



Governor Kay Ivey

SECURING ALABAMA'S FACILITIES OF EDUCATION (SAFE) COUNCIL

Final Recommendations and Report
April 30, 2018

SAFE Council Members

- Dr. Ed Richardson, Presiding, Interim State Superintendent of Education
- Jimmy Baker, Chancellor, Alabama Community College System
- Hal Taylor, Secretary of Law Enforcement
- Lynn Beshear, Commissioner, Alabama Department of Mental Health
- Jim Purcell, Acting Secretary of Information Technology

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Safe Council Final Recommendations

Physical Security

1. **Funding for School Resource Officers (SROs) and District Safety Coordinators (DSCs)**—Provide dedicated and sustained funding for SROs and DSCs to reach as many schools as possible under existing funding constraints.
2. **Bond Issue for Enhancing School Building Security**—Provide a bond issue for school building security enhancements that are part of system-wide security plans and that meet standardized security levels.
3. **Surveillance Systems Linked to Law Enforcement**—Require all schools to upload floor plans in the Virtual Alabama School Safety System (VAS3) and maintain surveillance cameras linked to VAS3 to assist law enforcement in crisis response. Identify schools without surveillance systems and provide them with technical and financial assistance.

Threat Assessments and Mental Health

4. **School-Based Mental Health**—Expand the school-based mental health collaboration by hiring as many master's-level mental health professionals as possible under existing funding constraints.
5. **Identifying Warning Signs**—Create an evidence-based threat assessment model with tiered intervention options for identifying and addressing troubling student behavior. School-based mental health counselors will triage students using the threat assessment system.
6. **Reporting Threats**—Create a virtual platform for reporting threats, available to students, parents, teachers, and members of the community. District safety coordinators will, in consultation with school personnel, determine whether reported threats require a response from school personnel, law enforcement, or both.
7. **Tracking School Violence**—Require schools to report incidents of school violence to the ALSDE in real time. Currently, the ALSDE only receives an annual incident report from schools in June.

Coordinated Training and Planning

8. **Empowered and Accountable District Safety Coordinators**—All local education agencies will designate a DSC who will be accountable for assessing all reported threats. All DSCs will be required to attend at least two comprehensive safety trainings annually. All DSCs will train school-level safety coordinators in their districts twice annually.
9. **Building a Culture of Safety**—The Alabama State Superintendent of Education will interpret Section 16-1-44 of the Code of Alabama to require all schools to conduct comprehensive school safety trainings and drills. Currently code red drills are required, but not training.
10. **School Safety Training and Compliance Teams**—Create school safety training and compliance teams to provide trainings on physical security, threat assessment, mental health, active shooter, bullying/cyberbullying, and cyber security/awareness with trainers from the Attorney General's and local District Attorneys' Offices, ALSDE, ADMH, ALEA, and local law enforcement. Eleven teams will be established and trained to cover the geographic areas of the eleven regional in-service centers.

Governor Ivey's Smart on Safety Initiative

School safety is a major concern for the Ivey Administration. Alabama's school children must be provided with a safe environment to learn and grow. On March 6, 2018, Governor Ivey launched the Smart on Safety Initiative, a comprehensive, common-sense plan to achieve school safety and security in Alabama.

I. Providing Proper Security and School Resources

Physical security is necessary, but not sufficient, to providing a safe and secure environment for teaching and learning. Schools must have the resources and personnel required to maintain the physical security of school campuses. Each school's security needs are unique; therefore, local districts must be given an opportunity to assess their own security needs. The state should support local districts by providing technical and financial support to local districts as they implement their physical security plans.

II. Identifying Students at Risk

Schools face many physical safety threats. However, as recent events have shown, many threats emanate from inside the school. Students who are isolated and withdrawn are more likely to act violently at school. Comprehensive strategies are required to prevent school violence, and schools are the right place to identify students at risk of harming themselves or others. Often there are signs of distress that, when ignored, may pave the way to an extreme act of violence.

III. Training for School Districts Teachers, Parents, and Students

Families and communities expect schools to keep their children safe from threats. In collaboration with their local government and community partners, schools can take steps to plan for potential emergencies. Although schools are not traditional response organizations, school personnel must respond immediately when a school-based emergency occurs. They provide first aid, notify response partners, and provide instructions before first responders arrive.

IV. Securing Alabama's Facilities of Education (SAFE) Council

By Executive Order 713, Governor Ivey convened the SAFE Council, composed of the Alabama State Superintendent of Education, the Chancellor of the Alabama Community College System, the Secretary of Law Enforcement, the Secretary of Information Technology, and the Commissioner of the Alabama Department of Mental Health, to offer recommendations to implement the Smart on Safety Initiative.

Proceedings of the SAFE Council

- March 6, 2018: Governor Ivey signed Executive Order 713, creating the SAFE Council.
- March 16, 2018: The SAFE Council met for the first time. During the first meeting, the SAFE Council agreed on a package of ten draft recommendations addressing physical security, mental health and threat assessments, and coordinated training and planning.
- March 29, 2018: The SAFE Council met for the second time. During the March 29 meeting, the SAFE Council heard presentations from stakeholders across Alabama.
- April 4, 2018: The SAFE Council met for the third time and unanimously adopted ten final recommendations. The SAFE Council also appointed a drafting committee to compile the draft report to Governor Ivey. The drafting committee included:
 - Dr. Barbara Cooper and Dr. Marilyn Lewis (ALSDE);
 - Mr. Todd Russell and Mr. Boone Kinard (ACCS);
 - Commissioner Beshear and Mrs. Kim Hammack (ADMH);
 - Acting Secretary Purcell and Mr. Taylor Nichols (OIT);
 - Mr. Shirrell Roberts and Mr. Jay Moseley (ALEA);
 - Mr. Nick Moore (Governor Ivey).
- April 10, 2018: The first drafting committee meeting was held. Subsequent drafting committee meetings were held on April 16 and 19.
- April 12, 2018: The SAFE Council provided an outline of its draft recommendations at the Alabama State Board of Education meeting.
- April 18, 2018: The SAFE Council reported on school safety at the Interim State Superintendent's quarterly meeting of local superintendents.
- April 24, 2018: The SAFE Council met and adopted the report to Governor Ivey unanimously.

An Introduction from SAFE Council Member Agencies

The Alabama State Department of Education (ALSDE)

School safety is a critical issue in the lives of students, educators, parents, families, and members of our communities. Students struggle to learn when their safety is threatened. Educators are less able to provide effective instruction if they feel unsafe. Positive school climates enhance safety in the school and community by increasing communication between students, families, and faculty. A positive climate also reduces forms of harm to students that can stem from negative climates, such as bullying and self-harm. A positive school climate that provides students with access to emotional and behavioral support can enhance the capacity of students and staff to prevent, respond to, and recover from emergencies.

- **Prevention** – A positive school climate can help to prevent school violence because it can reduce behaviors that contribute to a crisis (e.g., violence, bullying, harassment, chronic absences, truancy, and substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will report potential threats to trusted adults within the school.
- **Response** – Schools with positive school climates teach students the social and emotional competencies needed to develop persistence, tolerance, resilience and the ability to manage their emotions. Teachers, counselors, school resource officers, and school staff must train regularly on child and adolescent development and how to respond appropriately to a variety of student behaviors before those behaviors threaten school safety and attendance.
- **Recovery** – A positive school climate can help in the recovery from an emergency or an incident of school violence by providing emotional and mental health services to all members of the community. Schools with strong climates promote social and emotional health and support the recovery of all members of the school community.

The Alabama Community College System (ACCS)

The Alabama Community College System recently completed a comprehensive review of safety and security plans at all Alabama community colleges that included visits to all colleges within the system. During this process, the ACCS reviewed and approved the safety and security Emergency Operation Plans (EOPs) for each college. Each college must conduct annual training and ongoing drills regarding the college's EOP to maintain plan approval by the ACCS. The ACCS makes training available to all college staff involved with school safety and security. The ACCS employs a Chief Safety and Security Officer, and each college maintains a primary safety officer. Any plan revisions must be submitted to the ACCS for approval.

The Alabama Law Enforcement Agency (ALEA)

ALEA, through its legacy agencies, has been active in school safety since 2008. In 2008, after the Virginia Tech University shooting, the Virtual Alabama School Safety System (VAS3) was created as a partnership between the Alabama State Department of Education (ALSDE) and the then Alabama Department of Homeland Security (ALDHS), which was subsumed by ALEA. VAS3 allows ALSDE personnel to view school safety plans and floor plans, statewide, in a digital format. Additionally, VAS3 allows education officials to virtually share safety plans and floor plans with law enforcement and other first responders.

In the aftermath of the Sandy Hook shooting, ALDHS was tasked with developing an active shooter response plan to train law enforcement officers and civilians in active shooter response. Alabama was already training law enforcement officers in the Advanced Law Enforcement Rapid Response Training (ALERRT) Program from Texas State University. ALERRT teaches first responding officers to engage and stop an active shooter. Active shooter training for civilians consists of the "Run, Hide, Fight" Program. This program is used to engage civilians and the private sector with an active shooter protocol that can be easily implemented. ALEA, working with ALSDE, tailored this protocol to be taught in schools, according to age group.

Finally, the Alabama Fusion Center (AFC), Alabama's federally-recognized fusion center, acts as the information sharing center for local, state, and federal governments; private sector entities; and the intelligence community. AFC is an all-crimes, all-hazards, and all-threats fusion center, which assess threats and risks related to Alabama. AFC will continue working with the education community to assess and share school threat information and encourage reporting through the "If You See Something, Say Something" program.

The State of Alabama Office of Information Technology (OIT)

The State of Alabama Office of Information Technology is the state's central information technology (IT) agency, and it is led by the Secretary of Information Technology, a Cabinet-level official appointed by the Governor. OIT focuses on strategic planning, governance, and resource utilization for technology among the State's executive branch agencies. OIT also owns and operates the state's centralized data centers, telecommunications network, and cybersecurity resources, and provides project management resources for IT development and implementation.

Technology will play an increasingly important role in preventing and mitigating school violence and creating safe school environments. By statutory mandate, the Secretary of IT serves as the principal advisor to the Governor on information technology policy, and OIT is prepared and able to assist state and local entities with procurement and implementation of school safety systems. The SAFE Council's recommendations regarding unified threat reporting and school monitoring will present a challenge, but one which OIT, as a service entity to other government agencies, is uniquely positioned to undertake.

The Alabama Department of Mental Health (ADMH)

The Alabama Department of Mental Health (ADMH) is the state agency with primary responsibility for the care of individuals who have, or are at risk for developing, serious mental illnesses, substance-use disorders, and intellectual disabilities. According to the Federal Substance Abuse and Mental Health Services Administration (SAMHSA), by 2020, mental and substance use disorders will surpass all physical diseases as the major cause of disability worldwide.

The Alabama Department of Mental Health recommends a comprehensive approach to addressing the mental health and substance abuse needs of our children. This includes prevention strategies, intervention and holistic treatment options, and peer-oriented recovery programs. According to SAMHSA, childhood trauma in the United States is extensive. Six out of ten U.S. youth have been exposed to violence within the past year, and one in ten were injured. In addition, approximately 772,000 children were victims of maltreatment in 2008. Adverse childhood experiences (physical, emotional, and sexual abuse, as well as family dysfunction) are associated with mental illnesses, suicidality, substance abuse, and physical illnesses.

Executive Order 713, Establishing the SAFE Council



EXECUTIVE ORDER NO. 713

ESTABLISHING THE GOVERNOR'S SAFE COUNCIL

WHEREAS providing safe schools for the children of Alabama is a paramount responsibility of the State of Alabama;

WHEREAS state agencies possess unique capabilities and resources for promoting school security;

WHEREAS coordinated, inter-agency planning and training is required to prevent school violence;

WHEREAS the President of the United States has initiated an appropriately wide-ranging national conversation of proposals to protect our schools;

WHEREAS the Legislature's Emergency Task Force on School Safety and Security has already made and begun implementing school-safety proposals at the state level;

WHEREAS all school-safety ideas should be considered, whether arming willing and trained school personnel, tightening access to school buildings, or improving support for at-risk students;

NOW, THEREFORE, I, Kay Ivey, Governor of the State of Alabama, by the authority vested in me by the Constitution and laws of the State of Alabama, do hereby establish the Governor's Securing Alabama Facilities of Education Council ("the Governor's SAFE Council" or "the Council") as further set forth below:

1. **Purpose.** The Council's purpose shall be to implement the Governor's announced proposals, and to develop additional proposals, for enhancing the safety of Alabama schools.
2. **Implementation plan.** The Council shall submit to the Governor by April 30, 2018, a plan to implement the Governor's initiatives to enhance the physical safety of Alabama's schools, to assess internal

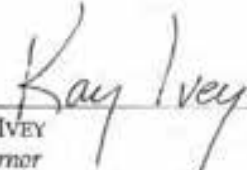
EXECUTIVE ORDER NO. 713

threats to school safety, and to coordinate school emergency operations planning and training. The plan shall also include any additional recommendations the Council develops for promoting school safety.

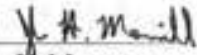
3. **Membership.** The Council shall consist of the following members or their designees: the Governor, who shall act as chair; the Secretary of the Alabama Office of Information Technology; the Secretary of the Alabama Law Enforcement Agency; the Commissioner of the Alabama Department of Mental Health; the Alabama State Superintendent of Education; and additional individuals as the Governor deems necessary.
4. **State agency cooperation.** State agencies and other state-funded entities shall cooperate with the Council and provide information requested by the Council.

DONE AND ORDERED this 6th day of March 2018.




KAY IVEY
Governor

ATTESTED


JOHN H. MERRILL
Secretary of State

Descriptions of the SAFE Council Final Recommendations

Recommendation 1: Funding for School Resource Officers and District Safety Coordinators

School Resource Officer

Section 13A-11-72(h) of the Code of Alabama 1975 (see Appendix A) defines a "school resource officer" (SRO) as "an Alabama Peace Officers' Standards and Training Commissioner-certified law enforcement officer employed by a law enforcement agency who is specifically selected and specially trained for the school setting." School resource officers provide a wide array of services. Although their duties can vary considerably from community to community, the most typical roles of SROs are safety expert, law enforcer, problem solver, liaison to community resources, and educator. See Appendix B for the SRO job description.

Role of the District Safety Coordinator

The job of the District Safety Coordinator is to establish and maintain a safe and secure environment for students, employees, and visitors by helping to enforce all safety and security policies designed to meet the needs of the school district. See Appendix C for the DSC job description.

The Governor's SAFE Council Recommends:

Providing a dedicated level of state funding, to the greatest extent feasible under existing funding constraints, for all local education agencies (LEAs) for the specific purpose of hiring SROs and DSCs. Each LEA may appropriate any funds received for this purpose to most effectively meet the school safety needs of the LEA as determined by the local superintendent and school board.

Recommendation 2: Bond Issue for Enhancing School Building Security

Building Security

In Alabama, we have schools in rural, urban, and suburban areas. Some are historical landmarks, many are hubs of their communities, several serve fewer than 100 students, and a few are as large as college campuses. With such diversity, the common thread that weaves them together is the challenge of maintaining school safety. Each school requires a level of safety that must address physical security for all students, employees, and visitors on campus.

The Governor's SAFE Council Recommends:

Issuing a bond for building enhancements and physical security of schools. Funds dispersed from a bond issue must be used for safety upgrades that are part of the system-wide emergency operating plan and that meet a standardized level of security, as determined and approved by the appropriate governing entity (ALSDE, ACCS, institutions of higher education, etc.).

Eligible uses may include:

- Security cameras
- Exterior and interior door locks
- Monitored exterior access points
- Emergency response technology
- Visitor-entry systems

For K-12 school systems, the superintendent and district safety coordinator will prioritize the LEA's physical security needs. The district safety coordinator will be responsible for submitting a plan to the Governor's SAFE Council, or its designee, for approval in order to receive funding from the bond issue for physical security upgrades. The district safety coordinator shall oversee the maintenance of equipment and materials purchased with these funds.

Recommendation 3: Surveillance Systems Linked to Law Enforcement

Virtual Alabama School Safety System (VAS3)

In 2008, Governor Bob Riley directed the Alabama Department of Homeland Security (ALDHS) to develop the Virtual Alabama School Safety System (VAS3). ALDHS partnered with the Alabama State Department of Education (ALSDE) to develop and implement VAS3, a platform that displays school safety plans and floor plans in a digital format. VAS3 gives first responders access to safety plans and surveillance cameras during school-based emergencies.

From 2008 to 2011, VAS3 was implemented in Alabama K-12 public schools with the goal of mapping all schools in Alabama. The Alabama State Board of Education endorsed this work through a resolution "establishing the Virtual Alabama School Safety System as the primary school safety documentation and planning system for school through the state." In June 2012, State Superintendent Dr. Thomas Bice directed all local education agencies (LEAs) to upload school safety plans in VAS3 by July 2013. Alabama was the first state in the nation to provide a visualization platform linking the education and public safety communities.

Many Schools Remain Unconnected to VAS3

Although some schools have surveillance systems on site, many of these devices are not linked to the VAS3. The surveillance systems often are not linked to VAS3 due to the age of the cameras' technologies. In a recent survey sent to LEA Superintendents, which has a response rate of 73.5%, the following information was gathered:

- Of those responding, 85.25% stated they have cameras in all of their schools.
- The follow-up question asked "... if the cameras are linked to VAS3 which will allow First Responders access to your cameras in an emergency situation" 70.49% of the superintendents responded that their cameras are not linked to VAS3.

The Governor's SAFE Council Recommends:

- The Council recommends funding for the annual subscription cost for VAS3.
- The Council requests funding for the annual renewal fee for the intruder notification system managed by ALEA.
- The Council also recommends the purchase of camera systems, as practicably as possible under existing funding constraints, to allow schools from K-12 to Higher Education to participate in VAS3 and to maintain surveillance systems on an ongoing basis.
- The Technology Coordinator (TC) from each LEA must be part of the conversation on the best way to give access to first responders in an emergency situation. The TCs know the capabilities of their server(s) and other technologies.

Recommendation 4: School-Based Mental Health

The School-Based Mental Health Services (SBMH) Collaboration

The Alabama Department of Mental Health (ADMH) and Alabama State Department of Education (ALSDE) identified the need to integrate mental health services into the school setting. In school-aged children and adolescents, unmet mental health needs can cause long-term consequences: chronic absenteeism, substance abuse, health problems, self-harm, and violence. The School-Based Mental Health (SBMH) collaboration is designed to ensure that the mental health needs of children and adolescents are identified early and addressed through a school, family, and mental health partnership. To be effective, comprehensive mental health services in schools must be provided by an on-site, master's level mental health professional in collaboration with teachers, administrators, and families. Students may be referred for a decline in academic performance, behavior (suicidal thoughts, poor social integration, defiance of rules, bullying, or possession of drugs/alcohol), or family-related issues. The SBMH collaboration provides:

- High quality services that build on existing school programs, services, and strategies;
- Access to a continuum of care in a school setting;
- Authentic parent/family engagement;
- Meaningful children and youth involvement;
- Culturally and linguistically competent service; and
- Data-driven planning, evaluation, and quality improvement.

After a student is referred for services, a "Gatekeeper" contacts the student's parents for consent to provide services to the student at school. Mental health services are individually determined after a student assessment has been completed. Specific school-based mental health services include: evaluations, individual and group counseling, individual therapy, parent and/or staff training, case management, home-based services, and referral to outside agencies.

The school-based mental health provider bills students' medical insurance, if students have insurance, before billing the school. Personnel from the school system assist parents with Medicaid and All Kids enrollment, if a student is eligible but not enrolled. In the event there are no resources available for payment for treatment services for an individual student, the local education agency reimburses the mental health provider for services delivered to the student.

The Governor's SAFE Council recommends:

To reduce the risk of threats emanating from students' unmet mental health needs, the SAFE Council supports hiring as many more master's level mental health professionals as practicably possible under existing funding constraints for the School-Based Mental Health Collaboration.

Recommendation 5: Identifying Warning Signs

Evidence-Based Threat Assessment

Threat assessment is a violence prevention strategy that involves: (a) identifying student threats to commit a violent act, (b) determining the seriousness of the threat, and (c) developing intervention plans that protect potential victims and address the underlying problem or conflict that stimulated the threatening behavior. Threat assessments can help to prevent violent acts from occurring by assisting potential offenders in overcoming the underlying sources of their anger, hopelessness, or despair. Effective threat assessment provides school professionals with useful information about a student's risks. Among the other potential student risks that can be identified and prevented are suicide, alcohol and drug use, physical abuse, dropping out, and criminal activity.

The Governor's SAFE Council recommends:

- School Safety Training and Compliance Teams, as referenced in Recommendation 10 of this report, will receive threat assessment training.
 - This threat assessment training will be conducted by the Colorado School Safety Resource Center. See Appendix D for the Colorado School Safety Resource Center Threat Assessment Model.
 - This threat assessment model is evidence-based and used in many states in the nation.
- After statewide trainings are conducted, School-Based Mental Health counselors will triage student reports using the threat assessment model.
- Individual intervention plans will be created to ensure the needs of each student are met and that no student is stigmatized.

Recommendation 6: Reporting Threats

The Alabama Fusion Center

Part of the Alabama Law Enforcement Agency's State Bureau of Investigation, the Alabama Fusion Center (AFC), and its counterparts in other states and U.S. territories, are intelligence- and information-sharing hubs designed to "fuse" information between the intelligence community; local, state, and federal governments; and private sector entities. The AFC believes that a holistic mechanism of reporting school-based threats should be adopted that includes a toll-free number, text messaging, mobile app, website acceptance of tips from the public, and official reporting of incidents from partner agencies.

The AFC has extensive experience in analyzing reports of suspicious activity and getting actionable intelligence into the hands of local, state, or federal law enforcement. Although the AFC has the expertise, it lacks the capacity to currently address all incoming threats from schools. Technology to route threats from students, parents, school personnel, and the public to the AFC, as well as trained personnel at the AFC to triage and route threats to district safety coordinators and local law enforcement, must be made available.

The Governor's SAFE Council recommends:

- Work with ALEA to build on their capabilities to maintain a threat reporting mechanism to be downloaded and used by students, parents, school personnel, and the public. The app will send threat reports to the AFC, which will then route the threat to a district safety coordinator, to law enforcement, or to both.
- Provide more analysts at the Alabama Fusion Center to respond to incoming threats. Trained personnel must be available to quickly triage tips. More tips will come in as the public gains awareness.

Recommendation 7: Tracking School Violence

Real-Time Incidence Tracking

The desire to maintain a safe and disciplined school environment led the Alabama State Department of Education (ALSDE) to create the School Incident Report (SIR) program that meets state and Federal reporting needs. The Alabama SIR program provides the framework for all Alabama public schools and school systems to:

1. Collect school safety and discipline information in a uniform manner.
2. Prepare their annual accountability reports.
3. Track and report offenses to ALSDE that are violations of the law or represent a serious breach of local board of education policy.

One of the challenges confronting the SAFE Council is access to the SIR data at the state level. The SIR data is provided to the ALSDE the first week of June for the completed school year. For the SAFE Council to effectively support LEAs and schools, the SIR data is needed daily to cross-reference with community indicators to quickly develop an individual threat assessment plan for students who display threatening behaviors.

The Governor's SAFE Council recommends:

Developing and implementing a real-time application that allows threatening behaviors to be extracted from the Student Incident Report located in the Student Information System that all K-12 schools in the state utilize. These threats will be assessed by the district safety coordinator, and the data will be accessible by district safety coordinators, LEA Superintendents, ALSDE, ALEA, and ADMH.

Recommendation 8: Empowered and Accountable District Safety Coordinators

The job of the district safety coordinator is to establish and maintain a safe and secure environment for students, employees, and visitors by helping to enforce all safety and security policies and programs designed to meet the needs of the District. See Appendix C for a job description.

Currently, a position titled district safety coordinator does not exist in Alabama law. There are ten local education agencies (LEAs) with resources to employ a district safety coordinator for at least 51% of the time. Most LEAs have given the assignment of school safety to an employee who has many other responsibilities.

The Alabama Department of Education (ALSDE) provides three to five safety trainings per year; however, most safety coordinators do not attend because of conflicts with other job responsibilities.

The Governor's SAFE Council recommends:

- LEAs designate a District Safety Coordinator who spends the majority of his or her time on school safety.
 - Designate this job classification in the Foundation Program.
- Require the district safety coordinator to attend at least two comprehensive safety trainings annually. Training offered by the school safety training and compliance teams referenced in Recommendation 10 of this report will satisfy the requirement.
- Upon return, the District Safety Coordinator will train school coordinators twice annually.
- Require that all trainings be entered in the online professional development (PD) platform.
 - Give access to the Governor's SAFE Council to review PD sessions in the platform.
 - Require the district safety coordinator to participate in at least one Professional Learning Unit (PLU) per license renewal. See Appendix E for a PLU example.

Recommendation 9: Building a Culture of Safety

Interpreting Section 16-1-44 of the Code of Alabama

Currently, Section 16-1-44(g) of the Code of Alabama 1975, the "Code Red Statute," reads:

(g) In the event of a perceived immediate threat to a school involving acts of violence, such as terrorism, a person possessing a firearm or a deadly weapon, or any other threat of violence, the principal, or his or her designee, may institute a code red safety alert level for the school. In addition to the requirements of subsection (e), the principal or his or her designee shall conduct a code red school safety drill during the first six weeks of the fall and spring semesters of each school year to provide students with instruction in the procedures to follow in the case of a code red. The principal or his or her designee shall hold an annual training session for employees of the school regarding the code red school safety plan, drills, and procedures to be conducted during a school year.

See Appendix F for Section 16-1-44 in its entirety.

The Governor's SAFE Council recommends:

- The State Superintendent of Education will interpret the Code Red statute to require two annual comprehensive school safety trainings and drills. Training offered by the school safety training and compliance teams will satisfy the requirement.
- The State Superintendent will author a Memorandum for LEA Superintendents, district safety coordinators and LEA principals detailing the meaning and requirements of the Code Red statute.
 - See Memorandum in Appendix G.

Recommendation 10: School Safety Training and Compliance Teams

Coordinated Training and Planning for School Safety

Most LEAs have small district staffs. As a result, in many cases a person with several job responsibilities also has been given emergency planning for all schools in the district. This requires staff to prioritize training opportunities for themselves and others. When safety trainings are offered by the state, districts' staff must prioritize their responsibilities to determine their availability; many safety coordinators do not attend these trainings because of conflicts with other job responsibilities.

A comprehensive school safety training and compliance team is needed in order to bring the trainings to school districts, instead of school personnel being required to travel for training. Moreover, receiving several trainings in one setting will allow a holistic understanding of school safety training. The school safety training and compliance teams should offer the following training modules, using trainers from the Attorney General or local District Attorney's office, ALSDE, ADMH, and ALEA in one day-long training session, twice annually:

1. Physical Security

SITE ASSESS, Audience: K-12—school districts and schools. This mobile application allows school and school district personnel to walk around a school building and grounds to conduct a comprehensive site assessment. SITE ASSESS equips practitioners with information and knowledge about key fundamental site assessment topics, allows users to add locality- and school-specific questions, generates a customized to-do list that may be used in the short term and long term to address facility improvements, and contains relevant resources on a number of education facility and safety topics. See Appendix H for the more information on the assessment.

2. Threat Assessment

The Governor's SAFE Council compliance training team will receive trainings from the School Safety Resource Center at the Colorado Department of Public Safety on their evidence-based Threat Assessment model. See Appendix D for the model. The Council's training team would then train regional school safety training and compliance teams.

3. Mental Health

The School-Based Mental Health (SBMH) Collaboration is a partnership between the Alabama Department of Mental Health (ADMH) and the Alabama State Department of Education (ALSDE) that places certified mental health professionals in schools to provide mental health services. The SBMH program is designed to ensure that mental health needs of children and adolescents are identified early and addressed through a school, family, and mental health partnership.

4. Active Shooter

ALEA will provide active shooter training to law enforcement using the ALERRT Program. The Level I course is now standard curriculum in the basic police academy ensuring all new Alabama law enforcement officers are trained in active shooter response. ALEA will also continue training civilians and school personnel on the "Run, Hide, Fight" protocol. This protocol provides basic awareness on the

actions to take in an active shooter incident. The training will be tailored according to the audience that will receive it.

5. Bullying/Cyberbullying and Cyber Security/Awareness

Agents from the Attorney General's Office will train serve on the school safety training and compliance teams to provide cyberbullying and cybersecurity/awareness training. Educating parents and teachers on how chat rooms and communications platforms operate gives them information on how to build communication with children. Discussing warning signs of victimization and how parents/teachers/administrators can identify potential problems and open the lines of communication with children can help reduce bullying/cyber bullying.

The Governor's SAFE Council recommends:

- Create eleven regional teams composed of trainers from ALSDE, ADMH, ALEA, and the AG's Office.
- The School Safety Training and Compliance Teams will be trained by the Colorado School Safety Resource Center on their evidence-based Threat Assessment model.
- All members of the eleven regional teams will be trained by the Governor's SAFE Council compliance training team.
- Members of the eleven regional teams will provide two trainings annually in their regions and will be available to provide onsite trainings as requested.
- Members of the eleven regional teams will conduct a safety audit of all LEA schools in their regions. The audit will consist of:
 - Physical Site Assessment of all schools (Tool is located in Appendix H)
 - Virtual Alabama School Safety System review of all emergency operations plans

Appendix A: Ala. Code § 13A-11-72

Certain persons forbidden to possess pistol.

- (a) No person who has been convicted in this state or elsewhere of committing or attempting to commit a crime of violence, misdemeanor offense of domestic violence, violent offense as listed in Section 12-25-32(15), anyone who is subject to a valid protection order for domestic abuse, or anyone of unsound mind shall own a firearm or have one in his or her possession or under his or her control.
- (b) No person who is a minor, except under the circumstances provided in this section, a drug addict, or an habitual drunkard shall own a pistol or have one in his or her possession or under his or her control.
- (c) Subject to the exceptions provided by Section 13A-11-74, no person shall knowingly with intent to do bodily harm carry or possess a deadly weapon on the premises of a public school.
- (d) Possession of a deadly weapon with the intent to do bodily harm on the premises of a public school in violation of subsection (c) of this section is a Class C felony.
- (e) School security personnel and school resource officers qualified under subsection (a) of Section 16-1-44.1, employed by a local board of education, and authorized by the employing local board of education to carry a deadly weapon while on duty are exempt from subsection (c) of this section. Law enforcement officers are exempt from this section, and persons with pistol permits issued pursuant to Section 13A-11-75, are exempt from subsection (c) of this section.
- (f) A person shall not be in violation of Section 13A-11-57 or 13A-11-76 and a minor shall not be in violation of this section if the minor has permission to possess a pistol from a parent or legal guardian who is not prohibited from possessing a firearm under state or federal law, and any of the following are satisfied:
- (1) The minor is attending a hunter education course or a firearms safety course under the supervision of an adult who is not prohibited from possessing a firearm under state or federal law.
 - (2) The minor is engaging in practice in the use of a firearm or target shooting at an established range under the supervision of an adult who is not prohibited from possessing a firearm under state or federal law.
 - (3) The minor is engaging in an organized competition involving the use of a firearm or participating in or practicing for a performance by an organized group under 26 U.S.C. § 501(c)(3) which uses firearms as part of the performance.
 - (4) The minor is hunting or fishing pursuant to a valid license, if required, and the person has the license in his or her possession; has written permission of the owner or legal possessor of the land on which the activities are being conducted; and the pistol, when loaded, is carried only in a manner discernible by ordinary observation.
 - (5) The minor is on real property under the control of the minor's parent, legal guardian, or grandparent.

(6) The minor is a member of the armed services or National Guard and the minor is acting in the line of duty.

(7) The minor is traveling by motor vehicle to any of the locations or activities listed in subdivisions (1) through (6), has written permission to possess the pistol by his or her parent or legal guardian, and the pistol is unloaded, locked in a compartment or container that is in or affixed securely to the motor vehicle and is out of reach of the driver and any passenger in the motor vehicle.

(g) This section does not apply to a minor who uses a pistol while acting in self-defense of himself or herself or other persons against an intruder into the residence of the minor or a residence in which the minor is an invited guest.

(h) The term "school resource officer" as used in this section means an Alabama Peace Officers' Standards and Training Commissioner-certified law enforcement officer employed by a law enforcement agency who is specifically selected and specially trained for the school setting.

(i) The term "public school" as used in this section applies only to a school composed of grades K-12 and shall include a school bus used for grades K-12.

(j) The term "deadly weapon" as used in this section means a firearm or anything manifestly designed, made, or adapted for the purposes of inflicting death or serious physical injury, and such term includes, but is not limited to, a bazooka, hand grenade, missile, or explosive or incendiary device; a pistol, rifle, or shotgun; or a switch-blade knife, gravity knife, stiletto, sword, or dagger; or any club, baton, billy, black-jack, bludgeon, or metal knuckles.

(k)(1) The term "convicted" as used in this section requires that the person was represented by counsel in the case, or knowingly and intelligently waived the right to counsel in the case if required by law, and either the case was tried before a judge, tried by a jury, or the person knowingly and intelligently waived the right to have the case tried, by guilty plea or otherwise.

(2) A person may not be considered to have been convicted for the purposes of this section if the person is not considered to have been convicted in the jurisdiction in which the proceedings were held or the conviction has been expunged, set aside, or is of an offense for which the person has been pardoned or has had civil rights restored, unless the pardon, expungement, or restoration of civil rights expressly provides that the person may not ship, transport, possess, or receive firearms.

(l) The term "misdemeanor offense of domestic violence" as used in this section means a misdemeanor offense that has, as its elements, the use or attempted use of physical force or the threatened use of a dangerous instrument or deadly weapon, and the victim is a current or former spouse, parent, child, person with whom the defendant has a child in common, or a present or former household member.

(m) The term "valid protection order" as used in this section means an order issued after a hearing of which the person received actual notice, and at which the person had an opportunity to participate, that does any of the following:

(1) Restrains the person from harassing, stalking, or threatening a qualified individual or child of the qualified individual or person or engaging in other conduct that would place a qualified individual in reasonable fear of bodily injury to the individual or child and that includes a finding that the person represents a credible threat to the physical safety of the qualified individual or child.

(2) By its terms, explicitly prohibits the use, attempted use, or threatened use of physical force against the qualified individual or child that would reasonably be expected to cause bodily injury.

(n) The term "qualified individual" as used in subsection (m), means a spouse or former spouse of the person, an individual who is a parent of a child of the person, or an individual who cohabitates or has cohabited with the person.

(o) The term "unsound mind" as used in this section includes any person who is subject to any of the findings listed below, and who has not had his or her rights to possess a firearm reinstated by operation of law or legal process:

(1) Found by a court, board, commission, or other lawful authority that, as a result of marked subnormal intelligence, mental illness, incompetency, condition, or disease, is a danger to himself or herself or others or lacks the mental capacity to contract or manage his or her own affairs.

(2) Found to be insane, not guilty by reason of mental disease or defect, found mentally incompetent to stand trial, or found not guilty by a reason of lack of mental responsibility by a court in a criminal case, to include state, federal and military courts.

(3) Involuntarily committed for a final commitment for inpatient treatment to the Department of Mental Health or a Veterans' Administration hospital by a court after a hearing.

(Acts 1936, Ex. Sess., No. 82, p. 51; Code 1940, T. 14, §174; Acts 1951, No. 784, p. 1378; Code 1975, §13-6-152; Acts 1994, 1st Ex. Sess., No. 94-817, §1; Act 2013-288, p. 995, §2; Act 2015-341, §1.)

Appendix B: School Resource Officer Job Description

SCHOOL RESOURCE OFFICER

Officers in schools provide a wide array of services. Although their duties can vary considerably from community to community, the three most typical roles of SROs are safety expert and law enforcer, problem solver and liaison to community resources, and educator.

Safety Expert and Law Enforcer

As sworn police officers, SROs play a unique role in preserving order and promoting safety on campus by, for example:

- Assuming primary responsibility for handling calls for service from the school and in coordinating the response of other police resources
- Addressing crime and disorder problems, gangs, and drug activities occurring in or around the school
- Making arrests and issuing citations on campus
- Providing leads and information to the appropriate investigative units
- Taking action against unauthorized persons on school property
- Serving as hall monitors, truancy enforcers, crossing guards, and operators of metal detectors and other security devices
- Responding to off-campus criminal mischief that involves students
- Serving as liaisons between the school and the police and providing information to students and school personnel about law enforcement matters.

Beyond serving in a crime prevention and response role, SROs are likely to serve as first responders in the event of critical incidents at schools, such as accidents, fires, explosions, and other life threatening events. In addition, SROs often support advance planning for managing crises, including assisting with:

- Developing incident response systems
- Developing and coordinating emergency response plans (in conjunction with other emergency responders)
- Incorporating law enforcement onto school crisis management teams
- Developing protocols for handling specific types of emergencies
- Rehearsing such protocols using tabletop exercises, drills, and mock evacuations and lockdowns.

Problem Solver and Liaison to Community Resources

In the school setting, problem solving involves coordinated efforts among administrators, teachers, students, parents, mental health professionals, and community-based stakeholders. SROs frequently assist in resolving problems that are not necessarily law violations, such as bullying or disorderly behavior, but which are nonetheless safety issues that can result in or contribute to criminal incidents. Helping resolve these problems frequently requires the officer to act as a resource liaison, referring students to professional services within both the school (guidance counselors, social workers) and the community (youth and family service organizations). In particular, SROs often build relationships with juvenile

justice counselors, who are responsible for supervising delinquent youths, connecting them with needed services, and recommending diversionary activities.

Problem-solving activities commonly include:

- Developing and expanding crime prevention efforts for students
- Developing and expanding community justice initiatives for students
- Assisting in identifying environmental changes that can reduce crime in or around schools
- Assisting in developing school policies that address crime and recommending procedural changes to implement those policies.

Educator

A police officer can serve as a resource for classroom presentations that complement the educational curriculum by emphasizing the fundamental principles and skills needed for responsible citizenship, as well as by teaching topics related to policing. SROs can present courses for students, faculty, and parents. Although SROs teach a variety of classes, there is no research indicating which classes are most useful or how to ensure an officer's effectiveness in the teaching role. Topics commonly covered in an SRO curriculum include:

- Policing as a career
- Criminal investigation
- Alcohol and drug awareness
- Gang and stranger awareness and resistance
- General crime prevention
- Conflict resolution
- Restorative justice
- Babysitting safety
- Bicycling, pedestrian, and motor vehicle safety
- Special crimes in which students are especially likely to be offenders or victims, such as vandalism, shoplifting, and sexual assault by acquaintances (U.S. Department of Justice, 1999).

Appendix C: District Safety Coordinator Job Description

SAFETY COORDINATOR

Purpose Statement

The job of the Safety Coordinator is to establish to maintain a safe and secure environment for students, employees, and visitors by helping to enforce all safety and security policies and programs designed to meet the needs of the District.

Essential Functions

- Communicates security policies and procedures by studying organization operations and schedules, establishes internal controls, conducts inspections as appropriate, and reports potential hazards to appropriate departments ensuring compliance with security guidelines.
- Secures facilities, equipment, students and personnel by working in conjunction with the appropriate District departments in recommending safety and security equipment purchases and upgrades, maintains records of fire and other emergency drills and conducts drills when appropriate, supervises and maintains access control and key distribution for designated schools.
- Evaluates safety, security and emergency preparedness assessments by conducting and/or coordinating annual safety, security and emergency preparedness assessments of designated schools and makes improvement recommendation to the District Attendance, Safety & Security Director.
- Attend two regional trainings annually and provide school personnel with turnaround trainings.
- Coordinate and participate in all school safety drills within the LEA.
- Conduct the LEA's Code Red trainings.
- Conducts safety, security, and emergency preparedness training by developing, scheduling and/or facilitating training for staff, students and public safety officials relating to school safety, security and emergency awareness.
- Works with law enforcement and emergency management professionals to conduct vulnerability assessment of _____ schools to locate areas of improvement in safety and security practices.
- Works with the Human Resources department to ensure approval of school volunteers including background checks and clearance and effectively communicates the information with appropriate school staff and/or SRO Officer.
- Implements security and safety planning to support academic processes of each school by creatively implementing best practices in safety, security and emergency preparedness with proper adaptation to the environment, creativity and innovation so the process of education can be enhanced rather than impeded by safety efforts.
- Maintain and update Prevention and Support Services – Safe Schools materials identified in the Alabama State Department of Education (ALDSE) Compliance Monitoring document.

- Ensure all students and employees participate in appropriate comprehensive programs of sexual abuse prevention as part of Erin's Law. *Act 2015-456, HB 197*
- Ensure all students and certified employees participate in appropriate comprehensive programs of suicide prevention as part of the Jason Flatt Act. *Act 2016-310, HB11*
- Ensure all students and certified employees participate in appropriate comprehensive programs of alcohol and drug prevention.
- Ensure all students and employees participate in appropriate comprehensive programs of both traditional and cyber bullying prevention as part of the Jamari Terrell Williams Student Bullying Act. *Act 2018-472, HB366*
- Organizes communication with administration, public relations, first responders and other appropriate personnel working within the National Incident Management System.
- Assists Human Resources, local officials, and/or other District personnel with investigations as needed to ensure thoroughness in a timely manner.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: apply pertinent policies, regulations and/or laws; preparing and maintaining accurate records; a thorough understanding of district and state regulations; and operating standard office equipment including pertinent software applications.

KNOWLEDGE is required to perform basic math functions; read a variety of manuals, write documents following prescribed formats, present information to others; and solve practical problems. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: appropriate codes, policies, regulations and/or laws; and effective communication tactics.

ABILITY is required to schedule activities and work with a wide diversity of individuals; gather and/or collate data, use basic math and job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Problem solving is required to identify issues and create action plans. Specific ability-based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining constructive relationships; adapting to changing work priorities; maintaining confidentiality; and working flexible hours.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions.

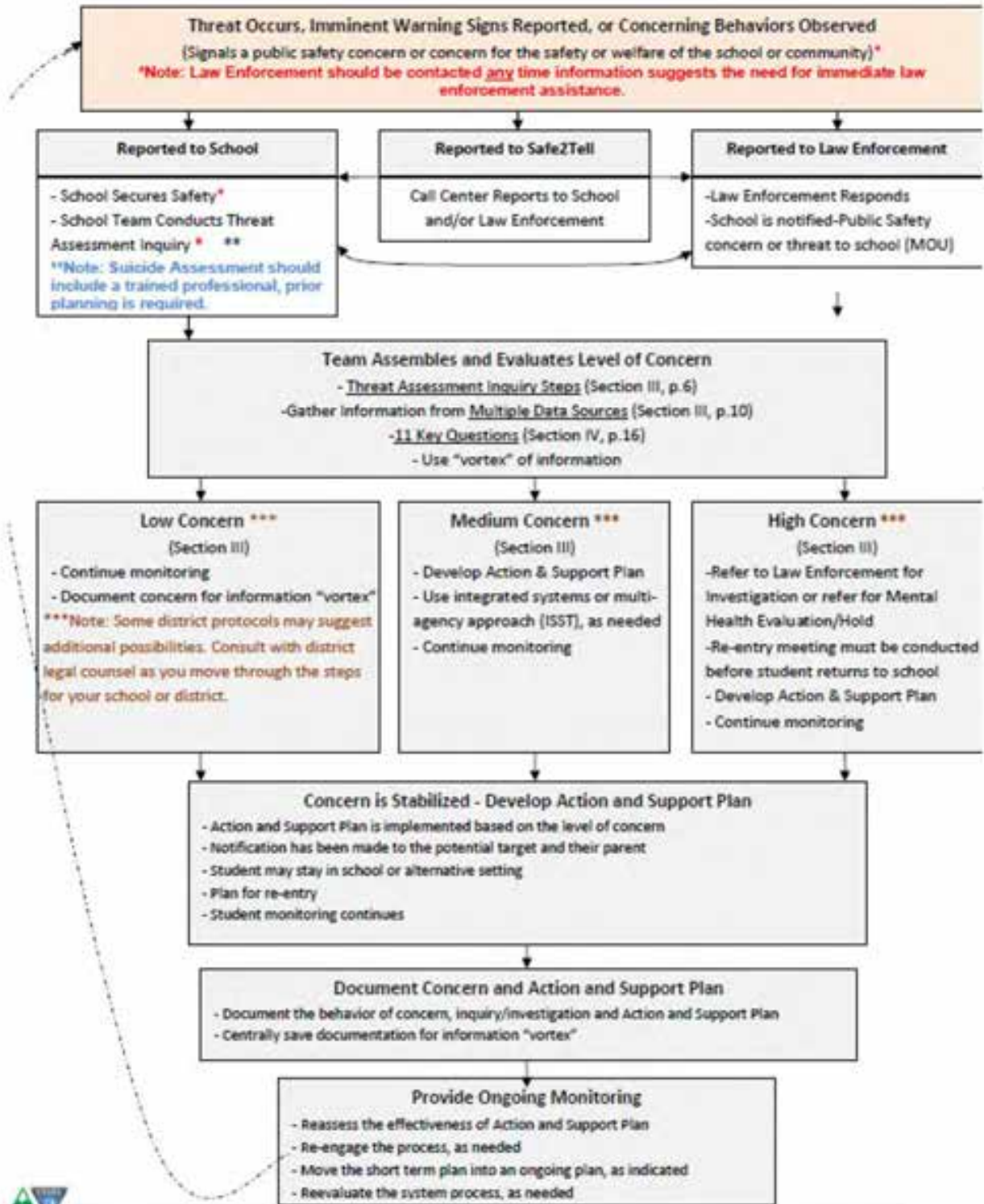
Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling; some climbing and balancing; frequent stooping, kneeling, crouching, and/or crawling; and significant fine finger dexterity. Generally the job requires 20% sitting, 30% walking, and 50% standing. The job is performed under conditions with some exposure to risk of injury and/or illness and in a clean atmosphere (Williamson County, 2018).

Appendix D: Colorado School Safety Resource Center Threat Assessment Model

II. The Cycle of Threat Assessment

These are general guidelines offered by CSSRC. Please consult with school district legal counsel as needed.



Appendix E: Professional Learning Unit

Fiscal Year: 2013
Provider: AL GIS Program
Standard: Management of the Learning Organization
Title: School Safety Planning - Preparing for the Unexpected
Application Status: Revision 0 , ACLD Approved
Monday, April 2, 2018 9:54 AM

Title & Assurance

APPLICATION TITLE

Please Enter a Title for the Application. The title should reflect the premise of the study in less than 150 characters.

School Safety Planning - Preparing for the Unexpected

ASSURANCE

The professional study budget expenditures appear to be accurate and will be incorporated into the applicant's budget coding process. Appropriate local, state, federal, and other funding details that accurately reflects the professional study budget expenditures are available upon request.

CERTIFICATION

I certify that I am authorized by the governing board of the above named entity to submit this Professional Study Application; that all assurances, certifications, and disclosures submitted with the Professional Study Application will be observed; that all activities/programs will be implemented as described; and the governing board is responsible for complying with all state and federal requirements, including the resolution of any audit exceptions. I understand and certify that funds associated with the Professional Study Application shall not be used to supplant any other funding of other activities that are designed to serve the instructional leadership population. Additionally, the content of this Professional Study Application does not necessarily reflect all goals, strategies, and action steps related to instructional leadership that may be funded by local, state, federal, or other sources.

TERMS AND CONDITIONS

I HAVE READ AND UNDERSTAND AND AGREE WITH THE TERMS AND CONDITIONS

Appendix F: Ala. Code § 16-1-44

School safety plans.

(a)(1) Each local board of education shall adopt a comprehensive school safety plan for each school under the authority of the board.

(2) The local board or its agent shall examine the conditions and operations of each school under the authority of the local board to determine hazards to student and staff safety and shall propose changes, if needed to promote the prevention of dangerous problems and circumstances.

(3) In developing the plan for each school, the local board or its agent shall involve community law enforcement, safety officials including community fire and emergency management assigned to the school.

(b)(1) The board shall incorporate into the plan the following:

a. A protocol for addressing serious threats to the safety of school property, students, employees, or administrators including, but not limited to, a specific code red school safety plan.

b. A protocol for responding to emergency events that compromise the safety of school property, students, and employees.

(2) Each protocol shall include procedures for responding to threats and emergency events, respectively, including such action as notification of appropriate law enforcement and emergency response personnel for assistance, and informing parents of affected students.

(c)(1) The board shall update the safety plan whenever a major modification to the building requires changes in the procedures outlined in the plan, and at other necessary times. The code red school safety plan shall be reviewed and revised annually, as needed, by the local board of education in consultation with the principal, administrative staff, faculty, and employees of the school.

(2) Upon request of law enforcement or safety officials, or both, the local board shall provide a copy of the current school site and safety plan, which shall be kept in a secure place and not considered public record.

(d) The local board shall grant access to each school under its control to law enforcement and fire department personnel to enable them to prepare for responding to threats and emergency events affecting the school. Such access shall occur outside of student instructional hours and an employee of the board shall be present.

(e) The principal or his or her designee shall instruct and train students concerning procedures to be used for emergency drills and evacuations. The principal or his or her designee shall ensure that all safety and security drills and procedures are conducted and performed no less than what is required by state or federal law, or both. The doors and exits of each school may be locked from the outside but shall allow for immediate egress by those inside the building during school hours and at all school functions. An emergency drill shall include, but not be limited to, safety, security, severe weather, fire, and code red drills.

(f) In conjunction with drills or evacuations required by subsection (e), a principal or his or her designee shall instruct students in safety precautions to be taken in case of a severe weather watch, alert, or warning. A principal or his or her designee shall designate, in accordance with standards prescribed by the

local superintendent of education in conjunction with local public safety officials and the fire marshal, or appropriate local fire safety official in counties that do not have a fire marshal, appropriate locations to be used to shelter students in case of a severe weather watch, alert, or warning.

(g) In the event of a perceived immediate threat to a school involving acts of violence, such as terrorism, a person possessing a firearm or a deadly weapon, or any other threat of violence, the principal, or his or her designee, may institute a code red safety alert level for the school. In addition to the requirements of subsection (c), the principal or his or her designee shall conduct a code red school safety drill during the first six weeks of the fall and spring semesters of each school year to provide students with instruction in the procedures to follow in the case of a code red. The principal or his or her designee shall hold an annual training session for employees of the school regarding the code red school safety plan, drills, and procedures to be conducted during a school year.

(h) Appropriate disciplinary action shall be taken against any principal or his or her designee who knowingly neglects or refuses to comply with the requirements of this section.

(i) This section shall be read in pari materia with other laws relating to school safety and emergency planning.

(Act 2009-655, p. 2015, §§1,2; Act 2013-329, p. 1152, §1.)

Appendix G: Code Red Statute Memorandum



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Ed Richardson
Interim State Superintendent of Education

April 22, 2018

MEMORANDUM

TO: City and County Superintendents of Education

FROM: Ed Richardson
Interim State Superintendent of Education

RE: Code Red Statute and Its Implementation

In the wake of the tragic events centered on school shootings and school safety, I want to clarify the Code Red Statute. The Code Red law was enacted in 2013 with an implementation date of August 1, 2013. The law states:

Act 2013-329, HB91, amended Sections 16-1-44 and 36-19-10, Code of Alabama 1975, to require the inclusion of a code red school safety plan in the comprehensive school safety plan to address events involving acts of violence or the threat of violence. The act designates safety, security, severe weather, fire, and code red drills collectively as emergency drills and provides for the designation of a code red safety alert level for a school experiencing perceived immediate threats of violence. The act provides for code red school safety drills at the beginning of each school semester and requires emergency drills at least once each month in K-12 educational institutions (Code of Alabama, (1975), Section 16-1-44 attached.)

To ensure all local education agencies (LEAs) standardize school safety procedures and trainings, summer comprehensive professional development dates are being scheduled and will be shared in the coming weeks. For immediate implementation, the following processes must be incorporated into your emergency operations planning, training and drilling processes:

- Review and complete the LEA Program Key Contact for Safety Coordinator in the Education Directory (EdDir).
- Ensure the attached safety brochure is posted in every classroom and location where students are on school property.
- Share the brochure with students and parents explaining it is the standard procedure for maintaining safe schools.
- Assure Safety Coordinators attend at least two comprehensive trainings on school safety annually.
- Allow Safety Coordinators to train school staffs on Code Red planning and local procedures.

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Caroline
District Secretary and
Executive Officer

Name
Page 2
Date

- Allow Safety Coordinators to drill with school staffs and students on at least one Code Red drill.

Knowing school safety is in the forefront of our minds, I wanted to clarify future Code Red procedures and implementation strategies. If you have any questions, please contact Dr. Marilyn Lewis at 334-242-8165.

ER/ML/KM

Attachment

cc: School Safety Coordinators

Heightened Awareness

(Get your Attention)

This means a potential MAY exist for an unusual situation and all parties should have heightened awareness to react as needed.

- Follow school's communication plan for information.
- Limit movement to and from your classroom.
- Be accountable for all students.
- Be on the lookout for unusual behavior both in and outside of the school.
- Check exterior doors to make sure they are secure.

Secure Your Area of Responsibility

(Classroom, hallway, etc.)

Specific incident within your area of responsibility. (Medical, threat to self, or others)

- Execute Alert methods.
- Secure all people within your immediate area. (May require you to move to a more secure area.)
- Lock or Secure doors.
- Monitor/use communication devices.
- Release by intercom or other personal contact.

Secure Perimeter

(On Alert)

A potential threat or danger does exist within the community/neighborhood and all parties should be aware to react as needed.

- Execute Alert methods.
- Secure all people within the building.
- Lock external doors.
- Cover windows.
- Stay in secure area within the building until further notice from administration or law enforcement.
- Monitor/use communication devices.
- Leave unsecure areas such as fields, gym, playground, or library to a secure area.
- Continue with instruction.
- Release via intercom.

Lockdown

(Immediate threat)

Recognition of Danger. Take immediate action using the safest and best option for survival.

- Execute Alert methods.
- Secure yourself and others by assessing and using available information to decide if you should: HIDE (Secure and/or Barricade), RUN (Intelligent Escape), or FIGHT (Defend and Protect).

HIDE: (Secure and/or Barricade)

Lock doors; Lights off; Barricade entry;
Quiet; Stay in place.

RUN: (Informed Escape)

Evacuate to a safer location; Remain with your group; Call 911 when safe;
Follow HIDE protocol.

FIGHT: (Defend and Protect)

As a matter of survival, engage the intruder with any means necessary.

- Monitor/use communication devices.
- Release only by administration or law enforcement.

Intruder drills will be practiced throughout the year. Follow verbal commands as given. This is a learning opportunity for all school staff and students.

Appendix H: Site Assess Tool

SITE ASSESS

[Start examining the safety, security, accessibility, and emergency preparedness of your school's buildings and grounds.](#)

A Mobile Application for K-12 Schools and School Districts

This free, comprehensive tool allows school and school district personnel to walk around a school building and grounds and examine their safety, security, accessibility, and emergency preparedness. SITE ASSESS generates a customized to-do list that may be used in the short term and long term to address facility improvements, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and safety topics. The REMS TA Center developed this secure mobile application to do the following:

- Provide critical information about potential threats and hazards in a school community, which will be used by school planning teams as they develop the school's all-hazards emergency operations plan (EOP);
- Allow teams to add customized questions to the site assessment for their school, taking into account state and local requirements;
- Equip practitioners with information and knowledge about key fundamental site assessment topics, such as Crime Prevention Through Environmental Design (CPTED) and Universal Design; and
- Complement and support a school's mitigation and prevention activities.

Neither the REMS TA Center nor the U.S. Department of Education will not see, collect, or store any data you enter into SITE ASSESS, besides the basic contact information that is collected upon initial registration. Any and all information entered into the mobile application is stored on the mobile device and not on the REMS TA Center's or U.S. Department of Education's Website or server. As such, the U.S. Department of Education and the REMS TA Center are not responsible for any damages resulting from the loss or theft of that information. Please note that certain optional mobile application features may transmit data.

Download SITE ASSESS From an App Store

SITE ASSESS is compatible with both iOS and Android mobile devices. To download this free mobile application, please access the Google Play Store or Apple App Store below. During installation, you will be prompted to provide basic contact information. This is the only information that will be transmitted to the REMS TA Center from the application.



For assistance installing or using SITE ASSESS, please contact the REMS TA Center Help Desk by email at info@remstacenter.org or by telephone (855-781-REMS [7367]), toll free and between the hours of 9:00 a.m. and 5:00 p.m., Eastern Time.

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