. Team with a partner with the experience to help you through it.

With our years of experience and expertise in education security solutions, we offer a comprehensive, consultative approach that's designed to find the solution that best fits your needs. We recognize that security planning is, as the Department of Education calls it, a process. We offer solutions, systems, and products that fit that process—and your specific needs—every step of the way.

If you're ready to initiate or expand your security planning, call 877.840.3621 today to speak to an Ingersoll Rand Specialist in Education Solutions. Or, visit us online at www.safeschools.ingersollrand.com.





INDIANA UNIVERSITY
DEPARTMENT OF PEDIATRICS
School of Medicine

September 23, 2013

Senator Pete Miller, Chair
School Safety Interim Study Committee
200 West Washington Street
Indianapolis, IN 46204

Dear Senator Miller:

I am writing to describe an opportunity that exists to improve the care of Indiana youth. Specifically, I would like to describe the training program that may be effective for school resource officers. This training educates officers in the basic tenants of normal adolescent development, based on recent brain behavior research, as well as effective management techniques for compromised youth (e.g. youth with mental illness or special education needs).

In 2012, Drs. Crystal Garcia (Professor at Indiana University Purdue University-Indianapolis), Dr. Roger Jarjoura (Principal Researcher at American Institutes for Research) and I conducted a study focused on disproportionate minority contact (DMC) with Indiana youth. Disproportionate minority contact is the overrepresentation of minority youth in the criminal justice system relative to their proportions in the general population. Minority youth are overrepresented in Indiana juvenile justice system (see recent report: http://www.in.gov/cji/files/Identifying_DMC_In_Indiana_2012.pdf)

In order to explore local solutions to this issue, we conducted focus groups with adults that work with youth in as well as youth involved in juvenile justice in three Indiana counties (Allen, LaPorte and Vanderburgh). The Indiana Criminal Justice Institute will be releasing the results of this study this week (see <http://www.in.gov/cji/2622.htm>). For the purpose of today's testimony, I will be discussing the results of the police officer focus groups.

A variety of officers were represented in the focus groups including school resource officers, detectives, and officers assigned to specific neighborhoods. Many officers were simply uncomfortable in working with teens. Teens were described as being more emotional and volatile as well as being difficult to manage and groups.

An officer discussing groups of teens: *"It affects how many are around. If 3 or 4 are cooperative, and you let one continue to be belligerent, the others may start getting fired up. If it is just you and him, you might let him go on a little longer. If there are others, you don't have time to try to deescalate."*

Additionally, officers were interested in learning adolescent specific techniques.

In discussing academy training, and officer stated: *"We dealt with general de-escalation—we didn't focus on juveniles."*

In sum, based on focus group and interviews with youth, recommendations specific to training officers were made including training specific to adolescent interactions and cultural adaptation frameworks, a term which focuses on the adaptation of evidence-based practice to diverse populations.

Individuals in the Marion County juvenile justice system have been involved in juvenile justice reform for many years. One area that has gained attention includes DMC. A group of stakeholders from one community within Marion county (i.e. Martindale-Brightwood) has become involved in limiting DMC. One such effort was to collaborate with the IMPD East district to implement the Strategies for Youth training.

The training consists of two days' worth of lectures and interactive workshops. The first day, which I helped teach, focuses on normal adolescent development as well as specific techniques of how to work with compromised adolescents. This includes adolescents with mental health problems such as depression and posttraumatic stress disorder. The second day focuses on juvenile justice law and reform within Indianapolis.

Overall, the feedback was very positive. Officers were looking to gain additional information regarding adolescents. There are many questions regarding adolescent brain development and the impact of brain development for youth on the street. Moreover, there was a focus on de-escalation techniques that are specific to adolescents. Again, officers were very interested in any techniques they could use in their neighborhood.

Given the results of research with officers and locales across the state as well as my experience in training IMPD officers, I believe the training offered through Strategies for Youth would be appropriate for school resource officers. School resource officers do have competing demands regarding the needs of the school as well as community protection. This training could be effective in gaining additional skills in working with youth in general as well as specific at risk populations such as youth involved in special education.

Thank you for your time,

A handwritten signature in black ink that reads "Matthew C Aalsma PhD". The signature is written in a cursive style with a large, stylized "M" and "A".

Matthew C Aalsma, PhD
Associate Professor of Psychology and Pediatrics
Indiana University School of Medicine