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Featured in This Issue

Introduction
By Robert Boyd4

Recommended School Safety & Security Resources5

Educating Leaders on Hardening Schools
By Robert Boyd6

Physically Uninjured – A Survivor’s Perspective
By Lisa Hamp9

School Safety and Security: The Power of Students
By Robert Boyd11

Helping School Districts Move Forward After Tragedy
By Guy Grace13

National Safe Schools Week: Securing Learning Environments
By Mark Williams16

Prioritizing Life Safety While Addressing Classroom Security
By Lori Greene20

Indiana’s Emergency Response Guidelines for School Safety
By Robert Quinn25

Making Schools Safe & Secure – A Local to National Effort
By Mary Filardo28

Pictured on the Cover: iStock.com/BankPhotos



Dear Readers,

In 2017, the Secure Schools Alliance (the Alliance) began a unique relationship with the *DomPrep Journal*. The goal was to raise awareness of the need to improve K-12 school security within the emergency preparedness community.

Recognizing that school shootings are low-probability/high-consequence events, The Alliance has provided digital content to the journal over the past year. This content began with the macro argument of why school security needs to be improved and concluded with a call to recognize that schools are a critical part of the nation's crumbling infrastructure, which has been ignored for way too long.

These articles showed that one does not need to sustain a physical injury to be a victim of a mass event at a school. They expressed the need to educate students on what "see something say something" means and the critical role of the public safety community in the education of youths. They shared how one community has been impacted by multiple mass incidents and how they responded and recovered.

As the Alliance and its partners make the rounds with legislators and policy makers, the question is frequently asked, "How much will school security improvements cost?" One article showed how much the favored approach, The Partner Alliance for Safer Schools (PASS) guidelines, cost one school district and what that approach would cost on a state-by-state basis.

A huge concern in the frenzy after recent school shootings is the need to balance security and safety concerns. That issue was addressed with a case study of one state, Indiana, which has been proactive in its approach to school safety and appropriately serves as a model for other states.

Many states are passing legislation and forming commissions and task forces to address the needs of their states and communities. Unfortunately, many states are merely throwing money at what they perceive to be the problems, sometimes without careful thought or research into the solutions they prescribe. Policy makers are urged to consult with those organizations representing educators, parents, public safety, law enforcement, critical infrastructure protection, industry, and nonprofits that remain at the forefront of protecting safe and secure schools.

This journey began a year ago, in 2017. So far in 2018, the United States has had more of its citizens die in school shootings than in its entire military. The time for action is now.

Sincerely,
Robert Boyd, Executive Director, Secure Schools Alliance

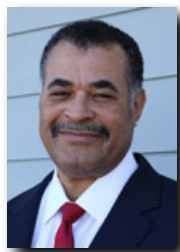
Recommended School Safety & Security Resources:

- Secure Schools Alliance Research and Education <https://seureschoolresources.org/>
- Partner Alliance for Safer Schools -Guidelines for School Security <https://passk12.org/>
- National Association of State Fire Marshals - Classroom Door Security and Locking Hardware <http://www.firemarshals.org/NASFM-Documents>
- National Fire Protection Association – NFPA 3000 <https://www.nfpa.org/codes-and-standards/all-codes-and-standards/list-of-codes-and-standards/detail?code=3000>
- LockDontBlock.org <https://lockdontblock.org/>
- Safe and Sound Schools <https://www.safeandsoundschools.org/>
- National Association of School Resource Officers <https://nasro.org/>
- Security Industry Association <https://www.securityindustry.org/advocacy/policy-priorities/school-safety/>
- iDigHardware.com/Schools <https://idighardware.com/schools/>
- Campus Safety <https://www.campussafetymagazine.com/>
- USC Price Safe Communities Institute <https://sci.usc.edu/>
- National Council on School Facilities <http://www.facilitiescouncil.org/ncsf-home/>

Educating Leaders on Hardening Schools

By Robert Boyd

The recent release of the [2017 Infrastructure Report Card](#) is notable – not simply because it gave U.S. public schools a D+ grade on their overall condition, but due to its failure to address upgrades needed to the security infrastructure, security technology, and life safety systems of schools. As the new administration and Congress consider a major national infrastructure bill, it is time to invest in upgrading the security infrastructure of K-12 public schools.



Although the report card mentioned the secondary use of public school facilities as “emergency shelters during man-made or natural disasters,” it failed to address the primary use of school facilities. Every day, public schools in the United States house nearly 50 million students and 6 million adults, in 100,000 buildings, encompassing 7.5 billion gross square feet of space, on 2 million acres of public land.

Investments in Security

Per the [Education Commission on the States](#), the average school year is 180 days, or 49 percent of the calendar year. According to the [2016 State of Our Schools](#) report, state and local governments invest more in K-12 public schools (24%) than any other infrastructure sector outside of highways (32%). In fact, that report stated annual capital investment, maintenance, and operations spending from state and local governments on K-12 facilities is \$99 billion per year. On the other hand, the report card noted, “the federal government contributes little to no funding for the nation’s K-12 educational facilities.” Given the “staggering scale” of investment, spending, and use of schools by so much of the U.S. population (17%), it can be argued that the federal government should invest more in protecting children and those who care for them daily during half of the year.

Not everyone agrees – some still argue that K-12 public school facilities are the responsibility of local school districts and states. However, there is a clear role and responsibility for the federal government in contributing to the protection of schools, which has been laid out by the Department of Homeland Security. [The National Infrastructure Protection Plan](#) lists schools as a subsector of “government facilities” and calls for their planning and protection. Since 9/11, the federal government has done an admirable job of protecting high-value targets – such as federal office buildings, power plants, and dams – from attack. Now, with the rise of both global and homegrown terrorism, the domestic homeland security emphasis has shifted to soft targets.

Internal & External School Threats

The [Journal of Police and Criminal Psychology](#) noted that schools and other educational institutions represent soft targets. A soft target is a relatively unguarded site where people congregate, normally in large numbers, thus offering the potential for mass casualties.

According to Brenda Heck, deputy assistant director of the Federal Bureau of Investigation (FBI) Counterterrorism Division, “soft targets are now a priority for terrorists determined to inflict damage in the United States.... This is a world where soft targets are the name of the game” (quoted in National Defense Magazine in 2011).

Terrorism is not the only threat of violence that schools face. One study, [Violence in K-12 Schools 1974-2013](#), found almost all mass incidents of violence in elementary schools were committed by intruders and most often committed by adults. In middle and high schools, most violence came from within (students), but intruders – which can be stopped – committed 35% of violence.

The common denominator in the threat to public schools, then, is not the attacker, but the security readiness of the facility. The [Sandy Hook Advisory Commission](#) made specific recommendations for improving school facility security, and the state of New Jersey has gone as far as [mandating security improvements](#) for new and existing schools.

Taking Steps Toward Securing Facilities

With appropriate attention and funding, public schools can conduct the security steps needed to stop intruders before they have an opportunity to commit violence. In fact, most security improvements to school facilities also aid in the reduction of school-based violence and assist authorities in the identification and containment of violence when it occurs.

As schools face internal and external threats, leaders must take steps to secure these soft targets and protect the nation's most critical asset – its children.

The first step in the process is to formally assess each school facility because each facility is different. The [Secure Schools Alliance Research and Education](#) (the Alliance) organization has released a list of no-cost safety and security facility assessments for K-12 public schools. The Alliance partnered with the [Police Foundation](#) and [Dr. Erroll Southers of TAL Global](#) to develop [the list](#), which is based on a review of existing open-source federal and state information, so school officials can access the most comprehensive assessment tools available.

In addition to an assessment, each facility needs a security plan. No-cost planning guidelines are available through the [Partner Alliance for Safer Schools](#). Both assessments and plans should be conducted and developed by experts in critical infrastructure protection, in consultation with local law enforcement and local school leaders.

In the coming weeks, the Alliance will be releasing three briefs prepared by the Police Foundation: “Starting the Conversation About School Safety,” “Partner Roles and Responsibilities for Securing Schools,” and “Secure Schools: Part of Healthy Learning Environment.” The briefs are intended to show that the entire community has a role in securing schools and that a secure school does not have to resemble a prison to be effective.

The Alliance has additionally launched a first-of-its-kind tool with the help of the Police Foundation and Southers: An [interactive map](#) of state-by-state security policies and resources for K-12 public schools. By selecting a state on the map, school decision makers can access a breakdown of “promising practices,” including state policies and resources related to school safety and security requirements in the following areas: security and assessment;



creation and identification of roles and responsibilities for state school safety centers and related committees; school administrators and faculty; allocation of funds for improving school safety and security; and all-hazards emergency planning and preparedness.

Although the Alliance has identified state-by-state resources, local communities and state governments cannot and should not bear sole responsibility for the cost of securing school facilities. For this reason, the Alliance is working with industry

and education organizations, parents, fire protection and law enforcement officials, as well as public safety experts to request that the president and congressional leaders designate matching funding to leverage and support the work states, local schools, and communities are doing to improve the security infrastructure, security technology, and life safety systems of K-12 public schools.

“Education and learning cannot happen in an environment that is unsafe. The protection of schools, as an element of our nation’s critical infrastructure, should be deemed a priority for homeland security,” said Southers, a former California deputy director of homeland security for critical infrastructure, during a personal discussion in April 2017. “It is time to have federal financial support for securing U.S. school facilities and protecting the nation’s most critical asset – its children.”

Robert Boyd was formerly an executive at several education nonprofits, including DonorsChoose.org, the National Alliance for Public Charter Schools, and the Community Education Building in Delaware, where he led the \$26 million conversion of an 11-story office building into a state-of-the-art campus for charter schools. It has been heralded as the safest building in Wilmington as well as one of the safest schools in the nation. In addition to his role as chief of staff to a senior congressman, he also previously worked in the New York City Mayor’s Office and was public safety chairman for University Park, Texas. He holds degrees from Brown, Harvard, and Southern Methodist universities and can be reached at rboyd@seureschoolsalliance.org

Physically Uninjured – A Survivor’s Perspective

by Lisa Hamp

On 16 April 2007, I headed to computer science class in Norris Hall at Virginia Tech. Fifteen minutes of computer science class remained when there was an extremely loud popping sound. I had rarely, if ever, heard live gunfire. I froze. Thankfully, the teaching assistant and classmates took action. They stepped into the hallway, exploring the unusual sound, when the shooter came out of a classroom across the hall. They called 9-1-1, built a barricade with a card table and desks, and kept the shooter out of the classroom, just seconds before he attempted to enter. There was no lock on the door. Classmates suggested lying on the floor because the gunman was shooting chest-height.

The Norris Hall shooting lasted 12 minutes. Within hours of the last gunshot, the university was instantly overwhelmed by media, overwhelmed with people and organizations who want to help and donate, and overwhelmed with personal emotions and really hard questions: How did this happen? Why at our school? What do we do now?

My classmates and I walked out of Norris Hall physically unharmed. After the shooting, I constantly compared myself to the physically injured survivors, and thought I was undeserving of being recognized as a “survivor” because the shooter had not entered our classroom. Therefore, I thought I needed to be quiet and minimize the impact the shooting had on me. Staying as busy as possible, I needed help, but did not realize it. Not knowing how to deal with post-traumatic stress, I used food and exercise to cope. Eight years after the shooting, I sought counseling for an eating disorder.

What to Do Now

Naturally, university staff members start with what they can see – the families who lost their daughters and sons and the physically injured survivors in the hospital. They organize private events for those deeply affected and public events for the larger community. By having private events, universities

create safe places for those whose lives and families are changed forever. But the key questions are: Who should be invited to the private events? Who qualifies as “lives changed forever”?

It is not as if a line can be drawn with people on this side of the line being deeply affected and people on the other side not affected. I was on the side of that line that was not invited to the private events and received the same invitations to the public events as the rest of the students and faculty. Yes, there were people deeply affected and, yes, there were people less affected. However, there is no clear line between the two.

It is extremely awkward and uncomfortable to ask for resources and invitations to attend private events when students and faculty died, and others may not be able to walk again. It feels selfish. However, I learned many things from counseling, two of which are: to make self-care a priority; and to not compare one experience to anyone else’s. The unseen is often forgotten and, to be honest, I felt forgotten. My scars are invisible, but it does not take a bullet wound to be injured. The psychological effect of surviving an active shooter event is intangible and boundless. The level of trauma that each individual experiences varies.

Life Recently

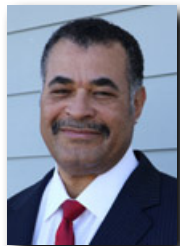
In 2015, I recovered from my eating disorder. In 2016, my husband and I started our family, and I gave birth to a baby girl. I often reflect on the years between the shooting and recovery, and have come to know them as the lost years after trauma. I remind myself to keep self-care a priority. Life is a journey and lessons are learned on the way. Hopefully, this story will help other schools, agencies, and organizations learn from my experience, and recognize the need to provide adequate support, resources, and recognition for physically uninjured survivors in the future.

Lisa Hamp is a survivor of the 2007 Virginia Tech shooting in Norris Hall. She shares her story to raise awareness about the delayed effects of trauma. Her work focuses on tangible ways to make schools safer, as well as improve schools’ recovery plans when tragedy does strike. She believes that injuries from trauma can be both physical and mental. She has a bachelor’s degree in mathematics from Virginia Tech, a master’s degree in operations research from George Mason University, and a master’s degree in economics from John Hopkins University. Learn more about Lisa at lisahamp.com.

School Safety and Security: The Power of Students

By Robert Boyd

On 22 May 2017, DomPrep held a panel discussion on “Responders of the Future” at the National September 11 Memorial and Museum. In concert with that event, Secure Schools Alliance Research and Education (the Alliance) released its brief, “Securing Our Schools: Partner Roles and Responsibilities.” Together, these offerings provide significant insight on the power that students can play in the safety and security of their schools.



DomPrep’s discussion highlighted high school students from the Urban Assembly School for Emergency Management ([UASEM](#)) along with some of the mentoring programs in which they participated. Those programs included the New York City (NYC) Office of Emergency Management (OEM) and the NYC Education Department’s OEM. The discussion also highlighted course work in which the students engaged and courses in the City University system, which these students could take for college credit.

Mutually Beneficial Mentorships

Most of the interns started their work by fetching coffee and making copies. Each of them told of earning trust and respect from their mentors and, ultimately, being given projects that contributed significantly to the work of the office to which they were assigned. They learned and the agencies benefitted from the additional help.

None of these students expressed plans to pursue careers in emergency management, law enforcement, or homeland security. They were interested in medicine, law, and politics. Most said they previously had never thought about issues raised in their classes and one had no idea what emergency management was before attending the school. The student representatives mentioned the skills they are learning, the enlightened ways of looking at seemingly ordinary things with “new eyes,” and the responsibility to bring these new skills and perspectives to whatever tasks or careers they undertake.

Their discoveries and expressions reinforced the concepts presented in the “Securing Our Schools” brief, which speaks of empowering students as full partners in school safety, security, and preparedness. The brief builds on the motto, “[If you see something, say something](#),” and takes a common-sense approach to school safety: drill, be engaged, be aware, communicate with each other and with adults, be involved in safety programs, and serve as positive role models. Recommended are all appropriate activities for students (particularly middle and high school students) to help lead their schools in safety and security best practices.



New Eyes & Exciting Possibilities

Although the United States experiences high violent crime rates, it does not experience the volume of violent terrorist incidents that its allies and other parts of the world have experienced – nor do communities live in the constant state of war or fear of war that exists in other parts of the world. What is striking about the UASEM students is the new eyes, enlightened perspectives, and analytical skills these students are discovering, as well as the insights they will bring to whatever careers they do pursue going forward. One can imagine the law school class on privacy issues, where students bring the perspectives of their emergency management and homeland security training to the conversation.

The prospect of actively recruiting more students to serve in emergency management, homeland security, and first response roles raises some intriguing questions:

- How much safer would the country become if future generations learn the skills that the UASEM students are learning?
- Should these skills and insights be taught to all high school students?
- Should there be regular courses or seminars in all high schools that teach the planning, observations, and analytical skills that the UASEM students are learning?
- Should there be more agency internships that plan, serve, and protect communities and the nation?
- Should schools conduct regular field trips to the workplaces of relevant local and regional agencies?
- Should emergency managers, first responders, and homeland security professionals be detailed to rotate through schools as seminar teachers, as a way of preparing the next generation for the new world and exposing them to various career opportunities?

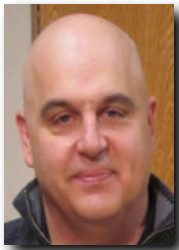
These possibilities are exciting, and emergency managers, first responders, and homeland security professionals have the opportunity to lead such initiatives within their communities. Imagine high school classes discussing topics – such as privacy issues and why cameras may be needed in public spaces, or why facial recognition technology can be a valuable tool for law enforcement and terrorism prevention – and bringing these perspectives into college and beyond. By taking the lead and offering services to local high schools, emergency preparedness professionals can further the nation’s resilience. Imagine living in communities where people do not need to be reminded, “If you see something, say something.” They will already know how to evaluate and take steps to protect the world around them.

Robert Boyd is the executive director of Secure Schools Alliance, which is a nonprofit organization dedicated to security and safety as a key part of a successful education. He was formerly an executive at several education nonprofits, including DonorsChoose.org, the National Alliance for Public Charter Schools, and the Community Education Building in Delaware, where he led the \$26 million conversion of an 11-story office building into a state-of-the-art campus for charter schools. It has been heralded as the safest building in Wilmington as well as one of the safest schools in the nation. In addition to his role as chief of staff to a senior congressman, he also previously worked in the New York City Mayor’s Office and was public safety chairman for University Park, Texas. He holds degrees from Brown, Harvard, and Southern Methodist universities and can be reached at rboyd@secureschoolsalliance.org

Helping School Districts Move Forward After Tragedy

By Guy Grace

In fall 2013, the Littleton Public Schools District (Colorado), with great support from the community, passed an \$80 million bond election for capital improvements within the school district. Immediately following the bond election, the Littleton Public Schools Security Department personnel began planning to implement their portion of the bond funds, which was about \$7.5 million. Its security team's journey toward security technology and infrastructure is a good example for other school systems.



On 13 December 2013, Littleton Public Schools suffered a fatal shooting at Arapahoe High School. The attack lasted only 80 seconds, but left one student fatally injured and the assailant dead from a self-inflicted gunshot. Although many of the events that happened that day proved that the security systems and procedures in place at Arapahoe High School helped minimize loss of life and injuries, there were also lessons learned that would motivate the district to seek solutions moving forward.

Determining Security Needs

In the months following the Arapahoe incident, it was critical for Littleton Public Schools to analyze its district's security posture, not only to meet the challenges of an active shooter incident but also to meet the challenges of all hazards that the school district potentially faces on any given day. During the ISC West show in April 2014, Scott Lord, the director of innovation and national accounts for All Systems and a member of a group called PASS (Partner Alliance Safer Schools), introduced Littleton Public Schools to PASS and shared his knowledge about the challenges faced when implementing security systems in K-12 schools.

In summer 2014, security installations began on a few schools. Not only was the staff at Littleton Public Schools still reeling from the aftermath of the school shooting but, after the first projects were completed, the results did not quite meet the expectations of the security team. The earlier discussion with Scott Lord about PASS then spurred research on the PASS recommendations. Using the PASS recommendations, the team's response, oversight, and expectations for the ongoing installations were organized to begin in summer 2015. The recommendations that the PASS standards brought to the process were helpful, with a stark difference between 2014 and 2015.



Source: Littleton Public Schools (2016).

The PASS recommendations not only helped to justify the funding and deployments that were being done, but also inspired thoughts on how to deploy the technology for multiple uses such as utilizing mass notification and integrating PASS into a security system. As a result, the installations in 2016 and 2017 not only met and exceeded all expectations but were also on budget and on time. The PASS recommendations also helped the Littleton Public School District win an [Industry Security Innovation Award in 2016](#).

Installing New Security Measures

A school’s budget is one of the most important items for a school district, and the security team was very careful when installing the new security infrastructure. The district was able to install Power over Ethernet (PoE) cabling for current and future installations, as well as many district-wide solutions: new access control system; new video management system; video/voice intercom system for access control; asset protection system; and intercom and mass notification system. The district also provided tablets for mobile response and a new security command center to oversee and monitor the new technology. By using the PASS recommendations, the Littleton Public School Security team was able to install all of the technology and infrastructure. Keeping in mind that all the buildings in the district are 40 to 80 years old, by utilizing the PASS recommendations, the pricing (i.e., equipment and installation cost) per school is shown in Table 1.

Table 1. Pass Tier Recommendations Pricing

Schools	Labor	Material	Rounded
Elementary	\$76,500.00	\$93,500.00	\$170,000.00
Middle	\$108,000.00	\$162,000.00	\$270,000.00
High	\$166,500.00	\$283,500.00	\$450,000.00

One of the biggest benefits Littleton Public Schools have experienced by following the PASS standards is that its security systems can evolve to meet the all hazards needs of the school district now and in the future. By utilizing the PoE infrastructure, the district is never stagnant and can deploy new technologies to address its security needs. PoE cabling is often the most costly part of today’s security systems. In regard to PoE cabling for schools, it may be feasible to explore the universal service [Schools and Libraries Program](#), commonly known as “E-rate,” as a way to introduce the security of the PoE infrastructure to the nation’s schools, where physical security and learning can (and should) coexist. E-rate provides discounts of up to 90 percent to help eligible schools and libraries in the United States obtain affordable telecommunications and internet access. The program ensures that schools and libraries have access to affordable telecommunications and information services.

The Littleton Public School District has found that the PASS recommendations are very valuable to empowering the school community to be ready for day-to-day needs as well as emergencies when they arise. The district on any school day has over 200 employees who are using the security system’s various integrated systems to keep the students and staff safe.

People are the most important asset in the school system, so it is important that they have the best tools available.

The Partner Alliance for Safer Schools (PASS) was established by security industry leaders dedicated to providing a guideline for the proper implementation of security technology in K-12 schools. A joint effort between the [Security Industry Association](#) and National Systems Contractors Association created a committee of security manufacture, design, and integration experts to design a guideline that could be used by any school district in planning the implementation of security technology per the threats and processes of the district. Chaired by Brett St. Pierre of HID Corp and led by Jim Crumbley, owner of Risk Solutions, the committee formed PASS and created the first edition of the PASS K-12 Guidelines in spring 2014.

Guy M. Grace Jr. serves as the director of security and emergency planning for Littleton Public Schools, a suburb of Denver. He began providing district security services to Littleton Public Schools (LPS) on 1990 after serving in the military and attending college. He worked his way through the ranks in the security team when, in 1999, he was appointed to head the LPS Security Department. He is a recipient of many national and security industry awards and recognitions. He is a regular speaker at school safety trade conferences and a regular security media commentator for various trade magazines and media. He has created and assisted with developing many security related projects, protocols, and practices that are utilized today in school safety. He also serves as a director on the [Partner Alliance for Safer Schools](#). He also is the safety advisor for the "Safety Squadron" that is a part of the nonprofit [Project Peace Program](#), which develops classroom safety curriculum for educators and students in K-12 schools.



National Safe Schools Week: Securing Learning Environments

By Mark Williams

Studies show that children’s learning improves when they feel both physically and emotionally safe. As “National Safe Schools Week” (16-20 October 2017) approaches, it is an appropriate time to discuss how to create those environments through safe schools programs in local communities across the United States.



In years past, the “door openings” industry and commercial buildings adhered to legacy codes – like Building Officials and Code Administrators International Inc. (BOCA), Uniform Building Code (UBC), Southern Building Code Congress International Inc. (SBCCI), and International Conference of Building Officials (ICBO) – which have traditionally been revised every three years, while local jurisdictions decided what versions to adopt and enforce. Currently, however, there is a move toward the International Building Code ([IBC](#)), which is published by the International

Code Council (ICC) and includes standards and guidance for commercial buildings on doors, windows, and other openings.

Still, despite this migration of codes from a patchwork of local decisions to global guidelines, there remains a lack of consensus around school security. This raises the question, “What is ‘good enough’ when it comes to the security of schools and children?” The current fragmented approach causes confusion regarding how new schools are designed and how to retrofit existing school buildings, whose average age is 44 years. There have certainly been a few advances in technology and infrastructure since 1973, such as standards around fire, life safety, energy, and so many other aspects of commercial buildings, but not around school security.

Collaborating to Define Standards

The Partner Alliance for Safer Schools ([PASS](#)) is one of the organizations at the forefront of establishing security standards for schools. In 2014, the Security Industry Association ([SIA](#)) and the National Systems Contractors Association ([NSCA](#)) formed PASS, which brought together members of the security industry, school officials, and law enforcement to develop a coordinated approach to protecting K-12 students and staff. SIA and NSCA had a unified vision that combining their school safety programs and mass notification and emergency communications task forces would make a big impact in this space.

Together, they have provided valuable insights regarding school safety and security. In fact, PASS suggests that school administrators are challenged with two decisions: determining what they need to do and how they will pay for it. A third challenge, which complicates the second, is to understand how much implementing an appropriate security plan would cost. This includes determining how much would need to be budgeted, and whether those funds should come from the education budget, or from another source such as the homeland security budget.

School administrators are experts in running schools and providing education. However, most are not security experts and do not understand the complexity of implementing a comprehensive physical security and safety program across their districts. Still, they are often contacted repeatedly by organizations with multiple safety and security products. Some of these organizations recognize their products are just pieces of a safe school environment puzzle and how they fit in, whereas others focus on specific applications and do not understand how their specific solutions may affect life safety codes and [Americans with Disabilities Act](#) rules. (Note: Many “[barricade devices](#)” fall into this latter category and actually introduce liability concerns with the unintended consequences of their use.) Even for experts, the plethora of options and disparate systems required to integrate a safety and security approach at schools is daunting. The ongoing challenge is integrating access control, video, mass notification, and/or visitor management products into a single, effective, and appropriate system the owner can understand, utilize, and afford. In the absence of standards, schools are likely to amass a collection of devices that do not constitute a comprehensive solution.

Finding the Right Approach & Method

PASS has provided a solid roadmap – its free downloadable [guidelines](#) – for comprehensive security plan implementation by following a layered approach, suggested by [Safe and Sound Schools](#), and then aligning the layers into measurable tiers (see Figure 1). The tiers define the level of security for each layer, with “Tier 1” being basic security or a starting point, and “Tier 4” being the most sophisticated. The layers within those tiers include:

- *Procedural Layer* – The human element, which includes roles and responsibilities for staff, volunteers, and others on school property;
- *Drill Layer* – Internal policies around drills for certain scenarios of danger;
- *Property Perimeter* – Defining the property perimeter and the procedures and policies for managing it, from signage and video to fencing and landscaping;
- *Parking Lot Perimeter* – Management of parking lots, whether for visitors, contractors, or staff;
- *Building Perimeter* – How various users access the inside of the building (students, staff, and visitors) and how this perimeter is managed physically and electronically;
- *Video Surveillance* – Where to locate video devices and how the data collected is managed;
- *Visitor Control* – How visitors are enrolled, identified, and managed, from building access to background checks;
- *Classroom Layer* – How protection is provided to students and staff in classroom settings; and
- *Emergency Notification Layer* – How various situations are communicated inside and outside the building to the appropriate audiences, from students and staff to parents and local authorities.

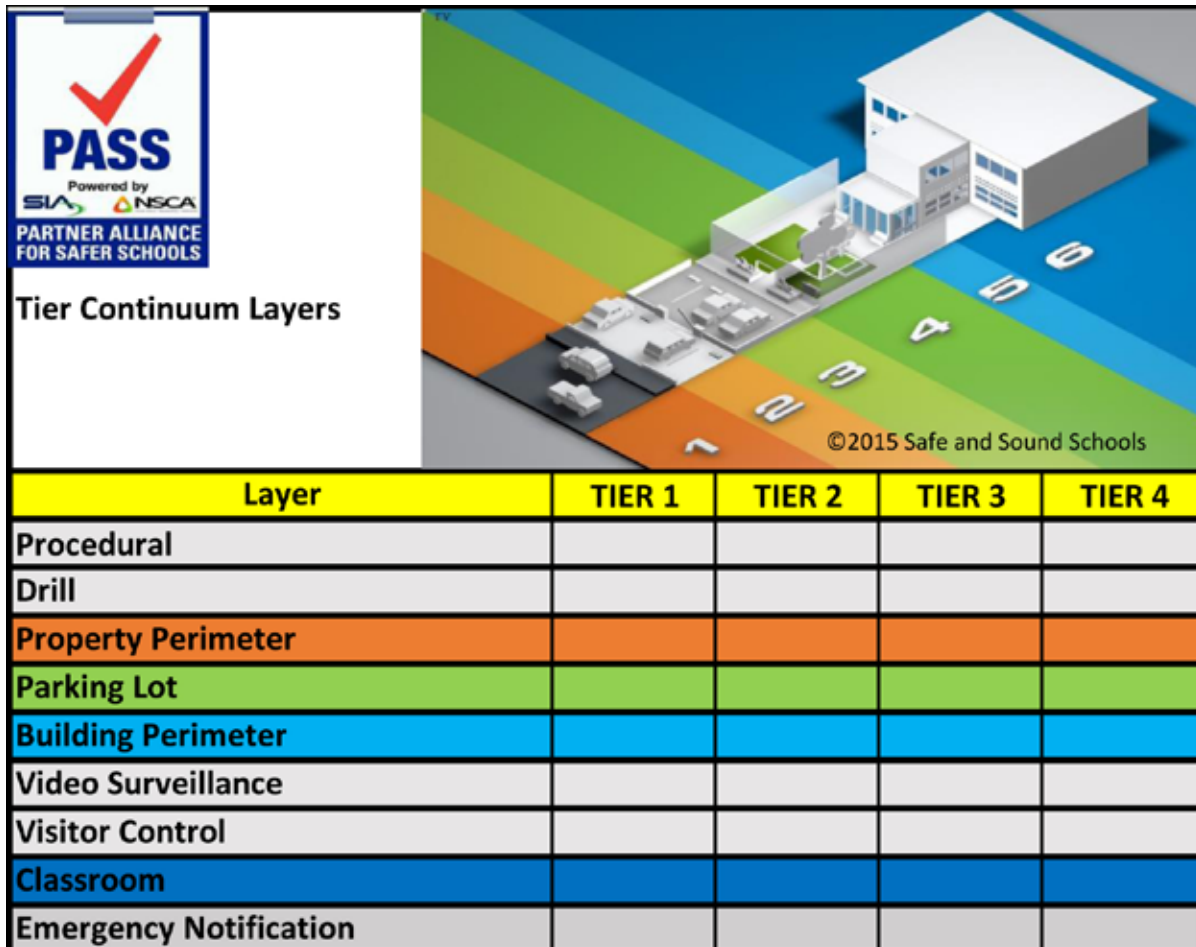


Figure 1. The PASS Tier Layers (Source: PASS, 2015).

The tier of security a given school requires is generally determined based on identified risk (e.g., location, crime rates, surroundings) and budgets. Different environments require different approaches and levels of security. Therefore, schools in urban, suburban, and rural environments have different needs. Some environments may require a higher level of security for the property perimeter or parking lot perimeter depending on what is present in the surrounding area (e.g., shopping centers, bus terminals, freeways). The PASS approach provides the flexibility to mix and match the various layers and tiers to accommodate diverse environments.

Budgeting a Solution

Once there is an understanding of the tiers – as well as their layers and components – a budget can be estimated by a method developed by PASS. Although costs vary by market, PASS established a baseline budget using actual costs for a Denver area school district that implemented the PASS guidelines. PASS then looked at the number of public schools across the United States (approximately 100,000) in each state and broke them down by type (K-8, secondary, and other) to determine cost by state and school type for each tier.

Based on the approach described above, a [summary of costs](#) by state, building type, and tier was determined. Looking at the cost from a national standpoint, estimated costs would

be: Tier 1, \$11 billion; Tier 2, \$15.3 billion; Tier 3, \$25.1 billion; and Tier 4, \$35.9 billion. Costs for a sampling of several states are listed in Table 1.

Table 1. PASS Study Data – Cost Per State Based on the Number of K-8, Secondary, and “Other” Public School Buildings

State	Total # of Schools	Costs			
		TIER 1	TIER 2	TIER 3	TIER 4
Indiana	1,910	\$214M	\$298M	\$488M	\$700M
Texas	8,793	\$986M	\$1,373M	\$2,247M	\$3,225M
Florida	4,162	\$442M	\$612M	\$988M	\$1,452M
Washington	2,394	\$272M	\$379M	\$623M	\$889M
New Jersey	2,558	\$281M	\$391M	\$636M	\$921M
Louisiana	1,383	\$151M	\$209M	\$341M	\$495M

Note: Numbers established in July 2017 by PASS based on actual costs of implementing the tier continuum in the Littleton School District in Colorado.

Recently, several organizations – including the [Secure Schools Alliance](#), Safe and Sound Schools, SIA, PASS, and Allegion – testified before the Congressional School Safety Caucus on the importance of school security and establishment of standards. Additionally, led by the Secure Schools Alliance, 12 organizations – including nonprofits representing parents, emergency responders, educators, and industry leaders – sent a letter to President Donald Trump requesting \$3.5 billion in federal funding for school security, which incidentally coincides with the cost of implementing Tier 1 security nationwide. In the proposed plan, federal funds would require matches from state and local entities.

National Safe Schools Week provides an opportunity to elevate school safety standards and funding conversations in communities across the United States. Tier 1 should be the minimum standard for all school buildings, but more action is required. Hopefully, it will be a conscious decision rather than another act of violence that spurs such action.

Mark Williams is vice president of Architectural and Construction Services at Allegion Americas. His experience in the “openings” industry started in the mid-1980s. As a novice, he quickly became aware of the importance of fire and life safety codes, as well as the role his industry plays in providing secure and safe environments. By becoming a student of the codes, he eventually had the opportunity to work as a code instructor with local authorities and with architects and school staff to discuss the safety and security of education facilities. Currently, he also serves as a director for The Partner Alliance for Safer Schools (PASS), a steering committee of the Security Industry Association (SIA), and as a volunteer advisor to the Secure Schools Alliance.

Prioritizing Life Safety While Addressing Classroom Security

By Lori Greene

As school districts across the country provide an effective level of security within budgetary constraints, dozens of new retrofit security devices are being marketed to enhance the safety and security of students and teachers. Although the price tag for some of these security methods may be attractive, there are also significant life-safety implications to consider.



Model codes include several requirements to ensure that doors serving a means of egress can be opened quickly and easily to allow building occupants to evacuate. Although most of these requirements have been in place for decades, they are sometimes overlooked based on the assumption that codes mandating free egress, fire protection, and accessibility for all should not apply during an active-assailant situation in a school.

In reality, concerns about egress, fire, and the ability for anyone to evacuate – regardless of physical disabilities, is of vital importance during any emergency. Plans for past school shootings have included fires and explosives, and evacuation is a primary component of school emergency plans. Classroom barricade devices, which are retrofit security devices designed to be installed in addition to existing door hardware, not only deter or prevent access to classrooms, they also restrict egress from these rooms.

“Today, schools face significant safety and security threats – and not just in terms of natural disasters,” said Tim Eckersley, [Security Industry Association](#) (SIA) board member and [Allegion’s](#) senior vice president and president of the Americas, in October 2017:

Our schools are “soft targets” for man-made violence, too. At the same time, the main instructional buildings of America’s ~100,000 K-12 public schools are, on average, more than 40 years old. Many schools don’t have updated hardware and technology that’s available to protect students, teachers and administrators, at least in part because they don’t have access to funding.

Lack of funding for security measures is what makes these inexpensive devices so attractive to school officials and parents who are desperate to see this threat addressed. Unfortunately, the true cost of these devices is their impact on life safety. Active-shooter incidents have occurred where an assailant barricaded himself inside with the victims, including the shootings at Virginia Tech, the West Nickel Mines Amish School, and Platte Canyon High School. In all three situations, barricaded doors delayed access by emergency responders and may have contributed to the loss of life.

Fire Safety

Some proponents of classroom barricade devices claim that security measures should take precedence over fire safety, implying that active-shooter incidents are more common

than fires. However, the National Fire Protection Association ([NFPA](#)) reported that between 2000 and 2013, there were 1,456,500 non-residential structure fires in the United States, with 1,260 civilian deaths and 21,560 civilian injuries. For the same period, the Federal Bureau of Investigation ([FBI](#)) published statistics on active shooter incidents, counting 160 shootings resulting in 487 deaths and 557 injuries. These statistics starkly illustrate the need for continued prioritization of life safety.

In 2015, the National Association of State Fire Marshals (NASFM) published a [classroom security checklist](#), and NASFM members approved a resolution supporting these guidelines. “The state fire marshals understand the security concerns and the need to protect schools and businesses from senseless acts of violence,” said Jim Narva, executive director of NASFM, in September 2017. He continued:

However, some of the proposed solutions may compromise life safety, despite the manufacturers’ good intentions. The NASFM guidelines for classroom security are aligned with the model codes, and underscore the importance of the requirement for new and existing classroom doors to unlatch with one operation, ensuring free and immediate egress. Classroom doors must also meet federal accessibility laws and other requirements of the building codes and fire codes.

Code Updates

During the most recent model code development cycle, the issue of classroom security was discussed and debated at length:

- Should existing code requirements be relaxed in order to allow less expensive security devices to be installed?
- Should requirements remain as is, or should additional mandates be included in model codes?

Through the consensus process used for model code development, stakeholders from all related areas of expertise had an opportunity to take part in the decision. The Builders Hardware Manufacturers Association ([BHMA](#)) provided guidance and expertise based on decades of experience with code-compliant door openings.

Model codes adopted in most U.S. states include the International Building Code ([IBC](#)), International Fire Code ([IFC](#)), and [NFPA 101 – The Life Safety Code](#). The outcome of the code development process was an overwhelming decision to maintain existing egress requirements for classroom doors, and to add an additional safety mandate. The 2018 editions of these model codes will include the following requirements for classroom doors:

- Latch(es) on egress doors must be unlatched simultaneously by one releasing operation from the egress side. Hardware used to release the latch(es) must be mounted between 34 inches and 48 inches above the floor.
- Operation of the hardware for egress must be accomplished without tight grasping, pinching, or twisting of the wrist, and without using a key, tool, special knowledge, or effort. If electrified locks are remotely engaged, they must allow free egress from the classroom side of the door.

- Locked classroom doors must be able to be unlocked from the outside with a key or other approved means, to allow access for school staff and emergency responders (this is the new requirement that was added to the 2018 model codes).
- Door closers, panic hardware, and fire exit hardware may not be modified by retrofit locking devices, and modifications to fire door assemblies must be in accordance with [NFPA 80](#) – *Standard for Fire Doors and Other Opening Protectives*.
- The facility’s emergency plan must address locking and unlocking classroom doors, and staff must be drilled in these operations.
- In addition, NFPA 101 requires the doors to be lockable from within the classroom, without opening the door.

In a January 2017 [NFPA Journal](#) article about proposed code changes to NFPA 101, Ron Coté, NFPA’s technical services lead for life safety, wrote:

The classroom door locking criteria will help weed out the dangerous hardware and locking means, currently available in the marketplace, that do not provide safe egress from the classroom. A key requirement is for the presence of a feature absent in the unproven quick fixes being offered – namely, the classroom door must be capable of being unlocked and opened from outside the room via a key or other credential. This will permit staff to respond in a timely fashion to diffuse a threat within the classroom as might occur where an occupant locks the door from the inside to buy time to attack others.

Local Jurisdictions

In a handful of states, legislators or code officials have modified state code requirements for egress in order to allow classroom barricade devices to be used in schools. In addition to lack of compliance with model codes, there are several other concerns, including the potential for devices to be used against the building occupants they were designed to protect.

As the [Door Security & Safety Foundation](#) noted in its publication on liability of classroom barricades (published in 2017 on [LockDontBlock.org](#)):

Storing a barricade device in a classroom makes crimes easier to carry out. When used by an unauthorized person, barricades have the significant potential to facilitate unintended consequences such as bullying, harassment, or physical violence. According to the Centers for Disease Control and Prevention (CDC) and the FBI, a member of the student body is most likely to commit violence on school grounds.

“We understand how important safety is to the school community,” said Jerry Heppes, CEO of the Foundation, in October 2017.

Our members design and build door openings that address a variety of scenarios. Openings can also be misused. Our industry takes that responsibility seriously. We understand what is at stake if the door opening is not equipped to handle each of those scenarios – lives can be lost.

Prioritizing Life Safety While Addressing Classroom Security

<http://bit.ly/MakeSecureSchools>

Another consideration is the Americans With Disabilities Act ([ADA](#)), a federal law that prohibits discrimination against people with disabilities and sets standards for accessible access and egress. Classroom doors nationwide are required to comply with the ADA, and it is unclear how states can adopt codes that are in conflict with a federal law. In a 17 July 2017 letter to the NFPA Standards Council with regard to appeals filed by representatives of a manufacturer of classroom barricade devices, Curt Decker, executive director of the [National Disability Rights Network \(NDRN\)](#), wrote, “The language the above-listed appeals (if successful) would reinstate is discriminatory to those with physical or visual impairments, impedes egress, and is in violation of standards and laws regarding accessibility.”

Code-Compliant Security

Fortunately, numerous options for locks meet all requirements for egress, fire protection, and accessibility, while providing the necessary level of classroom security. According to the 2015 [Partner Alliance for Safer Schools’ Position Statement on Classroom Barricade Devices](#):

The final report of the [Sandy Hook Advisory Commission \(2015\)](#) includes many recommendations for school safety, including Recommendation #1 – classroom doors should be lockable from inside the classroom. The report states: “The testimony and other evidence presented to the Commission reveals that there has never been an event in which an active shooter breached a locked classroom door.” There are other factors to consider, such as impact-resistance of glass adjacent to door hardware, distribution of keys to all staff including substitute teachers, methods of securing exterior doors, visitor protocols, and procedures, training, and drills.

Many security consultants have also spoken against the use of these products. One particularly vocal opponent is Paul Timm, who is vice president of Facility Engineering Associates, a board-certified Physical Security Professional (PSP), the author of “School Security: How to Build and Strengthen a School Safety Program,” and a nationally acclaimed expert in school security. He wrote the following in the May 2017 issue of *Doors and Hardware*:

As a security consultant, I want to like the classroom security aftermarket product that costs less than a classroom security lock, is made in America, is endorsed by some local authority figure, and has lots of people buzzing.... Unfortunately, that magnet, barricade, or door contraption poses more risks than it addresses.

To improve classroom security, keep the doors closed and locked at all times. If you are unwilling to do that, consider purchasing classroom security locks that enable teachers to lock the door from the inside with a key.

Whether school administrators choose to adjust security protocols incorporating existing locks, install classroom security locks, or invest in electrified locks that can be secured remotely, code-compliant solutions are available. Life safety must not be ignored in favor of lower-cost security. Robert Boyd, executive director of Secure Schools Alliance said in May 2017:

You don't have to sacrifice life safety for security. You don't have to destroy fire codes or violate laws that help the disabled to protect vulnerable populations. You won't save money by using inappropriate products, when affordable solutions that meet codes and laws exist. You only expose yourself to new liabilities. It is irresponsible for anyone to make it difficult to flee a hazardous situation. It is equally irresponsible to allow the use of locking devices that could be deployed as barricades by someone seeking to do harm to others. Schools house our most vulnerable population, our children, and their safety should be first.

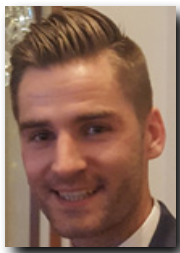
Lori Greene, DAHC/CDC, FDAI, CCPR, is manager – codes and resources for Allegion. She has worked in the door and hardware industry since 1986. In her current role, she provides support and education on code requirements that apply to door openings. Her website, iDigHardware.com, includes numerous resources such as [online training](#), [videos](#), and a [downloadable code reference guide](#). The site is updated each weekday with new information, and readers can subscribe to daily or weekly notifications of new posts. She can be reached at lori.greene@allegion.com



Indiana's Emergency Response Guidelines for School Safety

By Robert Quinn

The 2016 Legislative Session of the Indiana General Assembly passed Senate Enrolled Act 147 requiring the Indiana Department of Homeland Security (IDHS) to establish minimum standards and approve best practices no later than 1 July 2017 for a school emergency response system. The new guidelines are helping to improve school safety and security across the state and offer a template for other states to consider when reviewing and updating their emergency response systems.



Senate Bill 147 defines the term “emergency response system” and requires the department to establish emergency response system guidelines with input from the Division of School Building Safety within the Indiana Department of Education (IDOE). Emergency response systems were given the following definition:

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

The legislation was written in such a way that provided IDHS flexibility to develop a product that best addressed the legislative requirement. As mentioned in the definition above, it was important that the product addressed an all-hazards approach to school safety, which would more effectively address a well-rounded emergency response system. The legislation required IDHS to simply develop guidelines, rather than requirements for schools to follow. This has allowed Indiana schools to be flexible with their implementation of the guidelines.

These guidelines address an all-hazards approach to school safety, which more effectively addresses a well-rounded emergency response system.

Collaborative Effort

It was essential for state government to include external stakeholders in both the public and private sectors to ensure that the developed guidelines included the most appropriate information and was developed with input from around the state. The product working group involved nine Indiana professional associations related to public safety and

education, federal professional associations, and state government agencies that brought important perspectives into the decision-making process (all partners are listed on page 1 of the document).

This group brought together approximately 20 individuals who met four times throughout 2016 and the first half of 2017 to implement a strategy, discuss and debate product content, and ensure that a well-rounded safety and security document was developed.

The Product

The final product, titled *Indiana School Safety Guidelines for Emergency Response Systems*, identified 17 school emergency response components as decided by the project working group. The components address the necessary pieces of an emergency response system that are encouraged to be included in every school. The guidelines focus on the following recommendations:

- Access Control & Visitor Management
- Training & Exercise Opportunities
- Planning, Procedure, and Policy
- Facility Safety Leadership and Direction
- Importance of Building Relationships with and Involving Local First Responders

These five topics are expanded upon within each of the 17 components.

One of the consistent themes of the product is “people over products.” The group acknowledges the importance of physical tools for safety and security (e.g., doors, locks, windows), but without training these tools are less effective. Putting the focus on the people

involved in school safety emphasizes building relationships with first responders, preparing uncommon stakeholders (e.g., facilities staff, parents, bus staff) for emergency situations, and identifying methods of utilizing the large student population as a trained safety and security mitigation tool.



On 1 July 2017, the project working group successfully developed a product that has been disseminated around Indiana. To share this information, professional associations, local emergency management agencies, and IDOE were utilized, and a copy was posted for the public on the IDHS website.

Moving Forward

The legislation not only required IDHS to develop guidelines, but also maintain them. No specific maintenance schedule was provided, but IDHS determined that an annual review of the product was appropriate and would disseminate an updated product on 1 July 2018.

With the 2017 product released, it is important that IDHS request feedback from individuals who work in and around schools on a daily basis. To do that, the IDHS needed to get into the communities and talk with its partners. This socialization initiative is helping to gain statewide agreement and support for the included content, to guide content, and to direct the future of this product.

IDHS identified County School Safety Committee Meetings, held in each Indiana County, as the best method for receiving product feedback. Meetings occur at the discretion of the committee, some on a monthly basis, whereas others occur once per year. County commission meetings bring together representatives from the schools, first responders, local government, state government, and relevant private industry.

Through the end of 2017 and into early 2018, IDHS intends to attend county commission meetings around the state to elicit input. Through December 2017, IDHS has already attended 10 county meetings in various parts of the state. The important feedback received has seen information added to the National Incident Management Systems trainings that is specific to school employees and addresses the importance of providing safety training to part-time or contract staff.

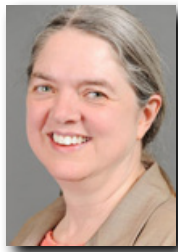
The project working group will continue to play a critical role in the development and revision of this document. The working group will review any information included in this document to maintain transparency and collaborative input.

Robert Quinn currently serves as the Indiana State continuity director for the Indiana Department of Homeland Security. In this position, he leads the IDHS school safety projects. Working with school safety specialists from around the state, he has been able to facilitate the coordinated efforts to create school safety guidelines assigned by the Indiana Senate Bill 147 (2016). He has been involved in addressing school safety topics such as architectural design and renovation of schools within Indiana, providing additional hazmat and radiological awareness information, improving both higher education and K-12 event management preparation, and assisting in the development and implementation of a statewide higher education/emergency management consortium.

Making Schools Safe & Secure – A Local to National Effort

By Mary Filardo

This article explores the meaning of safe and secure schools, shows where current schools are falling short, and offers policy prescriptions, pointing to the pending federal infrastructure package as a unique opportunity to make an important down payment to secure a safer and better future for the nation's students.



Each day, one in six Americans – over 50 million students, teachers, and other adults – enter public schools. Despite having a right to be safe and secure from a variety of threats, not all school buildings and grounds provide the level of safety, security, and educational functionality that meet modern industry facilities spending standards (see page 21 of the 2016 “[State of Our Schools: America’s K-12 Facilities](#)”). Next to highways, public school facilities are the nation’s [second largest infrastructure investment](#) at the state and local levels. In 2013, the [average school was 44 years old and 53% were estimated to need repairs, renovations, and modernization](#) to put them in good overall condition. Low-wealth urban and rural communities are especially affected by substandard buildings. State and local control of facilities can be preserved and community efforts leveraged with federal funding for public school infrastructure. A local, state, and federal partnership is needed to ensure all students are in safe and secure facilities when attending public school.

Public school districts strive to facilitate learning and knowledge in a safe and healthy environment, so students can flourish in both mind and body. School districts have a responsibility for the health, safety, and security of children while they are in their care – legally referred to acting *en loco parentis* – in place of the parent. However, with aging schools and a structural gap between the financial budgets required to provide modern schools and what school districts and states have been able to do alone, many schools have been falling short.

Healthy Schools

Without increased capital investments in the built environment, school districts will not be able to meet modern standards for healthy, safe, and secure school facilities. Hazardous building materials from an earlier age linger, such as asbestos, lead, and polychlorinated biphenyls ([PCBs](#)). These legacy chemicals actively harm students’ health, and are linked to asthma as well as liver, lung, and kidney damage. These toxins, particularly lead, affect young children, stunting brain and neural system growth. The effects from these toxic materials are increased when the facility is deteriorated – a leaky roof causes lead paint to peel off ceilings and walls, for example.

Safe Schools

As the place where millions of children go each day, public schools are being called on to meet stricter codes to protect children and communities during times of natural disaster. During hurricanes, tornadoes, floods, mudslides, or wildfires, school facilities must protect

children and adults in the school, but also must operate as a shelter for those who are displaced, and as essential command and control centers for local response teams, as well as aid distribution centers for the community. Even so, many schools are not designed, built, or modernized to incorporate new building practices and materials that make school buildings more resilient. In aging school facilities, even safety essentials – like working fire alarms, appropriate egress hardware, and highly fire-rated safe-areas – are not universally in place.



Addition on a 1960s public school, being modernized in 2009 (Source: 21st Century School Fund, 2009).

Secure Schools

Schools must not only be healthy and safe places, but they must be secure for students, teachers, and other staff. In districts where high crime rates have plagued communities, many high schools have installed [metal detectors](#) and hired [school resource officers](#) to facilitate a secure environment. But what used to be targeted security concerns have expanded due to devastating school shootings – Columbine High School in 1999, and Sandy Hook Elementary School in 2012. The increased access to high-powered firearms made these incidents more devastating and dramatically amplified the loss of life. These tragedies, and others, have increased the desire of communities to build security into their school design. Both Homeland Security’s framework for resilience – touted in the most recent National Incident Management System (NIMS) document, released in October 2017 – and Crime Prevention Through Environmental Design (CPTED) emphasize a comprehensive approach to public security that can apply to public schools. However, generally, school facilities security improvements are often ad hoc and after the fact.

States & Districts – Doing Their Share

According to the “State of Our Schools: America’s K–12 Facilities” report, the nation’s public school districts, with help from most states, spent an annual [average of \\$49 billion per year](#) (at 2014 values) on public school construction during the fiscal years from 1994 to 2013. Almost half of local funds were for new schools, as elementary and secondary public school enrollment increased by nearly 10 million students beginning in 1990. The nation’s budget-constrained school districts held [\\$425 billion in long-term debt nationwide](#) a state average of \$7,448 per student – at the end of FY2015. Local school districts have historically provided the majority of funds to build school facilities – [approximately 82% with state governments providing the other 18%](#). That said, 12 states provide no aid for capital construction responsibilities.

In addition, according to the “State of Our Schools” report, “although the federal government contributes about 10% to annual operating budgets, it provides almost no support for capital construction.” Only once schools have already been damaged or destroyed by natural disasters is federal funding for such expenses provided through the Federal Emergency Management Agency.

Emerging Federal Efforts

There is a growing [effort to secure federal support](#) to supplement, not supplant the local and state responsibilities for modern, safe, and secure public school facilities. The reason is clear. School districts have a critical gap between funding and needs, which the “State of Our Schools” report projects will increase at a rate of \$38 billion each year over the next 10 years, severely limiting the ability of school districts to provide a healthy, safe, and secure environment for students and staff.

The case for additional capital investment in schools and a fair federal share has gained traction recently in Congress and the Executive Branch. Congressman Bobby Scott (D-Virginia) and Senator Jack Reed (D-Rhode Island) have both introduced bills addressing funding gaps. Their proposed legislation would allocate \$100 billion for school facilities modernization over the next 10 years. Such investments will not only make facilities more secure for the long term, they will catalyze jobs and local economic growth in the short term. As of mid-January 2018, the Scott bill ([H.R.2475](#)) had 109 cosponsors and the Reed bill ([S.1674](#)) had 14.

In addition to the two bills in Congress, the Trump Administration – with the completion of tax reform – has pivoted toward another major campaign promise, infrastructure. President Donald Trump campaigned on the promise of creating a [\\$1 trillion dollar infrastructure package](#) and included schools in his speeches about infrastructure before and after the election. The administration’s infrastructure package represents a unique opportunity for school facilities to receive the critical funding needed to help make schools safer and more secure.

A one-time, single infusion of federal dollars into the neediest school districts would not create a cycle of dependency for local school districts, but rather would help close a critical gap that has long created inequitable conditions in thousands of schools. Safe and secure schools positively influence student learning as well as student, teacher, and staff health. State and local governments are doing all they can do. It is time for the federal government to step up. Healthy, safe, and secure public school infrastructure is basic. It is an essential requirement for the nation’s health, safety, security, and prosperity. To learn more, visit www.buildusschools.org

Mary Filardo, executive director of 21st Century School Fund, founded the 21st Century School Fund in 1994 to improve the policy and practice of planning, design, construction, management, and financing for the District of Columbia public schools. In 2001, with support from the Ford Foundation, she started Building Educational Success Together (BEST) to work nationally on these issues. She has written extensively on public school facilities, developed software to support public engagement in facilities master planning, and piloted public-private school development partnerships. She holds a BA in philosophy and mathematics from St. John’s College, and a MPP from the University of Maryland. She was the 1979 Truman Scholar from the District of Columbia.

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