



# ARKANSAS SCHOOL SAFETY COMMISSION

Final Report

NOVEMBER 2018





# ARKANSAS SCHOOL SAFETY COMMISSION

## EXECUTIVE SUMMARY

### **Mental Health and Prevention Subcommittee**

- Recommendation 1:  
Every school district should conduct school climate surveys across all campuses, and develop and implement an action plan based on the findings of the school climate survey.
- Recommendation 2:  
All school districts should implement a positive climate program that deters bullying behaviors, and promotes social-emotional learning and positive peer relationships.
- Recommendation 3:  
All school districts should provide access to training in Youth Mental Health First Aid for all personnel who interact with students. Additional school personnel training may include: Adverse Childhood Experiences (ACEs), Trauma-Informed Schools, Drug-Endangered Children, and Social-Emotional Learning.
- Recommendation 4:  
All school districts should establish a behavioral threat assessment team and process.
- Recommendation 5:  
The Arkansas Department of Education should review roles and responsibilities of school counselors to provide increased time with students for provision of counseling and social-emotional learning, as well as referral to community resources as appropriate.
- Recommendation 6:  
A coordinated crisis response team should be developed to mitigate the emotional impact of any traumatic event that impacts a district.

### **Law Enforcement and Security Subcommittee**

- Recommendation 1:  
No campus should ever be without an armed presence when staff and children are attending class or a major extra-curricular activity.
- Recommendation 2:  
If financially practicable, schools should ideally have at least one SRO for each campus.
- Recommendation 3:  
School districts should execute a Memorandum of Understanding (MOU) with their partnering law enforcement agency that identifies the roles and responsibilities of SROs and other critical elements
- Recommendation 4:  
SROs whose primary assignment is within the schools should receive specialized training.

- Recommendation 5:  
If a school district authorizes the use of the CSSO program, that policies, protocols, training, and selection go above the minimum standards required, to include standard psychological exams, random drug screening, extensive firearms handling training, and regular training with law enforcement.
- Recommendation 6:  
Schools should consider strategies that layer and build redundancy for optimal security.
- Recommendation 7:  
Arkansas's Commission on Law Enforcement Standards and Training (CLEST) should study the feasibility of school districts being allowed to establish their own law enforcement agencies.

### **Audits, Emergency Operation Plans and Drills Subcommittee**

- Recommendation 1:  
All districts should be required to form District Safety and Security Teams.
- Recommendation 2:  
Each campus should also designate one current staff member as a School Safety Coordinator.
- Recommendation 3:  
The ADE's Safe Schools Committee membership should be expanded.
- Recommendation 4:  
Schools should modify their fire drills to include additional time for the teacher to evaluate the situation by looking, listening and observing prior to evacuating their classrooms.
- Recommendation 5:  
Comprehensive school safety assessments should be required to be conducted every three years and reviewed by the school board and school administration.
- Recommendation 6:  
School nurses and staff should be trained in efforts that enhance the emergency medical response within schools.

### **Intelligence and Communications Subcommittee**

- Recommendation 1:  
Each school district should support, establish, and maintain a comprehensive, common communication plan to be utilized by school officials, students, parents, law enforcement, and other stakeholders.
- Recommendation 2:  
School districts should have systems that enable direct communication with local law enforcement.
- Recommendation 3:  
School districts, in collaboration with local and other law enforcement agencies, should implement and expand strategies to promote reporting, to include anonymous reporting, of suspicious activity/behavior and threats.

- Recommendation 4:  
Students, staff, and parents should be educated on how to recognize and report signs of at-risk behavior and potential threats.
- Recommendation 5:  
An analysis should be conducted to determine how the Arkansas State Fusion Center (ASFC) could be more effectively utilized to receive and disseminate information pertaining to threats against schools. In addition, the ASFC could provide timely and relevant information to schools and other appropriate entities pertaining to school safety.

### **Physical Security Subcommittee**

- Recommendation 1:  
State agencies should work with the federal Readiness and Emergency Management (REMS) for Schools Center Training Assistance Office, to develop a customized, state-level school bus safety initiative for use by districts, schools, and transportation offices.
- Recommendation 2:  
State leaders should engage the Arkansas congressional delegation and other federal partners to encourage the U.S. Department of Education to allow Title IV formula block grants to include use by schools for infrastructure improvements to support safe and healthy schools, including physical security remedies.
- Recommendation 3:  
Districts should create an online facility profile within a panic button alert system for each new campus or facility in the district and conduct annual reviews to update facility profiles where needed.
- Recommendation 4:  
Districts should review and assess the efficacy of upgrading any old style “crash bar” exterior door egress hardware with the newer “touch bar” type exit devices
- Recommendation 5:  
Prior to installation or contracting to installation of temporary door barricade devices designed to preclude intruders from entering any classroom or learning space of a school building, information pertaining to the project should be uploaded into DPSAFT’s web-based project submission tool for review.
- Recommendation 6:  
The state’s Academic Facilities Partnership Program should be revised to allow districts to submit eligible campus safety and security upgrade projects for state financial assistance





UNIVERSITY OF ARKANSAS SYSTEM  
CRIMINAL JUSTICE INSTITUTE

November 30, 2018

Dear Governor Hutchinson:

On behalf of the Arkansas School Safety Commission, I am proud to present you with our final report. Thank you for your passion for Arkansas's children and for providing us with the opportunity to contribute to fulfilling your vision of making Arkansas's schools safer, providing all of our children with the opportunity to reach their true academic potential.

We are very grateful to all the individuals who presented to the Commission and the administration, staff and students at the schools we visited. Their valuable school safety knowledge and experience as well as passion were instrumental in the framing and completion of the recommendations included in this report.

The completion of the work of the Commission would not have been possible without the support from ADE staff, Doug Bradberry and Angela Scaife. Their hard work, patience, and dedication are tremendously appreciated.

I am particularly grateful for the outstanding work of my fellow Commission members. Their dedication, expertise and passion for the safety of our children was extraordinary. It has been an honor and privilege to work with them.

We hope this report will assist you in fulfilling your vision of keeping our children safe. Thank you for your extraordinary leadership.

Sincerely,

A handwritten signature in black ink that reads 'Cheryl P. May'. The signature is written in a cursive, flowing style.

Dr. Cheryl P. May

Chair

Arkansas School Safety Commission





## Table of Contents

<b>Introduction</b> .....	<b>1</b>
<b>Arkansas School Safety Commission Activities</b> .....	<b>2</b>
<b>Arkansas School Safety Commission Recommendations</b> .....	<b>5</b>
<b>Mental Health and Prevention Subcommittee</b> .....	<b>7</b>
<b>Recommendation 1:</b> .....	<b>8</b>
<b>Recommendation 2:</b> .....	<b>10</b>
<b>Recommendation 3:</b> .....	<b>12</b>
<b>Recommendation 4:</b> .....	<b>15</b>
<b>Recommendation 5:</b> .....	<b>17</b>
<b>Recommendation 6:</b> .....	<b>18</b>
<b>Law Enforcement and Security Subcommittee</b> .....	<b>20</b>
<b>Recommendation 1:</b> .....	<b>20</b>
<b>Recommendation 2:</b> .....	<b>24</b>
<b>Recommendation 3:</b> .....	<b>25</b>
<b>Recommendation 4:</b> .....	<b>25</b>
<b>Recommendation 5:</b> .....	<b>26</b>
<b>Recommendation 6:</b> .....	<b>27</b>
<b>Recommendation 7:</b> .....	<b>28</b>
<b>Audits, Emergency Operation Plans and Drills Subcommittee</b> .....	<b>29</b>
<b>Recommendation 1:</b> .....	<b>29</b>
<b>Recommendation 2:</b> .....	<b>30</b>
<b>Recommendation 3:</b> .....	<b>30</b>
<b>Recommendation 4:</b> .....	<b>30</b>
<b>Recommendation 5:</b> .....	<b>31</b>
<b>Recommendation 6</b> .....	<b>31</b>
Stop the Bleed.....	<b>31</b>
Opioid Overdose .....	<b>32</b>
<b>Intelligence and Communications Subcommittee</b> .....	<b>34</b>
<b>Recommendation 1:</b> .....	<b>34</b>



<b>Recommendation 2:</b> .....	<b>35</b>
<b>Recommendation 3:</b> .....	<b>35</b>
<b>Recommendation 4:</b> .....	<b>37</b>
<b>Recommendation 5:</b> .....	<b>37</b>
<b><i>Physical Security Subcommittee</i></b> .....	<b>40</b>
<b>Recommendation 1:</b> .....	<b>41</b>
<b>Recommendation 2:</b> .....	<b>42</b>
<b>Recommendation 3:</b> .....	<b>43</b>
<b>Recommendation 4:</b> .....	<b>44</b>
<b>Recommendation 5:</b> .....	<b>45</b>
<b>Recommendation 6:</b> .....	<b>45</b>
<b>Recommendation 7:</b> .....	<b>46</b>
<b><i>APPENDICES</i></b> .....	<b>48</b>
<b>Governor’s Proclamation</b> .....	<b>49</b>
<b>Commission Members</b> .....	<b>51</b>
<b>Commission &amp; Subcommittee Meetings</b> .....	<b>52</b>
<b>Presenters:</b> .....	<b>54</b>
<b>School Visits</b> .....	<b>55</b>
<b>Arkansas School Safety Commission Survey</b> .....	<b>56</b>
<b>Acronyms</b> .....	<b>113</b>
<b><i>Mental Health Toolbox</i></b> .....	<b>114</b>
<b>School Resource Officer (SRO) Professional Development Levels</b> .....	<b>120</b>
<b>Memorandum of Agreement between the Arkansas Department of Education (ADE)</b> .....	<b>121</b>
<b>Arkansas Center for School Safety COURSE OFFERINGS INCLUDE:</b> .....	<b>123</b>
<b>Illustrations of Inappropriate Egress Doors</b> .....	<b>124</b>



## **Introduction**

On March 1, 2018, Governor Asa Hutchinson, in the wake of the horrific school shooting at Marjory Stoneman Douglas High School in Parkland, Florida (February 14, 2018, with 14 students and three staff murdered and 17 others wounded), signed an executive order forming the Arkansas School Safety Commission (Commission). The Governor's Proclamation is presented in Appendix A. The purpose of the Commission is to advise the Governor and the Arkansas Department of Education (ADE) on school safety across Arkansas. Governor Hutchinson appointed 18 individuals representing professional backgrounds in education, mental health and law enforcement, as well as parents to serve on the Commission. A full listing of all Commission members and their backgrounds is provided in Appendix B. Governor Asa Hutchinson appointed Dr. Cheryl May, Director of the University of Arkansas System's Criminal Justice Institute (CJI), as Chair of the Commission and Mr. William Temple, retired Special Agent in Charge of the Federal Bureau of Investigation's Arkansas Office, was chosen as the Commission's Vice Chair.

In addition to providing findings concerning school safety across Arkansas, Governor Hutchinson asked the Commission to:

1. Study and analyze the safety of K-12 schools throughout the state taking into consideration the physical and mental health of students;
2. Study the architecture and construction of school buildings as it relates to the safety of students and staff in those buildings, including prevention and response to active shooter threats;
3. Make recommendations to the Governor and the ADE on improvements or changes needed to increase school safety;
4. Consider any and all issues associated with school safety and undertake school visits, visits with school resource officers, building principals, counselors, superintendents, and others to have a comprehensive view of this topic; and
5. Consider assigning subcommittees with directions to consider several topics and report back to the full Commission with recommendations to be considered.

The Commission was directed to provide an initial report and recommendations to the Governor on July 1, 2018, and a final report of findings and recommendations shall be submitted to the Governor no later than November 30, 2018. Following the submission of the final report, the work of the Commission will conclude.

As members of the Commission, we applaud Governor Hutchinson's previous (National School Shield Task Force) and current leadership and passion on the issue of school safety and his vision to make Arkansas's schools safer, providing all of Arkansas's children with the opportunity to reach their true academic potential free from fear of violence. We are grateful for the opportunity to contribute to fulfilling his vision.

As Arkansans, we are all particularly mindful that we have experienced the profound pain and loss that result from school shootings. On December 15, 1997, two students were wounded at Stamps High School. Twenty years ago on March 24, 1998, four students and one teacher were murdered and another 10 were wounded at Westside Consolidated Middle School near Jonesboro. Unfortunately, since the Governor's March 1, 2018, Proclamation, two additional school shootings have occurred. On May 18, 2018, eight students and two teachers were fatally shot and 13 others wounded at Santa Fe High School in Texas. On May 25, 2018, a student and teacher were wounded at Noblesville West Middle School in Indiana. Our state's history and these recent and other heinous acts against our children, such as the Columbine High School and Sandy Hook Elementary School massacres, are unacceptable and illustrate the real vulnerability of our schools and the need to develop strategies that ensure our children and those entrusted with their safety, security, and development are provided with knowledge, skills and resources to prevent, protect against, mitigate, respond to and recover from events of violence in schools.

Finally, the progress that the Commission has made would not have been possible without the invaluable support of Commissioner Johnny Key and the (ADE). In particular, we commend the extraordinary support we have received from ADE staff Doug Bradberry and Angela Scaife.

Below is a description of the activities of the Commission and a discussion of our final recommendations to be submitted to Governor Hutchinson by November 30, 2018.

### Arkansas School Safety Commission Activities

The Commission met a total of 18 times. A list of the meeting dates is provided in Appendix C. During the initial meeting of the Commission on March 13, 2018, five subcommittees were officially formed to enhance the amount and timeliness of activities to be completed. Below is a list of the Commission's subcommittees along with topical areas considered and the chairs and members chosen for each subcommittee.

#### 1. Mental Health and Prevention

- a. **Topical Areas:** Mental health awareness in schools, student access to services, and crisis intervention; school violence prevention strategies to include school climate surveys, behavioral threat assessment teams, evidence-based anti-bullying programs, gang and drug awareness, suicide prevention, Adverse Childhood Experiences, Prescription for Life, Drug Endangered Children, Break the Cycle, Stop the Bleed, Adult Predatory Behavior in Schools, Naloxone in Schools and any identified best practices.
- b. **Co-Chairs:** Lori Poston, Child and Adolescent Therapist and Dr. Sterling Claypoole, Professor in Psychology at South Arkansas Community College and parent of students in El Dorado School District;

Members: Dawn Anderson, John Kaminar and Dr. Margaret Weiss.

2. Law Enforcement and Security
  - a. Topical areas: School Resource Officers (SROs), Commissioned School Security Officers (CSSOs), Auxiliary Officers/Deputies, school visitations by local law enforcement, combinations of the above and any and all viable law enforcement/security strategies. Considerations may include training and choice of personnel, if applicable, and the identification of best practices.
  - b. Chair: Sheriff Tim Helder, Washington County Sheriff's Office;  
Members: Dr. David Hopkins, William Temple, John Allison, Director Jami Cook, Fire Chief Tom Jenkins, Ricky Hopkins, and Deputy Superintendent Marvin Burton.
3. Audits, Emergency Operation Plans and Drills
  - a. Topical areas: Safety and Security Audits, Emergency Operation Plans and Active Shooter Drills. Considerations include current status and strategies and identification of best practices.
  - b. Chair: Director AJ Gary, Arkansas Department of Emergency Management;  
Members: Will Jones, John Kaminar, Dr. David Hopkins and John Allison.
4. Intelligence and Communications
  - a. Topical areas: Communication strategies between and among law enforcement, schools, parents and effective intelligence gathering and identification of potential threats. Considerations include current status and strategies and identification of best practices.
  - b. Chair: Director Jami Cook, Arkansas Commission on Law Enforcement Standards and Training;  
Members: Director AJ Gary, William Temple, Dr. Sterling Claypoole and Deputy Superintendent Marvin Burton
5. Physical Security and Transportation
  - a. Topical Areas: Crime Prevention Through Environmental Design (CPTED), physical access control, exterior and perimeter security, lighting, landscaping, interior and exterior doors and locks, exterior and interior monitoring and surveillance, metal detectors and other strategies.
  - b. Chair: Director Brad Montgomery, Division of Public School Academic Facilities and Transportation (DPSAFT);  
Members: Dr. David Hopkins, Fire Chief Tom Jenkins, Dr. Joyce Cottoms and Dawn Anderson.

In addition to these subcommittees, an ad hoc committee was established and chaired by Mr. John Kaminar to identify schools for recommendation to the Commission for visitation. Members of this ad hoc committee are Director Brad Montgomery, Dr. David Hopkins, Dr. Joyce Cottoms, Deputy Superintendent Marvin Burton, Dr. Sterling

Claypoole and Sheriff Tim Helder. A list of each committee and meeting dates are also provided in Appendix C.

Commission member Mr. Will Jones, Deputy Attorney General, Office of the Attorney General and Ms. Courtney Salas-Ford, ADE Deputy General Counsel, provided legal guidance and clarification.

In order to study and analyze the safety of K-12 schools throughout the state, the Commission heard presentations from key stakeholders, visited schools and conducted a district school safety survey. Presenters included subject matter experts, school resource officers, commissioned school security officers, school safety specialists, school administrators, school board members, teachers, students, law enforcement personnel, and the general public either through full Commission or subcommittee meetings. We greatly appreciate the valuable time of all presenters and the knowledge and expertise they shared, as well as the passion for the safety of our children that they expressed. A list of all presenters is provided in Appendix D.

The Commission also visited 12 Arkansas schools that included public, private, and charter districts. These schools represented large and small districts that serve urban as well as rural communities. A list of the schools visited by Commission members is provided in Appendix D. We are grateful to the superintendents, staff and students of each of these schools. We are especially grateful to Superintendent Scott Gauntt and the staff and students at Westside Consolidated Middle School for hosting a full Commission meeting and providing not only a presentation of their implemented school safety strategies, but also a tour of their facility.

One hundred thirty-six (136) of the 235 Arkansas school districts (58%) responded to a school safety survey developed by the Commission and administered by ADE staff. Appendix F provides the questions asked and the results obtained for each question. Below is a summary of the results obtained from several key questions.

- Eighty-one percent of the 139 (110 districts) respondents indicated they have at least one SRO in their district.
- A total of 57 SROs were added by responding districts for the SY18-19.
- Seventy-nine percent (87) of the districts with SROs indicated their SROs received specialized training.
- Fifteen percent (20) of the districts utilize CSSOs.
- Almost all (97%) of the responding districts said they have a safety/emergency operation plan and coordinate with local law enforcement on these plans and active shooter drills.
- Similarly, 97% of the respondents indicated that their districts have a good relationship with local law enforcement.



- Ninety percent (121) of the districts responding conduct regular site safety assessments.
- Forty-five percent (61) of responding districts utilize an anonymous reporting system for threats.
- Thirty-eight percent (49) of the districts that responded utilize a school climate survey or assessment tool.
- Similarly, 33% and 34% (48 and 51) of responding districts use threat assessment tools or have teams to address identified threats, respectively.
- Sixty-four percent (85) of the respondents indicated that they feel there is adequate access to mental health services in their district.
- Seventy-three percent (100) of the districts that responded utilize a specific anti-bullying program or curriculum.
- Twenty-eight percent (37) of the responding districts use a tool to identify mental health/emotional needs of their students.
- When asked what changes districts intended to make based on the Commission's preliminary report, the following results were obtained:
  - Physical Security, 76% (97)
  - Emergency Operations, Drills and Audits, 59% (76)
  - Law Enforcement/Security, 57% (73)
  - Mental Health/Prevention, 55% (70)
  - Intelligence/Communications, 39% (50)

A list of acronyms and their definitions are proved in Appendix G.

### **Arkansas School Safety Commission Recommendations**

Based on the information provided through presentations made to the Commission and its subcommittees, as well as research and the knowledge and experience of the Commission members, the subcommittees identified potential recommendations to bring forward to the full Commission for discussion and official vote on adoption. The final recommendations presented below were discussed by the Commission during meetings on October 22<sup>nd</sup> and November 5<sup>th</sup> and 9<sup>th</sup> and were unanimously approved by the Commission for inclusion in the final report.

Each of Arkansas's 235 school districts, including 1,053 schools with 479,258 enrolled students, is unique. Therefore, safety and security strategies employed by one district or school may not be applicable to or appropriate for others because of a variety of circumstances. Decisions on which strategies to employ are clearly local decisions for school administrators, school boards, parents, teachers, and the community and should be made after careful consideration of many factors.

Active shooter events at Sandy Hook Elementary, Marjory Stoneman Douglas High School, and Santa Fe High School have alone accounted for 55 deaths. Given this heartbreaking loss of life, the frequency of recent school shootings, and the catastrophic effect they have on our communities, the Commission believes all K-12 education stakeholders must change the way school safety is viewed. Gone are the days when school safety might simply mean having enough rubber mulch under the swings to cushion a fall or the faithful execution of the monthly fire drill. Addressing these horrific events will require a paradigm shift that incorporates the consideration and implementation of security measures that in years past may not have been considered for schools.

The Commission's final recommendations, organized by subcommittee, are provided below. The order of presentation does not represent or reflect any priority of the Commission as to the importance of the recommendations of one subcommittee over another. Each of the recommendations presented are equally important in helping to ensure the safety and security of our children. There is not one solution that, if implemented alone, will end the potential of violence in our schools. Consequently, the development of comprehensive school safety and security strategies that stress prevention, protection, mitigation, response and recovery should be emphasized.

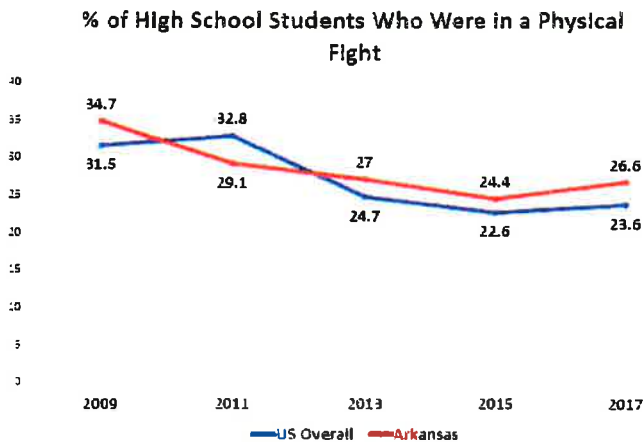
#### **In Text Citation**

Asa, Hutchinson, Director, National School Shield Task Force, The National Shield Report, Report of the National School Shield Task Force, (2013).

## Mental Health and Prevention Subcommittee

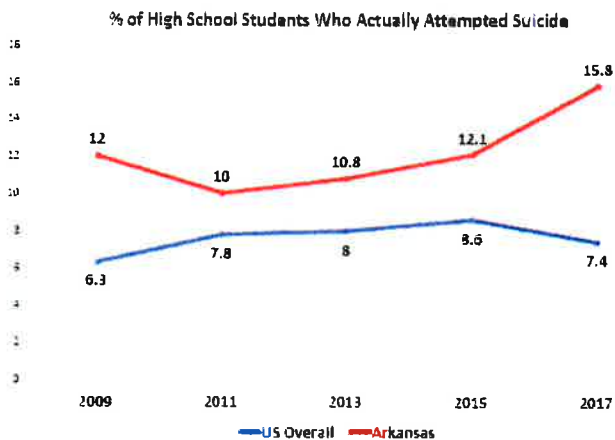
Essential elements of a comprehensive plan to prevent violence in schools are the identification of at-risk students and detecting emerging threats. Students cannot achieve their true academic potential in an environment that is threatening and volatile. With the right training and resources, all school personnel and students can contribute to preventing violence on campus.

The Centers for Disease Control and Prevention recently released (June 15, 2018) the results of the Youth Risk Behavior Surveillance System for 2017. [https://www.cdc.gov/healthyyouth/data/yrbs/index.htm?s\\_cid=tw-zaza-1171](https://www.cdc.gov/healthyyouth/data/yrbs/index.htm?s_cid=tw-zaza-1171) Thirty-nine states participated in the survey of high school students in grades 9-12. While Arkansas had the 8<sup>th</sup> highest percentage (9.2%) of high school students who did not go to school because they felt unsafe at school or on the way home from school, Arkansas was ranked highest in the nation for the percentage of high school students who said they were bullied on school property (26.7%), physically forced to have sexual intercourse (19.2%) and who experienced sexual violence by anyone (18.5%), experienced physical dating violence



(12.1%), felt sad or hopeless (40.2%), seriously attempted suicide (23.2%), made a plan about how they would attempt suicide (26.1%), and took pain medication without a prescription from a physician (19.3%-tied with Louisiana). Arkansas was ranked 2<sup>nd</sup>, only behind Louisiana, with respect to the percentage of high school students who said they were threatened or injured with a

weapon at school (11.7%), were in a physical fight at school (26.6%), actually attempted suicide (15.8%), ever used cocaine (9.4%) and injected any illegal drug (7.4%). The percentage of Arkansas high school students who said they were electronically bullied



(19.7%) was 4<sup>th</sup> highest in the nation, only behind Alaska, Idaho, and Louisiana. Arkansas clearly has a significant population of at-risk youth. The results of this survey indicate the great need for our schools to become more proactive in the identification of at-risk youth and making mental health services readily available.

It is important to note that earlier this year, ADE was awarded a

Substance Abuse and Mental Health Services Administration (SAMHSA) grant, which will fund Project Advancing Wellness and Resilience Education (Project Aware). Project AWARE is a 5 year grant funding project, providing \$1.8 million annually to “develop model comprehensive school-based mental health programs and build the capacity of educators to identify and address the needs of students.” Project AWARE will support many of the following recommendations.

<http://www.arkleg.state.ar.us/assembly/Meeting%20Attachments/520/748/Arkansas%20AWARE%20Program.pdf>

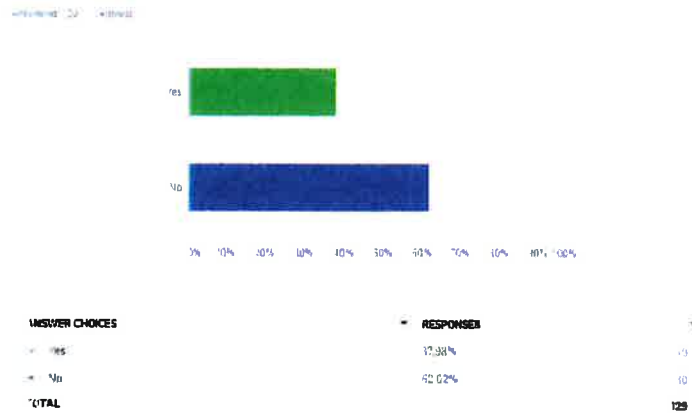
A comprehensive list of resources that can assist districts with the recommendations below can be found in Appendix H.

### **Recommendation 1:**

**Every school district should conduct school climate surveys across all campuses, and develop and implement an action plan based on the findings of the school climate survey.**

A school climate where students feel safe and secure, inclusion and respect are promoted and the schools are free from behaviors like bullying can prevent violence. School administrators, staff, parents, and the community must have an overall understanding of how students perceive school climate with respect to teaching and learning, relationships and safety in order to identify and deter climates favoring bullying and other negative behaviors that can have a direct impact on the emotional and mental health of students as well as school safety. School climate surveys are used to assess a school’s strengths and vulnerabilities. Without climate surveys, it is much more difficult, if not impossible, for schools to become aware of potential issues such as bullying and harassment and other at-risk behaviors and take corrective actions.

Does your district utilize a school climate survey/assessment tool?

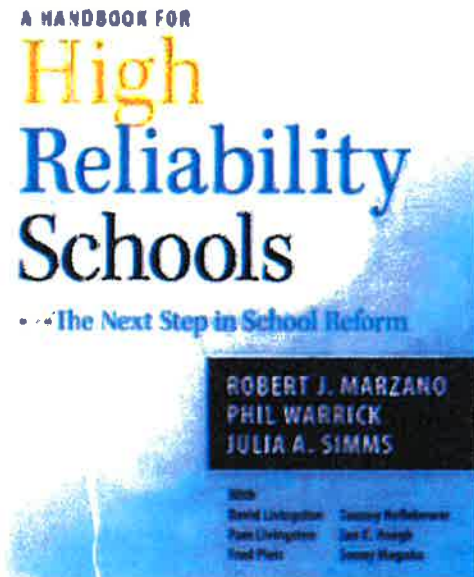


Based on the recent Commission survey, only 38% of the responding Arkansas schools utilize a school climate survey (Appendix F). The Commission advocates for every school district to conduct school climate surveys across all campuses. Currently school climate surveys are only required by ADE for schools in Level 5 Intensive Support. A variety of tools and

resources are available to assist school districts with these surveys. The Commission has identified three free evidence-based climate survey instruments.

These are:

- a. U.S. Department of Education's School Climate Survey  
<https://nces.ed.gov/surveys/edscls/questionnaires.asp>
- b. The SHAPE Assessment (developed by the University of Maryland's Center for School Mental Health) is currently utilized by several districts in Arkansas: <https://theshapesystem.com/>
- c. Schoolclimate.org assessment:  
<https://www.schoolclimate.org/services/measuring-school-climate-csci>



The ADE is currently in the process of rolling out a climate survey across the state that is also an option for our districts. High Reliability School uses a Professional Learning Community model to assess and create a safe, supportive collaborative culture, implement effective teaching in every classroom, utilize a guaranteed and viable curriculum, and have standards-referenced reporting competency based education. Surveys will be sent to districts in the Spring semester of 2019. Information will be forwarded through an ADE Commissioner's Memo.

Following completion of a school climate survey, schools should be required to develop and implement an action plan based on the findings of the survey. The Little Rock School District and Watson Chapel School District have successfully used school climate surveys and after action reports to significantly decrease the incidence of disciplinary issues.

**Implementation/Infrastructure Recommendations:**

Regardless of the instrument chosen, training and supportive infrastructure must be in place. Schools must learn how to implement a chosen survey and utilize the data in a meaningful way to create action plans. There is some funding available each year in Arkansas for schools who are using the School Health Assessment and Performance Evaluation (SHAPE). More information can be obtained from the ADE School Based Mental Health Specialist. It is recommended that someone in each district be designated to disseminate the surveys, to gather them and to compile the results. District leadership should then review the data and create an action plan to address identified issues.

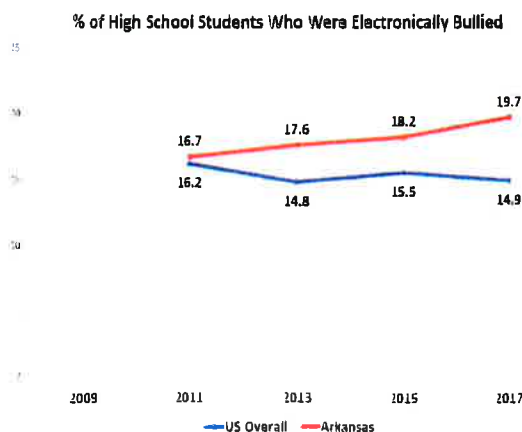
**Recommendation 2:**

**All school districts should implement a positive climate program that deters bullying behaviors, and promotes social-emotional learning and positive peer relationships.**

Arkansas has the highest national percentage of high school students who said they were bullied on campus and ranked 4<sup>th</sup> in the nation with respect to the percentage of students who were electronically bullied.

[https://www.cdc.gov/healthyouth/data/yrbs/index.htm?s\\_cid=tw-zaza-1171](https://www.cdc.gov/healthyouth/data/yrbs/index.htm?s_cid=tw-zaza-1171).

In both types of bullying, girls were victimized at a higher percentage than boys (31.4% vs 21.3% and 23.6% vs 15.5%, respectively). All of Arkansas schools are required to have anti-bullying policies and report all incidents of bullying (Ark. Code Ann. § 6-18-514). However, schools are not required to provide anti-bullying programs. The SAMHSA has a database of evidence-based and promising practices available at

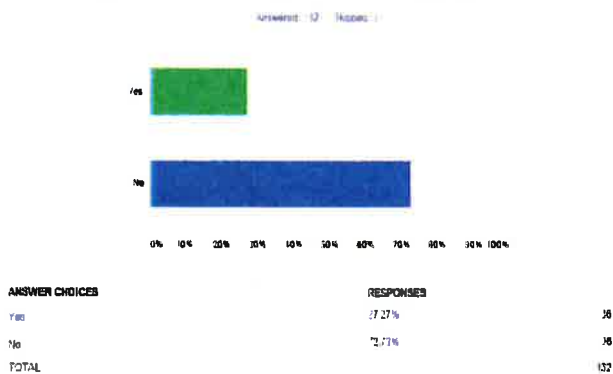


A major advancement in the enhancement of school culture and climate is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. Positive Behavior Intervention Supports (PBIS) is a strategy that creates a

safe and predictable campus and promotes healthy relationships among students and adults. Traditionally, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punitive strategies. According to information provided about PBIS from representatives of Arkansas State University's Center for Community Engagement, "implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm." Schools that implement PBIS must also monitor effectiveness on a regular and frequent basis. Implementation of PBIS by Watson Chapel School District has resulted in a significant decrease in disciplinary actions, from 562 disciplinary incidents in the 2016-2017 school year to 265 disciplinary incidents in the 2017-2018 school year. (<https://www.pbis.org/>)

Another evidence-based program that promotes social and emotional learning in the school setting is the Choose Love Enrichment Program™, a no cost, downloadable, pre-K through 12th grade, evidence-based social and emotional classroom program that teaches children how to choose love in any circumstance. The program focuses on four important character values – Courage, Gratitude, Forgiveness, and Compassion in Action – which cultivates optimism, resilience and personal responsibility. Included elements are positive psychology, mindfulness, neuroscience, character values and more. The Choose Love program has been utilized by schools in all 50 states and over 65 countries. One hundred percent of educators responding to a survey about this program reported improvement in behavior after implementation of the program, and 95% of educators surveyed reported they would recommend use of this program to others and/or use it again. (<https://www.jesselewischooselove.org/choose-love-enrichment-program-at-a-glance/>)

Q32 Does your district utilize a specific anti-bullying program/curriculum?



Capturing Kids Hearts is another consideration for schools that wish to create a positive culture and climate. This program promotes the concept that teachers can create a relational connection to students. Therefore, performance and behaviors greatly improve because kids want to be in school. Kids want to be in classrooms where teachers know how to connect with them and make them feel valued.

(<https://flippengroup.com/education->

[solutions/capturing-kids-hearts/](#)). Of the Arkansas schools that responded to the Commission's survey, 27% utilize a specific anti-bullying program, and 35% utilize a specific positive social skills or social-emotional learning curriculum (Appendix F). The Commission strongly advocates that schools adopt a program or curriculum that is used consistently across the entire district that can teach and reinforce appropriate, positive behaviors.

### **Implementation/Infrastructure Recommendations:**

District and building administrators should meet and discuss these, or other programs, to decide the best fit for their district's needs. Programs typically have a model for implementation that includes district administration, building administration, and personnel from each building. Implementation is most effective when there is buy-in from every employee in the district.

### **Recommendation 3:**

**All school districts should provide access to training in Youth Mental Health First Aid for all personnel who interact with students. Additional school personnel training may include: Adverse Childhood Experiences (ACEs), Trauma-Informed Schools, Drug-Endangered Children, and Social-Emotional Learning.**

Despite the potential number of students who can benefit from mental health services, Arkansas is currently challenged to provide training that helps to proactively identify youth in schools with mental health and substance use disorders or in crisis. Youth Mental Health First Aid (YMHFA) is a widely endorsed evidence-based training program primarily designed for adults who regularly interact with youth (e.g., parents, family members, teachers and school staff, health and human services workers, neighbors, peers, and caregivers) and want to assist those individuals who are in crisis or are experiencing a mental health or addiction challenge. An 8-hour YMHFA curriculum helps program participants to recognize the difference between typical adolescent behavior and behaviors that could potentially be signs of a mental health problem and identify, understand and respond to signs of mental illnesses and substance use conditions in adolescents and transition-age youth (ages 12-18). The course introduces common mental health challenges for youth, reviews typical adolescent development, and teaches a five-step action plan on how to help young people in both crisis and non-crisis situations. Topics covered include anxiety, depression, substance use, disorders in which psychosis may occur, disruptive behavior disorders, and eating disorders. Mental health crisis situations covered are: suicidal thoughts and behaviors, non-suicidal self-injury, panic attacks, traumatic events, severe effects of drug or alcohol use, psychotic states, and aggressive behaviors.



According to Mental Health First Aid USA, there are currently only 50 certified Mental Health First Aid (MHFA) trainers in Arkansas (the fifth lowest number for all states), and only 3,829 individuals within the state have received MHFA training (the third lowest number for all states). The number of YMHFA specific trainers within the total of 50 trainers in Arkansas is currently unknown. The Arkansas Center for School Safety (ACSS) recently received an ADE grant that includes the delivery of two YMHFA Train the Trainer programs, to increase the number of YMHFA trainers in Arkansas by 30. These 30 trainers will then deliver the eight-hour YMHFA awareness course to school staff that interact with youth aged 12-18. As school staff are trained to better identify students with mental health and substance use disorders or in crisis, the need for access to mental health services will also increase. In a position statement on school safety provided to the Commission (Appendix I), the Arkansas Association of Education Administrators (AAEA) expressed support for additional mental health services and mental health counselors. (<https://www.mentalhealthfirstaid.org/take-a-course/course-types/youth/>)

To promote schools being more aware of the impact of trauma on their students, we strongly encourage schools to receive training in ACEs. In fact, SAMHSA shares a significant amount of information and resources regarding ACEs, in efforts to raise awareness and to offer resources and tools for communities, agencies, and schools. <https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

In Arkansas, the Department of Health is promoting awareness of ACEs across the state. According to its website, (<https://www.healthy.arkansas.gov/programs-services/topics/adverse-childhood-experiences>) things such as poverty, toxic stress, fractured families (such as divorced and/or incarcerated parents), living with a caregiver who abuses alcohol and/or illegal substances, lack of a nurturing home environment, harsh parenting practices (abuse, neglect, and maltreatment), poor educational opportunities, and lack of access to critical preventive health care services are all experiences that can be traumatic for children. When school personnel are adequately trained in recognizing signs of trauma in children, or the impact of ACEs on students in the school environment, they can respond in a manner that promotes relationship building and support for the student. They can participate in creating a safe, supportive learning environment for students who have experienced traumatic events.

Substance Abuse and Mental Health Services Administration promotes Six Guiding Principles of Trauma Informed Care that can be applied to schools:

1. Safety - Throughout the organization, staff and the people they serve feel physically and psychologically safe. Predictable routines give students confidence, help them achieve independence, and reduce anxiety. A predictable environment promotes a feeling of safety. Also, praising people in public, but holding them accountable privately creates psychological safety for students and staff. Use of restorative approach to discipline focuses on repairing harm, and learning appropriate behaviors while building relationships.
2. Trustworthiness and transparency - Including students and staff in creating expectations and norms of behavior, being transparent and consistent with follow through help build trust. Modeling the expected behaviors and follow through with commitments are also key.
3. Peer support and mutual self-help - Providing professional development for staff in compassion fatigue, burnout, and prevention of these promotes self-care. Offer safe, calm spaces for staff to utilize during the day. Make staff aware of how to ask for help and encourage them to do so.
4. Collaboration and mutuality - Healing happens in relationships and in the meaningful sharing of power and decision making. Administrators in schools should practice distributed and adaptive leadership. Consider collaboration through Professional Learning Communities (shared planning, co-teaching, peer coaching).
5. Empowerment, voice and choice - Individuals' strengths are recognized, built on, validated, and new skills developed as necessary. Students should feel empowered and the existing knowledge they hold should be validated. Empowered students feel ownership over their learning and feel the work they are doing is meaningful. Encourage teacher leadership and empower teachers and staff to demonstrate leadership. Create highly engaging classrooms that allow for student voice. Authentic family involvement is significant.
6. Cultural, historical and gender issues - A trauma-informed school moves past cultural stereotypes and biases, recognizes previous history with system being traumatizing for many, and moves forward. Practice cultural responsiveness, ensure the curriculum is relevant and that students feel represented. Schools should also become acutely aware of the experiences of their LGBTQ students.

Another way schools can respond to students who have experienced trauma is to collaboratively work with law enforcement and social service professionals, in partnerships such as the Drug Endangered Children (DEC) Program, implemented by the CJI. The Handle with Care (West Virginia Center for Children's Justice) portion of the Arkansas DEC model promotes communication between law enforcement, Children and

Family Services, and schools when a child has experienced a traumatic event in their home environment or the community, so the school is informed when an event has occurred, in order to respond appropriately to the child's needs. Implementation of this program requires specific training of school staff and adoption of a law enforcement policy for children of arrested parents.

**Implementation/Infrastructure Recommendations:**

Schools across the state have already started the scheduling process to receive YMHFA Train the Trainer. Grant funding through Project AWARE and Criminal Justice Institute will help further training efforts across the state. Training for schools in ACEs and other trauma-related topics would be beneficial and easiest to integrate during teacher in-service days. YMHFA is a training that every person working in a school should have, as is training in ACEs. Teams who focus on specific student academic and /or behavioral issues would benefit from additional training focused on creating trauma-informed schools.

**Recommendation 4:**

**All school districts should establish a behavioral threat assessment team and process.**

Reports or observations of potential threats to a school must be investigated in an appropriate, timely and effective manner. Based on information obtained, threat assessments determine how credible and serious the threat is and to what extent the person has the resources, intent and motivation to carry out the threat. If it is determined that there is a risk of violence to a school and its students and staff, a plan to manage or reduce the threat must be developed and implemented. The U.S. Secret Service and U. S. Department of Education have developed excellent guides for the implementation of a threat assessment process and development of a behavioral threat assessment team.

[https://www.secretservice.gov/data/protection/ntac/USSS\\_NTAC\\_Enhancing\\_School\\_Safety\\_Guide\\_7.11.18.pdf](https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf)

Other examples of threat assessment best practices include the following:  
Virginia Model:

<https://curry.virginia.edu/sites/default/files/images/YVP/VSTAG%20summary%206-18-18.pdf> and the Adams County Ohio Model: [http://acyi.org/wp-content/uploads/2014/08/Threat\\_Assessment\\_Protocol\\_Print\\_1.pdf](http://acyi.org/wp-content/uploads/2014/08/Threat_Assessment_Protocol_Print_1.pdf)

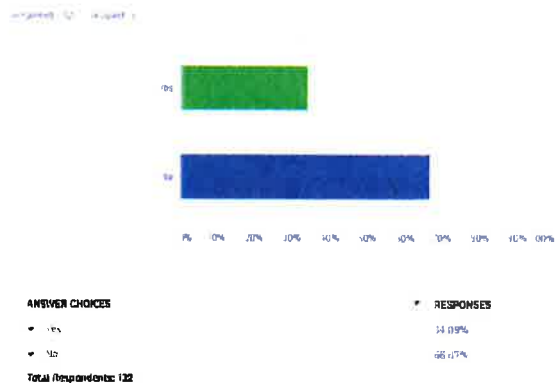
The responsibility of the behavioral threat assessment team is to assess and manage the threat.

According to the U.S. Secret Service and U.S. Department of Education threat assessment guides, a threat assessment team should consist of the following individuals:

1. School administrator;
2. Respected member of the faculty or administration;
3. Investigator, such as a SRO or other law enforcement assigned to the school;
4. Mental health professional;
5. Other professional, such as a school counselor, coach, teacher; and
6. Ad hoc member who is someone familiar with the student.

According to the U.S. Secret Service in the guide referenced above, “The goal of threat assessment is to identify students of concern, assess their risk for engaging in violence or other harmful activities, and identify intervention strategies to manage that risk.” Development of a team to guide this process, and a plan to respond to threats are the crucial first steps. Threats of violence are taken through the process established by this team, to further assess the potential risk, determine next steps, and even to identify education and prevention needs. This provides a needed process to ensure that threats are dealt with consistently and comprehensively.

Does your district use threat assessment tools?



In the Commission’s survey, 34% of districts reported using threat assessment tools (Appendix F). It is strongly recommended that schools adopt a tool that will support a thorough assessment of threats or dangerous behaviors, so that appropriate steps can be taken to ensure the health and safety of the identified student, as well as, the entire student body and school staff.

**Implementation/Infrastructure Recommendations:**

Once a team is designated for Behavioral Threat Assessment, there should be work done to select a model that best fits the district. The team should establish the process for determining when a student should be assessed. There should be training across the state for these teams, to ensure that threat assessments are completed in a timely and appropriate manner. The Arkansas Center for School Safety (ACSS) currently partners

with the U. S. Department of Education to bring behavior threat assessment training to Arkansas.

### **Recommendation 5:**

**The Arkansas Department of Education should review roles and responsibilities of school counselors to provide increased time with students for provision of counseling and social-emotional learning, as well as referral to community resources as appropriate.**

Early identification and treatment of children with mental health disorders or in crisis can help prevent loss of academic, emotional, and developmental maturity and potentially identify students at-risk of hurting themselves or others. Approximately one in five adolescents has had a serious mental health disorder at some point in his or her life.

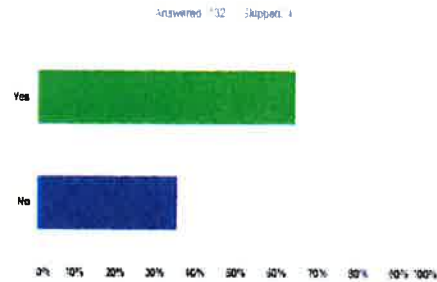
<https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers>

The CDC's 2017 survey of high school students (June 15, 2018), presents results that indicate that many students in Arkansas high schools are in need of mental health services. Not only is Arkansas ranked 1st nationally with respect to the percentage of our children who have experienced physical or sexual violence, Arkansas is also ranked 1st in the percentage of high school students who felt sad or hopeless (40.2%), seriously considered attempting suicide (23.2%), and made a plan about how they would attempt suicide (26.1%). Arkansas is ranked 2nd, only behind Louisiana, in the percentage of high school students who indicated they actually attempted suicide (15.8%). The majority of children in crisis (50%-90%) do not seek out or receive the services they need.

In order to help more children in crisis and reduce the potential for violence in our schools, the Commission recommends that student access to mental health services be enhanced. Arkansas school districts are required to provide mental health services to their students, either by in house professionals or community-based mental health service providers. Currently, 90% of school districts contract with community-based providers and 10% employ professionals as well as community contractors (Dr. Elizabeth "Betsy" Kindall, ADE Mental Health Services Coordinator). Partnerships with ADE to expand current initiatives that support access to mental health services for all schools should be considered. Also needed is the development of a "toolbox" of resources for schools to utilize to address specific mental health needs of the students. Decreasing the administrative responsibilities, such as testing coordinator and registrar duties, of school counselors in order to enhance their availability to provide mental health services to students should also be considered. School districts should also be encouraged to apply for the ADE School Based Health Clinic Grant.

In the recent Commission survey, only 64% of districts report having adequate access to mental health services (Appendix F). Students' unmet mental health needs can be a significant obstacle to student academic, career and social/emotional development and even compromise school safety. American School Counselor Association (ASCA 2009).

Q29 Is there adequate access to mental health services in your district?



ANSWER CHOICES	RESPONSES	
Yes	64.38%	95
No	15.61%	17
TOTAL		132

School counselors recognize and respond to the need for mental health and behavioral prevention, early intervention and appropriate crisis response services that promote mental health wellness. It is the recommendation of our Commission that there be a thorough study of the time/duty allocations to school counselors, permitting an increased percentage of their time be designated for interventions with students to address behavioral or emotional needs. The Commission suggests a fiscal impact study be conducted, as this recommendation will create a need for additional funding.

**Implementation/Infrastructure Recommendations:**

Changes in the roles and responsibilities of school counselors should begin with a thorough review of what counselors across the state are doing in their schools. The data should be reviewed to determine what tasks are related to mental health/social emotional learning, academic advisement, and career planning and involve providing direct services to students.

**Recommendation 6:**

**A coordinated crisis response team should be developed to mitigate the emotional impact of any traumatic event that impacts a district.**

In Arkansas, there is no formally defined process or procedure for response to traumatic events in schools. We recommend a designated process, coordinated with trained personnel across the state, to respond to events in an organized and well-planned manner.

Following the shooting at Westside Consolidated School District, the Arkansas Crisis Response Team (ARCRT) was formed, based on the National Organization for Victim Assistance (NOVA) Crisis Response Team Training Program. ARCRT members are trained to provide “trauma mitigation, education and emotional first aid in the aftermath of

a critical incident, either small-scale or mass casualty” (<https://www.trynova.org/crisis-response-program/>). ARCRT is a “volunteer, statewide, nonprofit, multi-disciplinary group of professionals dedicated to providing crisis intervention to victims in the aftermath of a community casualty” (<https://arcrt.org>), such as tornados, fires, suicides, school shootings, chemical spills, homicides, etc.

The FBI’s Office for Victim Assistance also offers resources for immediate crisis intervention and support services for victims and families impacted by mass violence or acts of terrorism. They collaborate with key partners in the affected area and respond to victim needs. This response may include emotional support, emergency housing, emergency funding, food and clothing. <https://www.fbi.gov/resources/victim-services>

Critical Incident Stress Management (CISM), is another intervention protocol developed specifically for dealing with traumatic events. It is a formal, highly structured and professionally recognized process for helping those involved in a critical incident to share their experiences, vent emotions, learn about stress reactions and symptoms and refer for further help, if required. It is not psychotherapy. It is a confidential, voluntary and educative process, sometimes called 'psychological first aid'.

First developed for use with military combat veterans and then civilian first responders (police, fire, ambulance, emergency workers, and disaster rescuers), it has now been adapted and used virtually everywhere there is a need to address traumatic impact in people’s lives. [https://www.criticalincidentstress.com/what\\_is\\_cism](https://www.criticalincidentstress.com/what_is_cism)

#### **Implementation/Infrastructure Recommendations:**

A suggestion for coordinated crisis response could be a centralized contact within ADE. Specific requests could go out regionally through the Education Service Cooperatives (ESC). Each ESC should have designated partners in mental health, law enforcement, health care, and in the schools. Multiple partners trained in each region would allow adequate coverage for crises that arise. Pooling of regional resources would be possible if needed.

#### **In Text Citation**

ASCA 2009 <https://www.schoolcounselor.org/asca/media/asca/ASCAU/Mental-Health-Specialist/Erickson.pdf>

## Law Enforcement and Security Subcommittee

The following recommendations are made to enhance the ability of schools to protect against the real vulnerability to active threats (any threat against the safety and security of the students and staff). These recommendations represent ways in which schools can be "hardened" to more effectively protect students, faculty, staff, administration, and patrons. It is critically important that our students not only feel safe, but actually are safe.

### **Recommendation 1:**

**No campus should ever be without an armed presence when staff and children are attending class or a major extra-curricular activity.**

It is evident from past school shootings that a rapid armed response to an active school shooting saves lives. It is equally evident that an armed response from within the school building, or upon the grounds of the school, can decrease response time and in turn, save lives.

The event that painfully validated the need for a rapid armed response, and forever changed the way law enforcement would train for an active shooter scenario, was the Columbine High School massacre that occurred on April 20, 1999. "It changed everything," said James Gagliano, a retired member of the FBI's elite hostage rescue team. (<https://www.cnn.com/2018/02/15/us/florida-school-shooting-columbine-lessons/index.html>)

The delayed involvement of the first responding police officers provided the attackers with over 45 minutes to wreak havoc upon the school. The officers did not seek out the shooters because the tactics used at that time called for the first arriving officers to establish a secure perimeter, treat any wounded that were able to be accessed safely, and wait for additional resources to arrive. Following the shooting, this model was widely criticized because the shooters were able to work unabated for nearly an hour. The massacre began at 11:19 A.M., and ended with the suicide of the two shooters at 12:08 P.M. At the conclusion of this horrific event, there were twelve slain students and one dead teacher. Twenty-one others were injured from gunshots. Columbine taught us that regardless of the risk, the armed first responders must immediately seek out the shooter and attempt to stop the killing.

<https://www.cnn.com/2013/09/18/us/columbine-high-school-shootings-fast-facts/index.html>

To assist law enforcement agencies in their transition to this new way of responding to active shooters, the Advanced Law Enforcement Rapid Response Training (ALERT) Center at Texas State University was created. The center opened in 2002 with two partnering police agencies, the San Marcos Police Department and the Hays County Sheriff's Office. The purpose of the collaborative project was to provide for ongoing research, tactics development, and the training needed to prepare law enforcement for



a rapid armed response to an active shooter situation.

(<http://www.activeshooterdata.org/index.html>)

A rapid armed response, similar to those taught by ALERRT, happened on March 21, 2005, at the Red Lake Indian Reservation, when a 16-year-old boy killed his grandfather, a tribal police officer, and his grandfather's girlfriend. He then took his grandfather's police vehicle to Red Lake Senior High School, where he killed one of two unarmed security guards that were operating a metal detector at the school's front door. He went on to kill one teacher and five students. When the police arrived, the shooter's focus turned to them and gunfire was exchanged. The police wounded the shooter and forced him to retreat to a classroom where he then took his own life. Once receiving the call, police were on the school grounds in just under two minutes. This response time was possible because the police were fortunately working out of a building across the street from the school. The Red Lake police chief/public safety director said, "The day it happened, for whatever reason, only the Lord knows, we had adequate staff in the general area." This was fortunate because the police chief/public safety director also stated that dispatchers were hindered in calling out the Red Lake special response team due to jammed phone lines from all of the calls coming from the high school.

(<https://www.cbsnews.com/news/red-lake-massacre-took-3-minutes/>)

([http://news.minnesota.publicradio.org/features/2005/04/05\\_ap\\_redlakeresponse/](http://news.minnesota.publicradio.org/features/2005/04/05_ap_redlakeresponse/))

Past events have also shown us that even when the armed responder does not fire a shot, simply their arrival to the scene hinders the ability for the shooter or shooters to continue with their plans. This was the case when a rapid onsite intervention by an armed resource officer took place in December of 2013. The *Denver Post* reported that at Arapahoe High School in Centennial, Colorado authorities believe that an 80-second response, by an armed deputy sheriff, stopped what could have been a mass casualty situation. The article stated that Sheriff Grayson Robinson said, "The quick actions of a deputy sheriff working as the school's resource officer and an unarmed security guard, undoubtedly saved lives." Even with this rapid response, one student was killed. The *Denver Post* also reported that Sheriff Robinson stated that "the shooter knew the deputy was coming." The sheriff believed this because the deputy was verbally announcing his presence and shouting commands to the evacuating students. USA Today reported that the shooter, who was armed with a pump shotgun, a machete, and three Molotov cocktails, was able to fire five rounds before turning the weapon on himself, as the school resource officer closed in. The article opened by stating that the shooter had apparently intended much more carnage. Although the resource officer never fired at the shooter, his response, as attributed by the local authorities and school personnel, seems to have cut short the shooter's plans.

(<https://www.usatoday.com/story/news/nation/2013/12/17/new-details-emerge-in-arapahoe-high-school-shooting/4070815/>)

[\(https://www.denverpost.com/2013/12/13/shooting-at-arapahoe-high-school-1-girl-in-critical-condition-gunman-dead/\)](https://www.denverpost.com/2013/12/13/shooting-at-arapahoe-high-school-1-girl-in-critical-condition-gunman-dead/)

[\(https://www.denverpost.com/2013/12/14/arapahoe-high-school-shooting-gunman-intended-to-harm-many-at-school/\)](https://www.denverpost.com/2013/12/14/arapahoe-high-school-shooting-gunman-intended-to-harm-many-at-school/)

The Sandy Hook Elementary School shooting happened on December 14, 2012, one year prior to the Arapahoe High School shooting. In contrast to Arapahoe, there was no armed resource officer assigned to the elementary school. Some of the security measures that the school did have in place were noted in a November 25, 2013, report by the State's Attorney for the Judicial District of Danbury. The report stated that the exterior of the main entrance doorway had a call box and buzzer system with a video camera, which was installed in 2005. This video camera had no recording capabilities, but the video feed could be viewed live on three monitoring systems on the secretaries' desks in the main office. The electronic unlocking of the front doors was accomplished by using a "key button" on any of the three monitoring systems. When the shooter arrived at approximately 9:35 A.M., he shot out the glass adjacent to the front door and walked into the building, completely circumventing this system. Upon entry, the shooter was immediately confronted by the school's principal and school psychologist. Both were fatally shot, but the sound of the gunfire did alert the rest of the school because the school's public address system was left on. The first 911 emergency call from the school was received at 9:35:39 A.M. Police dispatch broadcast the shooting at 9:36:06 A.M., and at 9:39:00 A.M. the first police officer arrived outside of the school. At 9:40:03 A.M., the last gunshot was heard. This event lasted roughly five minutes. At its conclusion, the shooter had killed twenty children, six adults and wounded two other adults.  [\(https://www.ct.gov/csao/lib/csao/Sandy\\_Hook\\_Final\\_Report.pdf\)](https://www.ct.gov/csao/lib/csao/Sandy_Hook_Final_Report.pdf)

In 2013, following the horrific Sandy Hook event, the FBI partnered with Texas State University and named the university's ALERRT as the national standard in active shooter response. However, even prior to the development of the ALERRT program, law enforcement had recognized that a rapid and decisive response to an active shooter was required to save lives.

[\(https://nationalinterest.org/blog/the-buzz/what-do-mass-shooting-australia-learns-the-fbi-14685\)](https://nationalinterest.org/blog/the-buzz/what-do-mass-shooting-australia-learns-the-fbi-14685)

[\(https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources\)](https://www.fbi.gov/about/partnerships/office-of-partner-engagement/active-shooter-resources)

Another incident that supports the position of having armed responders located on school grounds occurred on March 20, 2018. A *Washington Post* article detailed the rapid armed response of a school resource officer to an active shooter in a Maryland high school. The report states that the school resource officer rushed toward the sound of gunfire. In a CNN story covering this shooting, the St. Mary's County Sheriff told reporters that the resource officer "responded exactly how we train our personnel to respond." The shooting

spanned the length of about one minute. Maryland's Governor, Larry Hogan, stated that, "while it is still tragic, he [the officer] may have saved other people's lives." Mo Candy, executive director of the National Association of School Resource Officers (NASRO) told *Fox News* that, "It should send a clear message to any would-be attacker that if you are going to bring that level of violence to one of our schools, where there is a proper trained [School Resource Officer] in place, be prepared to be met with force." In this case, the shooter took his own life, but the shooting would most likely have continued had the resource officer not been there to confront the shooter.

([https://www.washingtonpost.com/local/school-resource-officer-blaine-gaskill-helped-stop-gunman-at-a-maryland-high-school/2018/03/20/639a8e42-2c66-11e8-b0b0-f706877db618\\_story.html?utm\\_term=.5d226958740e](https://www.washingtonpost.com/local/school-resource-officer-blaine-gaskill-helped-stop-gunman-at-a-maryland-high-school/2018/03/20/639a8e42-2c66-11e8-b0b0-f706877db618_story.html?utm_term=.5d226958740e))

(<https://www.cnn.com/2018/03/20/us/maryland-school-shooting-resource-officer-response-trnd/index.html>)

(<https://abcnews.go.com/US/lone-school-resource-officer-engaged-gunman-saved-lives/story?id=53884377>)

In sharp contrast to these noted rapid responses by armed resource officers, several news articles have drawn attention to the differences in the response seen at the Marjory Stoneman Douglas High School in Parkland, Florida. A *New York Times* article said, "It is likely to draw further attention to the role of armed personnel in schools, which has been widely discussed after surveillance video showed that a sheriff's deputy posted at the school in Parkland did not go inside a building to engage the gunman during that shooting, an apparent violation of protocol."

(<https://www.nytimes.com/2018/03/20/us/shooting-school-maryland.html>) This Florida shooting left 17 dead and 17 wounded. [https://www.sun-](https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-wounded-list-20180307-story.html)

[sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-wounded-list-20180307-story.html](https://www.sun-sentinel.com/local/broward/parkland/florida-school-shooting/fl-florida-school-shooting-wounded-list-20180307-story.html) Once again, as was the case at Sandy Hook, when an armed response is delayed, death tolls can increase significantly. Even given the five-minute response that occurred at Sandy Hook, which was a quick response under most circumstances, the response to an unhindered active shooter, in a target-rich environment, must be measured in seconds rather than minutes. Every second that passes while waiting for armed responders provides the shooter with more opportunities to kill.

Based on the past events reviewed above, it is clear that armed responders, especially armed responders located on the premises where the shooting takes place, reduce the time an active shooter has to freely target the innocent. Given this information, school districts should carefully consider the response time to their campuses should an event occur. In Arkansas, there are currently two types of individuals that can legally carry a firearm on public school grounds for the purpose of providing armed protection: law enforcement and commissioned school security officers. The Commission strongly supports the practice of having armed and trained personnel assigned to protect every

public school in our state. Districts should carefully consider the number and placement of their armed responders given the devastation active shooters can inflict in mere seconds. The Commission also recognizes that because of the diverse collection of school districts across our state, each district should be allowed to determine how this recommendation should be implemented.

### **Recommendation 2:**

**If financially practicable, schools should ideally have at least one SRO for each campus.**

Arkansas statute (Ark. Code Ann. § 6-10-128) allows for a “school district board of directors to accept from a local law enforcement agency within jurisdiction a school resource officer to assist with school security, safety, emergency preparedness, emergency response, or any other responsibility assigned to the school resource officer by the school or law enforcement agency.” The statute also requires that the SRO be a certified law enforcement officer and gives the SRO statewide jurisdiction under certain circumstances outlined in Ark. Code Ann. § 6-81-118.

The NASRO more specifically recommends that a SRO be a career law enforcement officer with sworn authority who is deployed by an employing police department or agency in a community-oriented policing assignment to work in collaboration with one or more schools. <https://nasro.org/frequently-asked-questions/> Responsibilities of SROs should include the functions of educator and mentor, informal counselor and law enforcement officer<sup>1</sup>. SROs provide schools with the means to not only protect, mitigate and respond to, but also prevent violence in schools.

Numerous presenters to the Commission advocated for the need for more SROs in Arkansas schools. In particular, the AAEA conducted a survey of school administrators and the use of SROs on campus was ranked as the highest need among respondents. ADE’s Safe Schools Committee also advocated for the use of SROs. During the public forum conducted on May 30, 2018, all presenters, several of whom were parents or grandparents who spoke against teachers and administrators being armed, indicated they supported the use of SROs. In discussions with individual schools, the intent to hire additional SROs was consistently expressed.

Arkansas has historically supported the use of SROs on K-12 campuses. CJI’s ACSS conducts a census each school year on the number of SROs. For the 2017-2018 school year, there were 316 SROs identified in 156 school districts (66% of the 235 school districts) across the state. This is an increase of 92 SROs since the 2012-2013 school year. During this same time period, 31 additional school districts initiated the use of SROs

on campus. According to a 2018 report from the National Center for Education Statistics, 42% of public schools in the U.S. had SROs present at least one day of each school week. NASRO recommends that there be one SRO for every 1,000 students. ([https://nces.ed.gov/programs/crimeindicators/ind\\_S01.asp](https://nces.ed.gov/programs/crimeindicators/ind_S01.asp))

### **Recommendation 3:**

**School districts should execute a Memorandum of Understanding (MOU) with their partnering law enforcement agency that identifies the roles and responsibilities of SROs and other critical elements.**

The MOU executed between a law enforcement agency and the school's administration, as well as the training received by the SRO, are important considerations. There is great variation in the MOUs executed and little consistency of information. MOUs should include the following key elements:

- Financial responsibilities
- Chain of command
- Selection of officers
- Evaluation of officers
- Training
- Roles and responsibilities

The NASRO has published examples of MOUs.

[https://nasro.org/cms/wp-content/uploads/2014/10/2013\\_MOU-FactSheet\\_v2\\_091613.pdf](https://nasro.org/cms/wp-content/uploads/2014/10/2013_MOU-FactSheet_v2_091613.pdf)

<https://nasro.org/cms/wp-content/uploads/2016/01/MOUsampleA2012.pdf>

<https://nasro.org/cms/wp-content/uploads/2016/01/MOUsampleB2012.pdf>

<https://nasro.org/cms/wp-content/uploads/2016/01/MOUsampleC2012.pdf>

### **Recommendation 4:**

**SROs whose primary assignment is within the schools should receive specialized training.**

Given their unique roles and responsibilities, SROs should receive specialized training. The ACSS 2017-2018 school year SRO census also asked each district which used SROs if these SROs received any specialized training. Only 67% of the districts indicated that the SROs on their campus had completed basic SRO training. To raise the level of professionalism among SROs, the ADE Safe Schools Committee has worked with numerous SROs, the Arkansas Safe Schools Association and the ACSS to develop four levels of acknowledgement for SROs which each emphasize training and demonstration of relationships between the SROs and students, administration and the community. A description of each of the four levels is provided in Appendix J.

Training for SROs is available through the CJI/ACSS. The CJI has a long history of providing school safety training for law enforcement (including SROs) and school personnel. At the recommendation of ADE's Safe Schools Committee, on July 13, 2017, the Commissioner of Education and Director of CJI executed a MOU officially forming the ACSS, a one stop shop for school safety training and resources for Arkansas law enforcement and school personnel. The executed MOU establishing the ACSS is provided in Appendix K. A description of the training available through ACSS Center is provided in Appendix L. Training available for SROs includes a focus on active shooter/active threat response as well as courses designed to assist SROs to be better equipped to effectively engage with youth and prevent school violence. Arkansas is one of only 18 states that have a state-wide and state-sanctioned school safety center.

Almost 90% of the SROs identified as being trained in the 2017-2018 school year SRO census had completed basic SRO training through the ACSS. Others received basic SRO training through the NASRO or a NASRO-affiliated organization. Both the ACSS and NASRO basic SRO courses are 40 hours and consistent in topics presented which include SRO roles and responsibilities, ethics, school law, SRO as a teacher, violence and victimization, and SROs as informal counselor/mentor.

The Commission acknowledges that mitigation is a very important part of school safety. Just as Columbine changed the way law enforcement officers respond to active shooter incidents, the shootings in Aurora, Colorado, and New Town, Connecticut have led to a re-examination of our nation's medical response to such events. First responders are now working together to develop strategies to provide "point-of-wounding care" in hopes of minimizing preventable trauma deaths. The Commission suggests that Tactical Emergency Casualty Care be part of specialized training for SROs. This course teaches first responders the basic medical care interventions required to help save lives until emergency medical services practitioners arrive on a scene.

#### **Recommendation 5:**

**If a school district authorizes the use of the CSSO program, that policies, protocols, training, and selection go above the minimum standards required, to include standard psychological exams, random drug screening, extensive firearms handling training, and regular training with law enforcement.**

The Arkansas legislature, through Act 393 of 2015 (Ark. Code Ann. § 17-40-330 et seq), authorized the use of CSSOs in schools. The CSSO program is administered by the Arkansas State Police (ASP).

The use of CSSOs in the school district must be approved by the superintendent. CSSOs can be administrators, faculty, or staff and must pass a standard background check. CSSOs must complete an initial 60 hours of specialized training approved by the ASP

followed by 24 hours each year to maintain their license. The specialized training must include legal authority, field note taking and report writing, familiarity with Act 393 of 2015, use of force per Arkansas law, weapons and safety, live fire training, marksmanship and qualifications, legal limitation (use of firearms/powers and authority of CSSO), active shooter training, active shooter simulations, trauma care/CPR certification, defensive tactics, and weapon retention. CSSOs are also required to complete a yearly firearms qualification.

As the Commission traveled the state reviewing the security methods currently being used by school districts, several different CSSO models were identified. One model uses a blend of both full-time CSSOs and staff who are also licensed as CSSOs. (Lake Hamilton School District and Blytheville School District). This model uses full-time district employees that solely serve as security. These CSSOs wear uniforms and perform security operations throughout the district. Staff members licensed as CSSOs are current school personnel who are under contract at the school for other duties.

Another model is the Clarksville School District model which solely uses school personnel that are currently on contract for other duties in the district. In this particular model, the CSSO does not fulfill the role of a traditional security officer. In the Clarksville model, the CSSO's only security responsibility outside that of the typical school employee's responsibilities, is to respond in the event of an armed intruder. This model also utilizes signage, located in strategic places across the district properties that indicates schools are protected by armed security to warn anyone contemplating an attack on the school. This tactic utilizes the public acknowledgement of covertly placed CSSOs as deterrence to any would be active shooter. The district believes the CSSO program serves as both deterrence and as a response to an active shooter.

Another model utilizes full-time CSSOs that serve in conjunction with SROs (Westside Consolidated School District). In this model, the CSSOs are full-time uniformed security officers employed by the district. There are no regular school employees serving as CSSOs.

#### **Recommendation 6:**

**Schools should consider strategies that layer and build redundancy for optimal security.**

The Commission has identified several strategies where law enforcement officers or CSSOs can be utilized in layering and building redundancy. Some of these include:

- Recruiting former certified law enforcement officers as Auxiliary Officers, as defined by the Arkansas Commission on Law Enforcement Standards and Training, or CSSOs;

- Collaborating with law enforcement and seek ways to increase officer traffic and visibility on campus. For example, the Benton and Bentonville Police Departments have implemented a policy that directs law enforcement officers to conduct safety checks throughout the schools in their jurisdiction. These and other departments have asked law enforcement officers to park their squad cars in the school's parking lot while they complete reports or visit schools during lunch;
- Using current or retired law enforcement officers as substitute teachers; and/or
- Allocating office space within the school for law enforcement officers to use during the day to complete reports and other administrative tasks.

#### **Recommendation 7:**

**Arkansas's Commission on Law Enforcement Standards and Training (CLEST) should study the feasibility of school districts being allowed to establish their own law enforcement agencies.**

In conjunction with the recommendation that schools build layers of security, there is a need to consider adding the ability of school districts to establish independent law enforcement agencies. Ark. Code Ann. § 12-9-118 currently enables colleges and universities to provide police services to their institutions. Similar enabling legislation should be explored for school districts. Many surrounding states such as Oklahoma, Texas, and Mississippi have seen the positive impact of giving police authority to local school districts. At times the mission of law enforcement agencies and school districts may conflict. This option allows school districts to develop the philosophy of a tailored police agency that meets the district's needs.

Not all schools would utilize this option as they have arrangements with their local law enforcement agencies that are fulfilling current needs. However, we do recognize there are some districts that would benefit by having this option available. Some benefits of allowing school districts to establish their own independent law enforcement agencies include:

- Autonomy for school administrators in assigning officers while giving officers a clearer chain of command;
- Removing the financial burden of supplying officers from municipalities and counties;
- Ensuring schools will have better law enforcement coverage; and
- Remediating the confusion revolving around contract options for law enforcement agencies.



## **Audits, Emergency Operation Plans and Drills Subcommittee**

Essential to building a culture of preparedness and keeping school staff and children safe is the development of a high quality Emergency Operations Plan (EOP) that assists schools in preparing for, responding to and mitigating school-specific active threats. The Safe Schools Initiative Act (Act 484 of 2013; Act 950 of 2015-School Safety Act; Ark. Code Ann. § 6-15-1303) requires schools to have EOPs, conduct annual active shooter drills and conduct school safety assessments. There are numerous resources available that can guide a district in the development or review of an EOP. The ACSS has compiled a list of such resources at [www.arsafeschools.com](http://www.arsafeschools.com). One such excellent resource is "Guide for Developing High-Quality School Emergency Operations Plans" developed collaboratively by the U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation and Federal Emergency Management Agency and provides a step by step approach to EOP development. The ACSS also offers face-to-face training on planning, conducting, and analyzing emergency crisis plans.

The U.S. Department of Homeland Security's Federal Emergency Management Administration (FEMA) offers a variety of resources to assist schools in conducting exercises. The preparedness of a school district or campus to effectively respond to threats is highly dependent upon training, through the use of appropriate exercises and drills, of the staff and students. After action reports completed following every exercise or drill are critical for the identification of improvements in response. Also critical in conducting drills and exercises is the direct involvement of local first responders, including law enforcement, fire and emergency management personnel. FEMA provides guidance in conducting discussion exercises, which include seminars, workshops, table tops and games, and operation exercises, which include drills, functional exercises and full-scale exercises, providing schools with the ability to progress from basic to full-scale exercises. County emergency management personnel are well versed and acquainted with discussion and operation exercises and must be directly involved in the school's implementation of exercises and drills.

While school districts "may" file a floor plan with the county emergency management coordinator (Ark. Code Ann. § 6-10-125), it is critical that first responders have familiarity with the layout of the school.

### **Recommendation 1:**

**All districts should be required to form District Safety and Security Teams.**

The primary roles of the District's School Safety and Security Team will be to conduct safety and security audits, develop and implement all hazard EOPs and oversee emergency operations exercises. These teams must not only include school administrators, staff (teachers, nurses, students, food personnel, counselors, etc.) and

SROs, if applicable, but also first responders within the community to include local law enforcement, emergency management and fire personnel, as well as parent representatives.

### **Recommendation 2:**

**Each campus should also designate one current staff member as a School Safety Coordinator.**

The Campus School Safety Coordinator should also be a member of the District's Safety and Security Team.

### **Recommendation 3:**

**The ADE's Safe Schools Committee membership should be expanded.**

The ADE Safe Schools Committee is legislatively mandated to develop model policies and procedures, including emergency plans, for school districts to ensure a safe and productive learning environment for students and school employees (Ark. Code Ann. § 6-15-1301). The ADE Safe Schools Committee membership includes classroom teachers, school administrators, school board members, ADE staff, a school safety specialist, a person with school safety knowledge and a school counselor. The chairs of the House and Senate Education Committees or their designees are also members. The Commission recommends that the membership of this committee be expanded to include the Director of the Arkansas Department of Emergency Management or his or her designee, Director of the ACSS or his or her designee, fire and law enforcement representatives, and others.

### **Recommendation 4:**

**Schools should modify their fire drills to include additional time for the teacher to evaluate the situation by looking, listening and observing prior to evacuating their classrooms.**

A fire alarm was activated intentionally during the Westside Consolidated Middle School shooting in 1998 and most recently, inadvertently activated (as a result of the smoke created during gunfire) during the shooting at Marjory Stoneman Douglas High School in Parkland, Florida. In both these instances, the normal behavior of students entering the halls to evacuate the building made them easy targets for the perpetrators. To reduce such risks to students, a delay in response has been initiated when the fire alarm is activated at Westside Consolidated Middle School. An evaluation of this modification in response procedures in the event of a fire alarm should be conducted by the District Safety and Security Teams and included in the school's emergency operations plans. Such a delay gives time for administration to cancel the fire drill before evacuations to prevent a potential shooter from exploiting the fire alarm evacuations and getting students

in an outside area. Any potential delay in responding to a fire alarm should be coordinated with the local Fire Marshal.

### **Recommendation 5:**

**Comprehensive school safety assessments should be required to be conducted every three years and reviewed by the school board and school administration.**

A critical element in developing a high quality EOP for a school district is the identification of vulnerabilities. To assess vulnerability, schools are required by the Safe Schools Initiative Act of 2015 (Ark. Code Ann. § 6-15-1303) to conduct school safety assessments.

Several tools are available to assist the district in conducting comprehensive assessments. The U.S Department of Education's Readiness and Emergency Management for Schools (REMS) Technical Assistance Center recently released SITE ASSESS, a mobile application designed specifically for conducting site assessments. This resource and others are also found on the ACSS website ([www.arsafeschools.com](http://www.arsafeschools.com)). The ACSS also offers School Site Safety Assessment Online and Civilian Response to Active Shooter Events to assist schools in this process. These available resources should eliminate the need for a district or campus to incur any costs in the assessment process.

School safety assessments should be conducted by the District Safety and Security Team. Local law enforcement and emergency management staff should assist districts or campuses in conducting comprehensive site safety assessments. The assessments and EOPs should be reviewed by the local Emergency Manager. The school board of each district should certify to ADE that the required assessments have been completed. ADE staff should verify that comprehensive site assessments are conducted and EOPs are updated.

### **Recommendation 6**

**School nurses and staff should be trained in efforts that enhance the emergency medical response within schools.**

#### Stop the Bleed

Recent U.S. history of intentional mass casualty events has shown us that empowered and trained community members can and must serve a critical role as immediate providers during the initial moments following any life-threatening incident. These events have taught professional responders (law enforcement, fire service and EMS) the need to engage "bystanders" as a means of minimizing preventable deaths regardless of the cause. In the earliest moments of any emergency event, there exists an imbalance between response capacity and capability for responding agencies. Professional responders have acknowledged this operational reality and continue to lead the effort to integrate immediate responders into their community-wide response plans and training

as a means to save lives. Whether the incident is a single isolated event or a more complex disaster, these immediate providers often have immediate access to severely ill or injured and can provide time-sensitive, life-saving interventions.

The Department of Homeland Security explains that “Stop the Bleed is a national awareness campaign and call-to-action. Stop the Bleed is intended to cultivate grassroots efforts that encourage bystanders to become trained, equipped, and empowered to help in a bleeding emergency before professional help arrives.” In a manner similar to the presentation of CPR training across the country, hemorrhage control training programs are being offered to the public by employers, civic and religious groups, schools, and the healthcare community at large. Through this training, empowered and trained community members can serve a critical role as medical providers during the initial moments following a complex and dynamic disaster. These First Care Providers often have immediate access to severely injured victims and can provide time-sensitive, life-saving interventions. It is important to not only provide training to school nurses and staff but also to consider the preplacement of hemorrhage control equipment (co-located with automatic external defibrillators) so people can easily and rapidly access this equipment.

#### Opioid Overdose

In 2017, 198 people died every day (72,306 annually) in the U.S. from drug overdoses (preliminary data from the National Institute on Drug Abuse). The majority of these deaths were attributed to opioid overdose, particularly opioids like heroin and the much more potent synthetic fentanyl. Misuse of prescription pain relievers may open the door to heroin use and increase the risk for overdose due to the frequent addition of fentanyl to heroin by drug dealers. Naloxone is an opioid antagonist designed to rapidly, but temporarily, reverse opioid overdose and save lives. The Arkansas Naloxone Project, a partnership between the Office of the Arkansas Drug Director, CJI and many municipal and county agencies, has been distributing Naloxone to first responders (law enforcement, fire and EMS) across the state through federal and private funding. To date, Naloxone has been used by first responders to save the lives of over 160 overdose victims.

According to the Centers for Disease Control and Prevention (Youth Risk Behavior Surveillance System for 2017, published June 15, 2018), Arkansas was ranked highest in the nation with respect to the percentage of students, grades 9-12, that said they took pain medication without a prescription from a physician (19.5%, tied as highest with Louisiana). Arkansas was also ranked highest in the nation for 2016. On February 5, 2018, a student at Central High School overdosed in a bathroom on campus. As a result of Act 284 of 2017, which authorized a standing order for Naloxone for individuals at increased risk of overdose, and Act 1222 of 2016 (Good Samaritan Act) this student carried Naloxone in her purse. Her Naloxone was used by a first responder to save her

life. Having Naloxone available in our schools will reduce the risk for an opioid overdose death to occur on a school campus. Through federal grant funding and a partnership between the office of the Arkansas Drug Director and CJI/ACSS, all school nurses will be provided the opportunity to be trained to administer Naloxone and once trained, will receive a kit with two, 4mg doses of Narcan.

In response to the prevalence of prescription drug misuse by school students, Arkansas Attorney General, Leslie Rutledge, has implemented (at no cost to schools) the Prescription for Life Program. This digital learning program provides students with information to assist them in making safe and healthy decisions about prescription drug use and prevent misuse. To date, Prescription for Life has been completed by 11,844 students in 107 schools representing 66 counties across the state.

## **Intelligence and Communications Subcommittee**

The goal of the Intelligence/Communications subcommittee is to pursue means that will minimize school violence through effective intelligence gathering and efficient communication among all parties regarding potential threats or hazards. In order to reach this goal, the following recommendations are made:

### **Recommendation 1:**

**Each school district should support, establish, and maintain a comprehensive, common communication plan to be utilized by school officials, students, parents, law enforcement, and other stakeholders.**

There should be focused, ongoing collaboration among relevant entities in order to eliminate silos and other barriers to effective communication and prevent and/or mitigate school violence. All school districts should have a communication plan in place that includes how threats or significant events will be shared with law enforcement as well as parents, staff, students, and other stakeholders. The subcommittee heard countless times that communication between stakeholders is essential in prevention and mitigation; we agree. Having a well-established communication plan ensures essential information is shared, which reduces the confusion associated with threats and can prevent tragedy. The communication plan should include how school districts will notify parents expeditiously of any credible threat or emergency.

The Little Rock School District utilizes a flow chart within their communication plan to allow for expeditious communication with potential audiences such as parents, students, staff, news media, communities (especially neighbors living near a school site), law enforcement and other first responders, utility crews, etc. Mr. Marvin Burton, Deputy Superintendent for Little Rock School District, explains that the philosophy of the rapid distribution of information utilized by the Little Rock School District is that “when school emergencies arise, it is imperative that the district and schools communicate quickly, accurately, and as thoroughly as possible given any privacy considerations. If/when the school day is disrupted, parents, students, staff, and community stakeholders will want to know the immediate impact.”

The REMS Technical Assistance Center provides countless resources for school districts in a variety of areas. Most notably for this recommendation, school districts can find a step-by-step guide on planning “the communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency” (<https://rems.ed.gov/K12ComAndWarningAnnex.aspx>).

Systems that can be used to disseminate information include Parent Link, social media (Facebook and Twitter) websites, notification apps such as Remind 101, and text/phone message systems.

### **Recommendation 2:**

**School districts should have systems that enable direct communication with local law enforcement.**

More than 70% of the districts responding to the Commission survey reported that they have a communication plan that allows instant communication with law enforcement. Examples of direct communication systems include, but are not limited to, panic button alert systems, radios for school officials that are programmed with law enforcement frequencies, and/or school district camera systems that can be accessed in real time by law enforcement.

Ark. Code. Ann. § 6-15-1302, allows for schools to install communications equipment that is interoperable with the Arkansas Wireless Information Network (AWIN) system. The Rogers Police Department is transitioning to the AWIN system. The administrators of the Rogers Public School District were briefed by the Police Department on this transition and through numerous discussions, the Rogers School Board approved the school district's transition to the AWIN system as well. The AWIN system will allow public safety agencies in Rogers to have the ability to directly communicate with every campus and every school bus in times of crisis or emergency. Rogers Police Chief Hayes Minor states that "The partnership of the Rogers Police Department and the Rogers Public School District is a great example of working together to keep our kids safer by having different aspects of a community coming together for the common good." Direct communication between schools and law enforcement agencies is critical in times of crisis.

### **Recommendation 3:**

**School districts, in collaboration with local and other law enforcement agencies, should implement and expand strategies to promote reporting, to include anonymous reporting, of suspicious activity/behavior and threats.**

In the recent study "A Study of the Pre-Attack Behaviors of Active Shooters in the United States" published by the FBI, it was reported that "For active shooters under age 18, school peers and teachers were more likely to observe concerning behaviors than family members. For active shooters 18 years old and over, spouses/domestic partners were more likely to observe concerning behaviors" (June 2018). Tragedy can be prevented by reporting criminal or suspicious activities/behaviors.

In the same FBI study (June 2018), it was determined that "when concerning behavior was observed by others, the most common response was to communicate directly to the

active shooter (83%) or do nothing (54%). In 41% of the cases the concerning behavior was reported to law enforcement. Therefore, just because concerning behavior was recognized does not necessarily mean that it was reported to law enforcement.” The study suggests that while suspicious behavior may be observed, most is not reported.

School districts must have a strong relationship with local law enforcement agencies. School districts, with their local law enforcement agency, should coordinate a standard process on how to report threats. Many schools and local law enforcement agencies have established this process through the use of programs such as Crime Stoppers, See Something, Say Something, anonymous tip lines, apps, etc. In addition, SROs have a unique relationship between students and law enforcement that lends to better communication between the school and local law enforcement agencies. District School Safety Committees can also foster communication between the school and not only local law enforcement agencies, but also county emergency managers and fire personnel. A school climate that encourages the sharing of concerns and reports potential threats can have a direct impact on school safety.

It should be noted that Ark. Code Ann. § 6-17-113 requires that threats of violence or any crime involving a deadly weapon on school property or at activities under school supervision be reported by the school administrators to the appropriate local law enforcement agency.

Anonymous reporting is essential. The United States Secret Service states that schools should “Ensure that it provides anonymity to those reporting concerns and is monitored by personnel who will follow-up on all reports.” The report further states that “Students should feel empowered to come forward without fear of reprisal” (July 2018). Students must feel protected regarding reporting threats and should be able to do so without fear of retaliation.

The Texarkana Arkansas Police Department (TAPD), in collaboration with the Texarkana School District, has launched a multi-faceted approach to the communication and reporting aspects of school safety. In 2017, the TAPD launched the Texarkana Police mobile app, which allows individuals to report criminal or suspicious activity anytime of the day or night. Additionally, the app provides information on prevention and safety. They also use the See Something, Say Something campaign which was launched to encourage students, staff and the community to report any suspicious activity to their school administrators and to the TAPD. Reporting criminal and suspicious activity has been made easy through the development of this app, online access or their anonymous text line. The TAPD recognizes the vital role that open communication plays in our children’s success and safety, which is the reasoning behind the development of the app, which includes a tips and encouragement section for parents. In addition, the TAPD has added a Threat Assessment and Intelligence Officer, specifically for school safety. This officer



is in direct contact with school district staff, students and other officers to ensure the safety of all Texarkana schools. The Threat Assessment and Intelligence Officer focuses primarily on providing awareness, preparedness and prevention training to administrators, students, parents and the community. The vision when creating this Threat Assessment and Intelligence Officer position was that it would enhance the safety of the schools, thus preventing tragedies. The TAPD's multi-faceted approach is a progressive and innovative "best practice" that directly accomplishes the components of this recommendation.

Colorado's "Safe 2 Tell," Michigan's "OK 2 Say," and "I Watch Texas" are examples of statewide initiatives for anonymous reporting tip lines.

#### **Recommendation 4:**

**Students, staff, and parents should be educated on how to recognize and report signs of at-risk behavior and potential threats.**

While many processes to report threats exist, they will not be utilized if students, staff, and citizens are unsure of what, to whom, and when to report. The United States Secret Service report recommends that schools "Establish and provide training on a central reporting system such as an online form on the school website, email address, phone number, smartphone application, or other mechanisms "(July 2018).

Many programs currently exist to teach students, staff, and parents how to recognize and report signs of at risk behavior and potential threats. For example, the Sandy Hook Promise Say Something initiative "is an education and awareness program that provides tools and practices to: Recognize the signs & signals of a potential threat – especially in social media, teach and instill in participants how to take action, and drive awareness and reinforce the need to Say Something" ([https://www.sandyhookpromise.org/prevention\\_programs](https://www.sandyhookpromise.org/prevention_programs)).

Additional resources for teaching students how to report threats can be found on the ACSS website (<https://arsafeschools.com/safe-schools-program/news/resources-for-talking-with-students-about-school-safety/>).

#### **Recommendation 5:**

**An analysis should be conducted to determine how the Arkansas State Fusion Center (ASFC) could be more effectively utilized to receive and disseminate information pertaining to threats against schools. In addition, the ASFC could provide timely and relevant information to schools and other appropriate entities pertaining to school safety.**

The ASFC was created by Governor Mike Beebe by Executive Order #08-11 in 2008 and opened in 2009.

The mission of the ASFC is to provide an integrated, multi-discipline, information sharing network to collect, analyze, and disseminate information to stakeholders in a timely manner in order to protect the citizens and the critical infrastructure of Arkansas. The ASFC follows privacy, civil rights, and civil liberties safeguards as outlined in the principles of the Organization for Economic Co-operation and Development's Fair Information Principles. These safeguards ensure that the information privacy and other legal rights of individuals and organizations are protected. The ASFC is designed to protect Arkansas citizens from criminal activity. This would certainly include students and school personnel in all Arkansas schools. When threats are reported, law enforcement must properly vet, share, and respond to the information while alerting schools of the information. The Commission appreciates that we must protect privacy while balancing security. However, sharing information with appropriate stakeholders can prevent tragedy.

The ASFC is known and utilized by the majority of Arkansas law enforcement agencies. It could also be used as a resource for school districts regarding school safety. The ASFC is currently not staffed to operate on a 24-hour basis, nor is there an analyst within the ASFC whose primary responsibility is to focus on school safety.

The Commission sets forth recommendations regarding effective and efficient reporting and dissemination of threats against schools. Much of this activity must occur at the local level. However, there may well be utility in having a layered approach within our state in this area. For example, should a threat be made by an individual in southeast Arkansas against a school in the western part of the state, having an entity (i.e., the ASFC) that can receive this information and quickly distribute it to the appropriate parties could save lives. The School Safety Information Sharing Program in Illinois is an example of a platform that promotes intelligence sharing between law enforcement and school officials.

The ASFC could also be better utilized in enhancing information sharing. For example, the New Hampshire School Safety report (July 2018) recommends that their fusion center develop and disseminate a school safety and security bulletin that provides schools with up-to-date safety and security information. The ASFC could be utilized for a similar effort in Arkansas.

## In Text Citations

Federal Bureau of Investigation. (June 2018): "A Study of the Pre-Attack Behaviors of Active Shooter in the United States." Retrieved from <https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view>

United States Secret Service. (July 2018): "Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for preventing Targeted School Violence."

New Hampshire School Safety Preparedness Report. (July 2018). Retrieved from <https://www.governor.nh.gov/news-media/press-2018/documents/20180705-school-safety-report.pdf>.

## Physical Security Subcommittee

A natural response to the tragic and highly publicized school shootings in recent years is to promote solutions to the physical environment (internal and external locations of school buildings) that are designed to reduce risk of violence. These types of strategies, however, must take into consideration the full spectrum of issues dealt with in creating spaces that are safe havens for students and faculty, while at the same time providing aesthetically pleasant and functional learning environments. Physical security measures must be considered an essential part of a comprehensive school safety plan. While implementing some physical security measures may make the school community feel safe, there is not one single physical security item that can prevent a perpetrator intent on doing harm. As with armed presence in schools, what physical security measures a school can implement will vary depending on many circumstances and situations. Every school is unique.

Areas concerning physical security and the built environment that schools should focus on include:

1. Create single entry point for main campus buildings with secure vestibule.
2. Remote door release (for interior secure vestibule doors) at reception desk check-in and main entrance.
3. Video intercom phone for remote communication at reception desk check-in. (secure vestibule) and main entrance.
4. Bullet resistant glass and wall at reception desk check-in.
5. Visitor management system managed at reception desk check-in.
6. Intruder lockset hardware on all classroom and/or staff doors.
7. Electronic Access Controls on all exterior doors.
8. Vehicle ram protection (bollards, landscaping, fencing, low walls, etc.) at school entrances, especially main entrance.
9. Limit exterior glass and openings into student common areas and classrooms.
10. Produce designs that do not require students to leave the building when changing classes.
11. Locate doors with vision panels to classrooms so as to provide a blind area in the classroom for students to "hide".
12. Provide video surveillance of as much of the school as possible, especially large common areas and corridors.
13. Limit size of landscaping so the landscaping does not provide cover or hiding space.
14. Provide storm safe rooms that include intruder safety concepts.
15. Rethink fire alarms, where to locate pull stations and how they work.  
Maybe pull stations should notify an administrator or staff person that verifies emergency before alerting entire school. Make sure activation of fire alarm does not automatically release doors that may need to remain locked from exterior.

16. Exterior fencing or positioned staff that verifies visitors as they arrive on campus, prior to entering a building.
17. Number windows to classrooms on exterior so first responders can reference position of students and or intruders.
18. Secure roof openings and roof access.

The Commission believes that school districts, in order to provide a safe space for learning, must provide educational facilities that discourage or prevent unauthorized persons from accessing students and staff, as well as to mitigate external and internal threats. The Commission also recognizes that each school district has its own unique safety and security concerns and must be responsive to the community. Districts should evaluate school infrastructure and protocols to develop and implement projects and plans that prevent unauthorized persons from entering school buildings and to mitigate internal threats.

#### **Recommendation 1:**

**State agencies should work with the federal Readiness and Emergency Management (REMS) for Schools Center Training Assistance Office, to develop a customized, state-level school bus safety initiative for use by districts, schools, and transportation offices.**

School bus safety needs to be part of any comprehensive school safety, security, emergency management, and overall preparedness plan. Utilization of the REMS Center in partnership with other agencies including local law enforcement, school resource officers, school administrators, teachers, and support staff will provide a valuable tool to help guide school districts in emergency preparedness. The partnership will provide clear roles and responsibilities for all partners and serve as an ongoing training mechanism as well as a guide during an actual emergency.

To build the initiative, the Arkansas Division of Public School Academic Facilities and Transportation (DPSAFT) <http://arkansasfacilities.arkansas.gov> should work with REMS to:

- Develop a customized training that reflects state requirements and resources (including intermediary agencies such as ESC and ACSS).
- Identify additional guidance, tools and resources, including trainings (e.g., materials, webinars) school safety for continual growth.
- Identify current effective practices in school attack prevention, school threat assessment, and the development of positive school and school bus climate and culture. Develop a process for integrating school transportation officials with the overall district and school threat assessment process and team.

The REMS Center is under the U.S. Department of Education's Office of Safe and Healthy Students, and provides free safety, security, and emergency management training, technical assistance, and information to schools (public, nonpublic), school districts, institutions of higher education, local education agencies, state education agencies and their community partners including law enforcement, fire officials, and public and behavioral health practitioners.

The U.S. Department of Education's Office of Safe and Healthy Students and the REMS Center collaborate with federal partners including the U.S. Departments of Agriculture, Health and Human Services, Homeland Security, Federal Emergency Management Agency, and Federal Bureau of Investigation to create resources, tools, and other support systems that can help education agencies and their partners create high-quality emergency operations plans and increase their preparedness capacity in consideration of the five preparedness missions: prevention, protection, mitigation, response, and recovery.

#### **Recommendation 2:**

**State leaders should engage the Arkansas congressional delegation and other federal partners to encourage the U.S. Department of Education to allow Title IV formula block grants to include use by schools for infrastructure improvements to support safe and healthy schools, including physical security remedies.**

The Every Student Succeeds Act (ESSA) was signed into law in December 2015. It reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). Newly authorized under subpart 1 of Title IV, Part A of the ESEA is the Student Support and Academic Enrichment (SSAE) program. One of the three purposes of the SSAE program is to improve school conditions as a means of improving academic achievement. Ensuring all students are healthy and feel safe and supported is central to the shared work across programs in the Every Student Succeeds Act of 2015.

The term "safe and healthy" refers to a school environment that fosters a safe and supportive environment for learning, student physical and mental health, and any other activities that cut across both those areas as determined by the State or local educational agency, with the purpose of providing all students access to a safe and healthy educational experience.

The Commission believes through advocacy by state education agency partners, federal and state elected officials and others, that Title IV, Part A funding associated safe and supportive environments may represent an opportunity for schools to secure additional funding needed to implement a wide range of eligible physical security upgrades.

### **Recommendation 3:**

**Districts should create an online facility profile within a panic button alert system for each new campus or facility in the district and conduct annual reviews to update facility profiles where needed.**

Pursuant to [Act 950 of 2015](#), which required all public schools in Arkansas to implement a panic button alert system by September 1, 2015, the ADE published two Commissioner's Memos implementing the Panic Button alert system, a one touch mobile communications connection between campuses and their employees and 911 emergency dispatch and first responders. RAVE Mobile Safety was selected as the vendor for an electronic panic button application. Commissioner's Memo [COM-16-005](#) dated July 16, 2015, recapped requirements under Act 950 for all public schools and provided, among other things, guidance for creating online facility profiles for each campus and administrative facility in the district.

Each facility profile was to include annotated building floorplans, campus layouts, and a campus contact spreadsheet for each campus. Districts were required to prominently label each annotated floor plan with district, school, building name and street address. In addition, campus floor plans were to provide specific information that might be critical to any law enforcement response to an active shooter event. Every classroom or office was to be identified by number or name, all building entrances were to be shown, and it was recommended that the locations of water shutoff valves, gas shutoff valves, and electrical panels and fuse boxes be indicated using standardized symbols.

Commissioner's Memo [COM-16-025](#) dated September 30, 2015, established five regional training classes throughout the state from October 5-14, 2015, to provide additional training and reinforcement for those school administrators tasked with creating and managing campus facility profiles, as well as school resource officers.

Commission members visited multiple campuses statewide and conducted a walk-through of select facilities. During each visit, administrators shared information pertaining a wide variety of topics, including their district's facilities. Information was obtained regarding campus layout, annotated floor plans, and room or exit location identification. The Commission's Survey responses, with respect to facilities profiles, indicated that of 133 district responses, 113 or approximately 85 percent file a floor plan for each facility with their local emergency management. These data are consistent with what the Commission learned during school visits.

The Commission believes to better leverage a panic button alert system, along with future Smart911 technology, all districts must create and manage facilities profiles within a panic button alert system as required by Act 950 and additional enabling guidance provided in future Commissioner Memos.

**Recommendation 4:**

**Districts should review and assess the efficacy of upgrading any old style “crash bar” exterior door egress hardware with the newer “touch bar” type exit devices.**

The tragic April 16, 2007, shootings at Virginia Tech in Blacksburg, Virginia, claimed the lives of 32 students and faculty. Several important lessons learned emerged from the [Virginia Tech Review Panel's Report](#). Among the killing tools used by the shooter was a set of heavy chains he had purchased from Home Depot. The shooter used those chains to shut the double doors at the three main egress routes for students. This affected not only the students' ability to swiftly flee the facility, but also impacted first responding law enforcement officers' ability to enter the facility in order to neutralize the subject.

Under Ark. Code Ann. [§ 6-21-813](#), the DPSAFT, is tasked with conducting random unannounced on-site inspections of all academic facilities. Part of DPSAFT's responsibilities under the statute includes working closely with school districts and appropriate state agencies to ensure that all code violations are remedied within 30 days. Despite the DPSAFT's concerted efforts over the past several years, there remain multiple chains and padlocks observed on egress doors in school buildings throughout the state.

While chaining exterior doors may be the most cost effective means to secure a door without replacing the egress hardware, it is not an appropriate method to keep students and staff safe since it blocks the exit completely (see illustrations in Appendix M). Administrators must be cognizant of fire code and that during hours of occupancy a means of egress must be maintained at all times.

In accordance with the current Arkansas Fire Prevention Code Chapter 10 (Means of Egress, Section 8 Doors, Gates, and Turnstiles, except as specifically permitted, “egress doors shall be readily operable from the egress side without the use of a key or special knowledge or effort.” (See In-text reference) Additionally, doors serving rooms or spaces with an occupancy load of 50 or more under Occupancy Group E (Educational), must have “panic” or fire exit hardware. Nearly all Arkansas public school academic buildings meet this requirement; however, many doors providing the means of egress are still equipped with the old “crash bar” type hardware. Unfortunately, the type and configuration of these doors are eerily similar to the doors chained shut by the Virginia Tech shooter.

The Commission believes that the DPSAFT, working with the State Fire Marshal, should develop a process to ensure that chains are removed immediately from doors while students are present and that any future facility renovations which involve state funding include a provision to replace or upgrade these critical egress door systems.



### **Recommendation 5:**

**Prior to installation or contracting to installation of temporary door barricade devices designed to preclude intruders from entering any classroom or learning space of a school building, information pertaining to the project should be uploaded into DPSAFT's web-based project submission tool for review.**

Ark. Code Ann. [§ 12-13-117](#) allows the installation and use of temporary door barricade devices or security lockdown devices for the purposes of providing protection during active shooter or similar events. Since passage of the legislation in 2015, much consideration and discussion has been given to the topic as the devices began popping up in school facilities statewide, a natural response to active shooter events across the nation. The Arkansas State Fire Marshal has previously taken the position that there is the potential that some devices may actually hinder free egress from a space and/or diminish fire rated doors if attached, both a violation of state fire code. Another major concern is the potential that any student or other individual may employ the device to trap teacher or student in the classroom and engage in violence against them while administrators are held at bay outside the barricaded room.

Commission members ascertained the use of these door barricade devices during school visits and learned how certain schools had incorporated the systems into the schools layered defense strategy. While the Commission acknowledges that the decision to employ such devices in the schools' overall physical security plan must be a local choice, it is concerned that there exists no standards or review processes to ensure that the installation and use of such devices does not inadvertently compromise the day-to-day safety of students and faculty. It is statistically much more likely that students and teachers may be confronted by non-weapon related violence.

The Commission takes no position on whether temporary door barricade devices should be employed, but does recommend that some standards or guidelines are developed and that projects be submitted and reviewed by the DPSAFT.

### **Recommendation 6:**

**The state's Academic Facilities Partnership Program should be revised to allow districts to submit eligible campus safety and security upgrade projects for state financial assistance.**

Currently the Commission for Arkansas Public School Academic Facilities and Transportation Rules Governing the Academic Facilities Partnership Program ([Rules](#)) dated July 25, 2016, do not allow comprehensive safety and security enhancements as

potentially fundable Warm, Safe, and Dry projects and, in fact, specifically disallows surveillance systems, security systems, and closed circuit TV systems.

The Commission recommends that these Rules be amended to provide eligibility for comprehensive campus security upgrades including, but not limited to:

- Exterior mounted video phones
- Secure entrance vestibules
- Ballistic-rated glass or protective security films
- Video surveillance systems
- Electronic access controls on exterior doors
- Intruder locksets on classroom doors
- Reinforced hallways adjacent to student occupied areas
- Fully enclosed walkways between buildings
- Permanently installed screening technologies
- Visitor management systems
- Hallway security and fire doors

School districts should thoroughly examine each campus's safety and security protocols, as well as each school facility to ascertain the most practical and cost-effective remedies ensure student and staff safety. The Commission recommends that, after a thorough examination of the facilities, school districts develop and be allowed to submit a comprehensive facility security upgrade program for potential Partnership Program funding.

#### **Recommendation 7:**

**The Arkansas Public School Academic Facility Manual should be revised to provide specific safety and security measures for school districts to consider in the design and construction of new public school academic facilities.**

Required under Ark. Code Ann. [§ 6-21-809](#), this Arkansas Public School Academic Facility Manual ([Manual](#)) provides guidance to public schools on facility construction standards ranging from program space requirements to type and quality of individual building systems. Currently there are few standards contained within the Manual that address specific security measures that may be evaluated and implemented by school districts during the planning and design of new school facilities.

The Commission recommends that the Manual be revised to include potential security elements such as those discussed in the previous recommendation, as well as other protective or deterrent measures that may be deemed necessary by the Advisory

Committee on Public School Academic Facilities (Advisory Committee) during its next annual update.

The Advisory Committee was established by Ark. Code Ann. § 6-21-113, and appointed by the Commission for Arkansas Public School Academic Facilities and Transportation to assist DPSAFT. Included in the Advisory Committee's membership are architects, engineers, school superintendents, and multiple other members with interests in the design and construction of public school infrastructure. Pursuant with statute one of the Advisory Committee's responsibilities is a study and review of design and construction standards contained in the Manual.

#### In Text Citation

Arkansas Fire Prevention Code 2012 Edition, Volume II, Chapter 10 Means of Egress, Section 1008, Doors, Gates and Turnstiles



## APPENDICES



**STATE OF ARKANSAS**  
**EXECUTIVE DEPARTMENT**  
**PROCLAMATION**

EO 18-03

TO ALL TO WHOM THESE PRESENTS COME – GREETINGS:

**EXECUTIVE ORDER TO ESTABLISH THE ARKANSAS SCHOOL SAFETY COMMISSION**

**WHEREAS:** The Governor has long held school safety as a priority, and he led a national study on school safety in 2012; and

**WHEREAS:** Recent events involving violence at schools around the country make it necessary for the issue of school safety to be addressed in a comprehensive manner in Arkansas; and

**WHEREAS:** Crime and violence remain issues in schools nationwide; and

**WHEREAS:** It is a matter of state importance to provide best practices regarding school safety to our local school districts; and

**WHEREAS:** Arkansans with backgrounds in education, mental health, and law enforcement possess the necessary expertise to propose and develop workable solutions to the issue of school safety;

**NOW, THEREFORE, I, ASA HUTCHINSON,** acting under the authority vested in me as Governor of the State of Arkansas, do hereby order the following:

- (1) There is hereby created the Arkansas School Safety Commission (the "Commission"), which shall advise the Governor and the Department of Education on school safety across Arkansas.
- (2) The Commission shall be composed of members appointed by the Governor and shall serve at the pleasure of the Governor. The chair of the committee shall be designated by the Governor. The Commission shall be composed of:
  - a) A representative of the Office of the Arkansas Attorney General;
  - b) The Director of the Arkansas Department of Emergency Management, or his or her designee;
  - c) A Public School Superintendent;
  - d) A Public School Teacher;
  - e) A Public School Counselor;
  - f) The Director of the Arkansas Division of Public School Academic Facilities and Transportation within the Arkansas Department of Education;
  - g) An advisor on school security from the Arkansas Department of Education;
  - h) A County Sheriff;
  - i) A former Federal law enforcement officer;
  - j) A Mental Health professional;
  - k) The Director of the Criminal Justice Institute;
  - l) The Director of the Arkansas Law Enforcement Training Academy or his or her designee; and
  - m) Additional citizens, as the Governor deems necessary, to represent the different geographic regions of Arkansas.
- (3) The members of the Commission shall have the following duties:
  - a) To advise the Governor and the Department of Education on school safety across Arkansas;

- b) Study and analyze the safety of K-12 schools throughout the state taking into consideration the physical and mental health of students;
- c) To study the architecture and construction of school buildings as it relates to the safety of students and staff in those buildings, including prevention and response to active shooter threats;
- d) Make recommendations to the Governor and the Department of Education on improvements or changes needed to increase school safety;
- e) Consider any and all issues associated with school safety and should undertake school visits, visits with school resource officers, building principals, counselors, superintendents, and others to have a comprehensive view of this topic;
- f) Consider assigning subcommittees with directions to consider several topics and report back to the full commission with recommendations to be considered;
- g) The initial report and recommendation will be due to the Governor on July 1, 2018, with subsequent reports being submitted by the Chair of the Commission; and
- h) The final report of the Commission's findings and recommendations shall be submitted to the Governor no later than November 30, 2018, at which time the work of the Commission will conclude.

(4) Upon request, the Department of Education may provide staff and other personnel to support the work of the Commission.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Arkansas to be affixed the 1<sup>st</sup> day of March, in the year of our Lord 2018.

  
 Asa Hutchinson, Governor



Attest:

  
 Mark Martin, Secretary Of State



## APPENDIX B

### Commission Members

**Dr. Cheryl May, Chair**

Director, Criminal Justice Institute (CJI)  
University of Arkansas System

**William Temple, Vice Chair**

Retired Special Agent in Charge  
Federal Bureau of Investigation (FBI)

**John Kaminar**

Security and Lost Prevention Manager  
Arkansas Department of Education  
(ADE)

**Brad Montgomery**

Director, Division of Public School  
Academic Facilities and Transportation

**A.J. Gary**

Director, Arkansas Department of  
Emergency Management (ADEM)

**Marvin Burton**

Deputy Superintendent  
Little Rock School District

**Dr. David Hopkins**

Superintendent  
Clarksville School District

**Dawn Anderson**

High School Counselor  
Hot Springs High School

**John Allison**

Teacher  
Vilonia High School

**Dr. Joyce Cottoms**

Superintendent  
Marvell-Elaine School District

**Tim Helder**

Washington County Sheriff

**Jami Cook**

Director, Commission on Law  
Enforcement Standards and Training  
(CLEST)

**Will Jones**

Deputy Attorney General  
Investigations Unit  
Office of the Attorney General

**Lori Poston**

Child and Adolescent Therapist  
Jonesboro

**Dr. Sterling Claypoole**

Professor in Psychology  
South Arkansas Community College and  
Parent of Students

**Ricky Hopkins**

Parent  
Prescott School District

**Dr. Margaret Weiss MD, PHD**

UAMS Professor Department of  
Psychiatry, and Director of Child and  
Adolescent Psychiatry

**Tom Jenkins**

Chief, Rogers Fire Department

## APPENDIX C

### Commission & Subcommittee Meetings

#### Full Commission Meetings (18)

March 13, 2018	August 16, 2018
April 4, 2018	August 26, 2018
April 17, 2018	August 29, 2018
May 2, 2018	September 11, 2018
May 14, 2018	October 4, 2018
May 30, 2018	October 22, 2018
June 11, 2018	November 5, 2018
June 21, 2018	November 9, 2018
June 28, 2018	
July 26, 2018	

#### Intel/Communications (7)

March 27, 2018	June 7, 2018
April 6, 2018	August 26, 2018
April 23, 2018	October 15, 2018
May 29, 2018	

#### Law Enforcement (7)

March 29, 2018	June 5, 2018
April 16, 2018	August 26, 2018
April 27, 2018	October 19, 2018
May 29, 2018	

### **Physical Security & Transportation (3)**

March 28, 2018

May 9, 2018

May 25, 2018

### **Security & Audit (4)**

March 28, 2018

May 1, 2018

April 13, 2018

June 7, 2018

### **Mental Health & Prevention (5)**

March 28, 2018

August 7, 2018

April 11, 2018

September 27, 2018

April 20, 2018

## APPENDIX D

### Presenters:

Dr. Elizabeth "Betsy" Kindall, Coordinator of Mental Health Services, Arkansas Department of Education  
Lt. Mike Moyer, Arkansas State Police  
Shannon Moore, Arkansas School Board Association, Insurance Division  
Chester "Bubba" Jones, School Resource Officer  
Eric Huber, Supervisor of Safety and Security, Fort Smith School District  
Dr. Cheryl May, Arkansas Center for School Safety  
Vicki French, Arkansas Center for School Safety  
Kathy Martinez-Prather, Director, Texas School Safety Center  
Scott Spainhour, Superintendent, Greenbrier (representing ADE Safe Schools Committee)  
Randy Goodnight, Board Member, Greenbrier School District (representing ADE Safe Schools Committee)  
Dr. David Hopkins, Superintendent, Clarksville School District  
Dr. Richard Abernathy, Executive Director, Arkansas Association of Education Administrators  
Dr. Tony Prothro, Executive Director, Arkansas School Board Association  
Phil Blaylock, School Resource Officer, Morrilton School District  
Dr. Michele Linch, Executive Director, Arkansas State Teachers Association  
Dr. Danyell Cummings, Director of Testing and Evaluation, Little Rock School District  
Courtney Salas-Ford, Deputy Counsel, Arkansas Department of Education  
Dovie Burl, Positive Behavior Intervention and Supports (PBIS), Arkansas State University  
Tamara Williams, Positive Behavior Intervention and Supports (PBIS), Arkansas State University  
Melinda Kinnison, President, Arkansas PTA  
Sheriff (Retired) Scott Bradley  
Sheriff Bill Hollenbeck, Arkansas Sheriff's Association  
David Lewis, Choose Love  
Chief Jim Wilmeth, Siloam Springs Police Department  
Chief Russell White, Alma Police Department  
Eve Jorgensen, President, Arkansas Moms Demand Action  
Dr. Alan Mease, Arkansas Department of Health, Child and Adolescent Health  
Clayton Goodad, Stop the Bleed  
Sherry Williamson, Arkansas Commission on Child Abuse, Rape, and Domestic Violence  
Judge Troy Braswell, 12<sup>th</sup> Judicial Circuit, Redirection Program  
Deltris Hall, Arkansas Department of Human Services, Reunification  
Wayne Ruthvene, Arkansas Department of Human Services, Reunification  
Ashley Reed, Children's Advocacy Centers, Adult Predator Behavior  
Major Lindsey Williams, State Fire Marshal

## APPENDIX E

### School Visits

<b>Districts</b>	<b>Date Visited</b>	<b>Enrollment</b>
Crossett School District	April 25, 2018	1,689
Westside Consolidated School District	May 2, 2018	1,738
Conway Public Schools	May 6, 2018	10,001
Bentonville Public Schools	May 8, 2018	17,620
Ouachita River School District	May 22, 2018	728
Junction City School District	September 7, 2018	673
Helena/West Helena School District	September 17, 2018	1,328
Blytheville Public schools	September 18, 2018	2,045
Jasper School District	September 28, 2018	849
Deer/Mt. Judea	September 28, 2018	359
Lisa Academy North (Charter)	October 15, 2018	818
Little Rock Christian Academy (Private)	October 19, 2018	1,431



Q1 What is the number of students in your district?

Answered: 136 Skipped: 0

Data unavailable for graphing.

**Q2 How many School Resource Officers (SROs) do you have in your district?**

Answered: 135 Skipped: 1

Data unavailable for graphing.



**Q3 How many School Resource Officers (SROs) have you added for the SY18-19?**

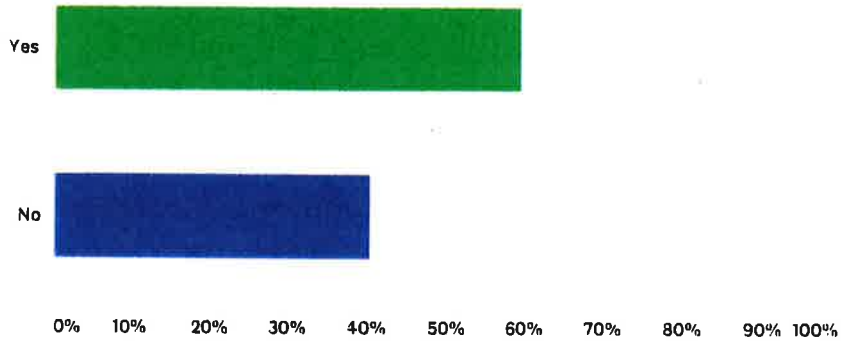
Answered: 135 Skipped: 1

Data unavailable for graphing.

Arkansas School Safety Commission

Q4 If your school uses an SRO, is there a cost share between the law enforcement agency and the school district?

Answered: 126 Skipped: 10



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

59.52%

40.48%

75

51

126

Q5 If you answered yes to the above question, what is the percentage for the school?

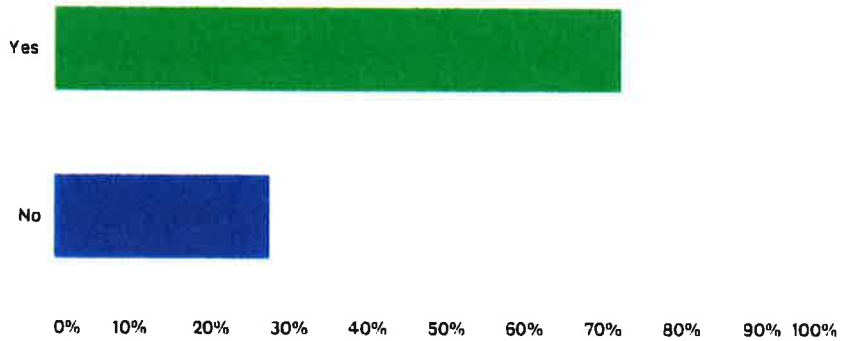
Answered: 101 Skipped: 35

Data unavailable for graphing.

Arkansas School Safety Commission

Q6 If you answered yes to the above question, is there a Memorandum of Understanding between the school district and the law enforcement agency?

Answered 109 Skipped 27



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

72.48%

27.52%

79

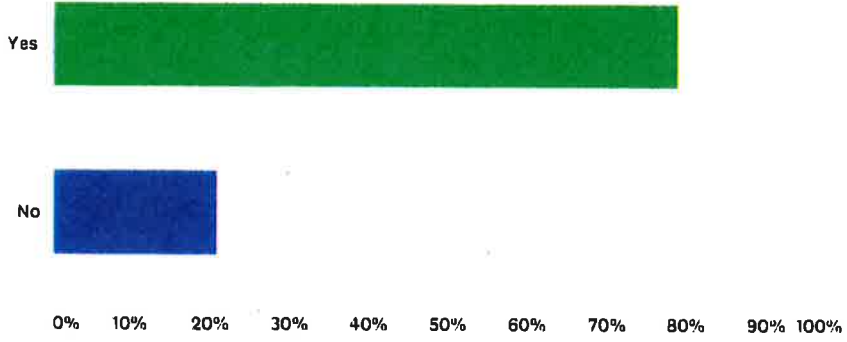
30

109

Arkansas School Safety Commission

Q7 Do your SROs receive specific training for SRO duties?

Answered 120 Skipped 16



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

79.17%

20.83%

95

25

120

**Q8 What is the number of school campuses that need to be covered with a security presence?**

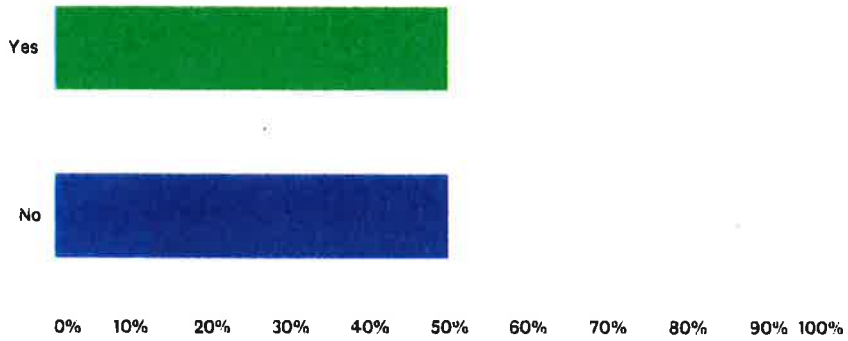
Answered: 132 Skipped: 4

Data unavailable for graphing.

Arkansas School Safety Commission

Q9 Does your district have some other forms of security besides SROs?

Answered 134 Skipped 2



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

50.00%

50.00%

67

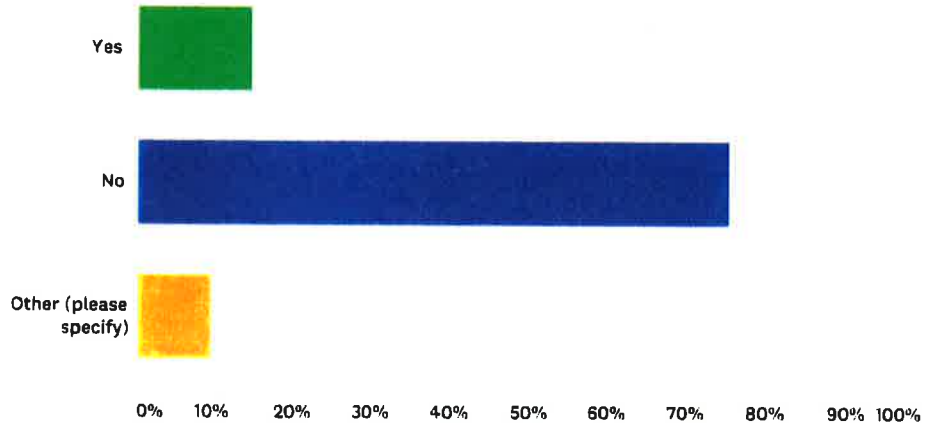
67

134

Arkansas School Safety Commission

Q10 Does your district utilize Commissioned School Security Officers (armed staff)?

Answered: 135 Skipped: 1



**ANSWER CHOICES**

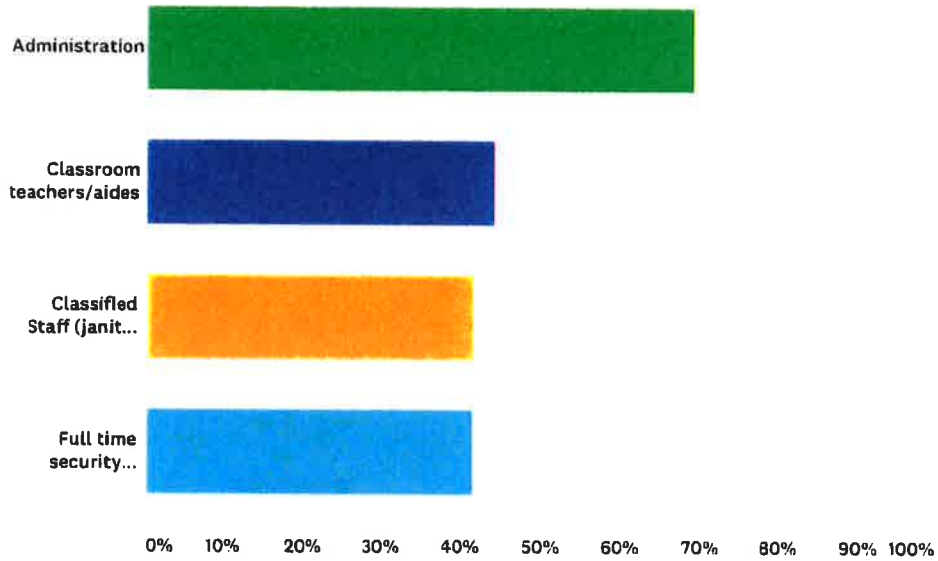
**RESPONSES**

Yes	14	8.1%	20
No	75	56%	102
Other (please specify)	9	6.3%	13
TOTAL			135



### Q11 If so, what staff?

Answered: 36 Skipped: 100



**ANSWER CHOICES**

- Administration
- Classroom teachers/aides
- Classified Staff (janitor and etc.)
- Full time security personnel (personnel with sole duty as security)
- Total Respondents: 36

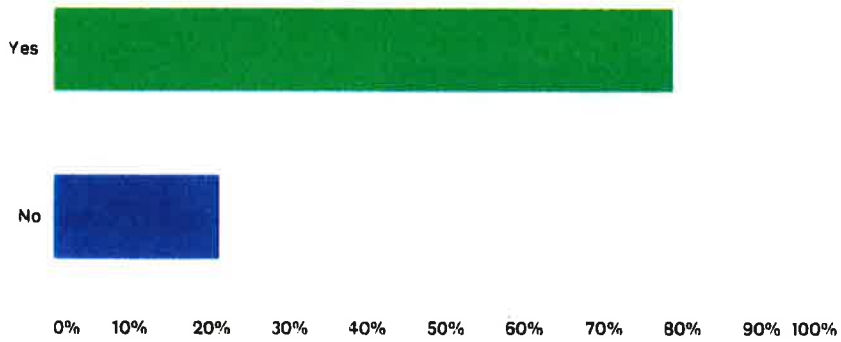
**RESPONSES**

Administration	69.44%	25
Classroom teachers/aides	44.44%	16
Classified Staff (janitor and etc.)	41.67%	15
Full time security personnel (personnel with sole duty as security)	41.67%	15

Arkansas School Safety Commission

Q12 Does your district provide security at offsite activities such as football games?

Answered: 133 Skipped: 3



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

78.95%

21.05%

105

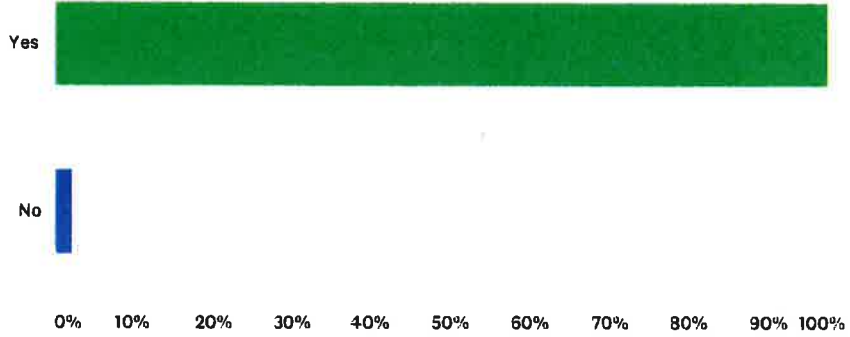
28

133

Arkansas School Safety Commission

Q13 Does your district have a safety plan/emergency operations plan?

Answered: 136 Skipped: 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

97.79%

2.21%

133

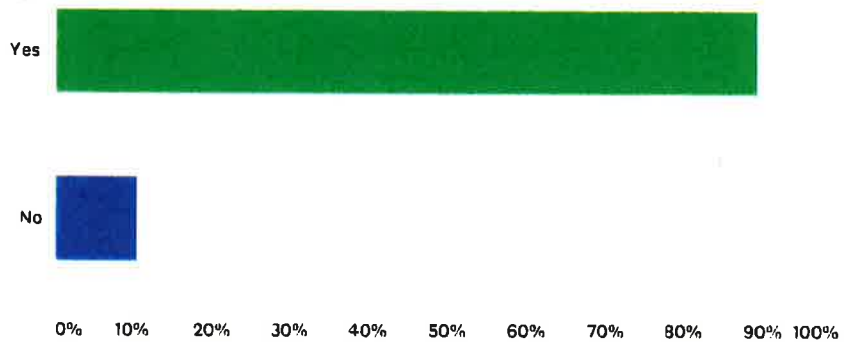
3

136

Arkansas School Safety Commission

Q14 Does your district conduct regular site safety assessments?

Answered: 135 Skipped: 1



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

89.63%

10.37%

121

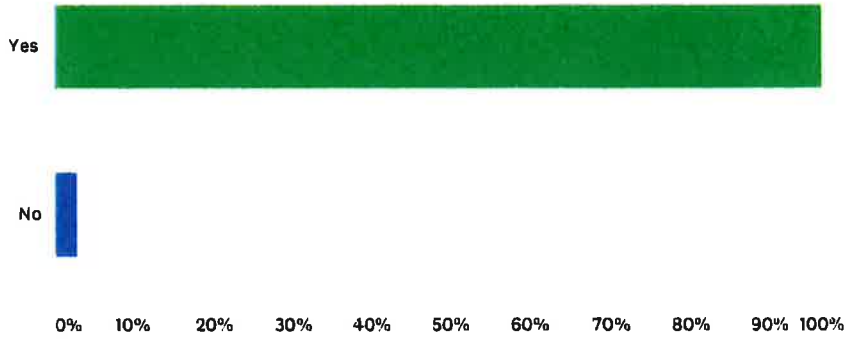
14

135

Arkansas School Safety Commission

Q15 Does your district coordinate with local law enforcement on safety plans and active threat/shooter drills?

Answered 135 Skipped 1



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

97.04%

2.96%

131

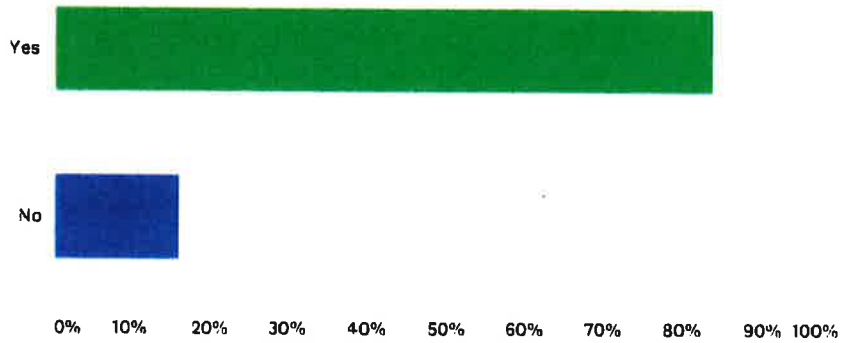
4

135

Arkansas School Safety Commission

Q16 Does your district coordinate with local emergency management on safety plans and active threat/shooter drills?

Answered 136 Skipped 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

83 82%

16 18%

114

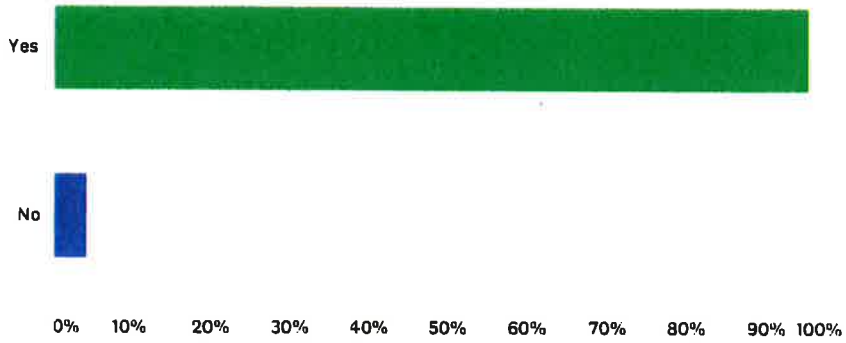
22

136

Arkansas School Safety Commission

Q17 Does your district have a standard process of communicating a threat with law enforcement?

Answered 136 Skipped 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

95.59%

4.41%

130

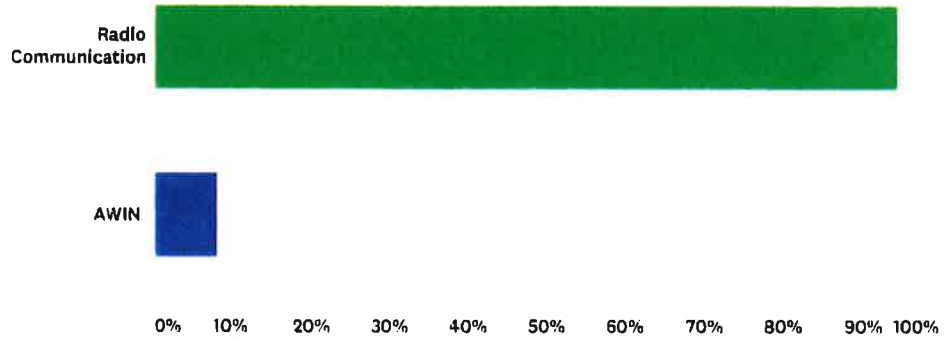
6

136

Arkansas School Safety Commission

Q18 Does your district have a communications plan that allows instant communication with law enforcement?

Answered 74 Skipped 62



**ANSWER CHOICES**

Radio Communication

AWIN

Total Respondents: 74

**RESPONSES**

94.59%

8.11%

70

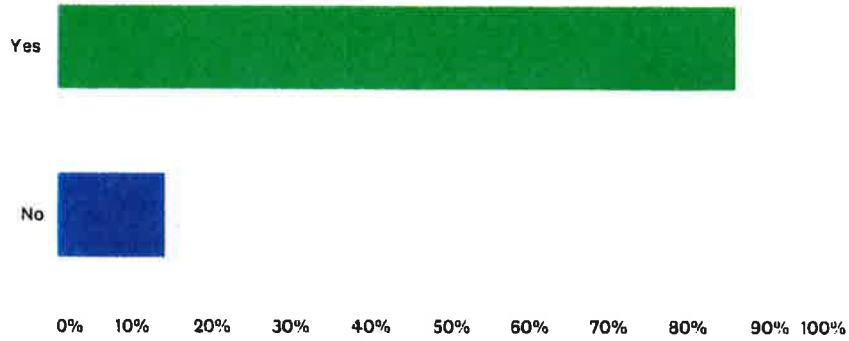
6



Arkansas School Safety Commission

### Q19 Does your district utilize the RAVE Panic Button?

Answered 135 Skipped 1



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

85 93%

19 14.07%

116

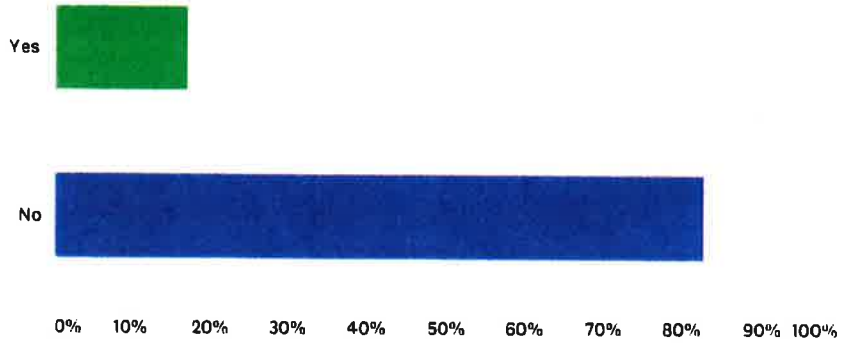
19

135

Arkansas School Safety Commission

Q20 If yes to the above question, would your district fund the RAVE Panic Button if state funding was not available?

Answered 128 Skipped 8



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

17 19%

82 81%

22

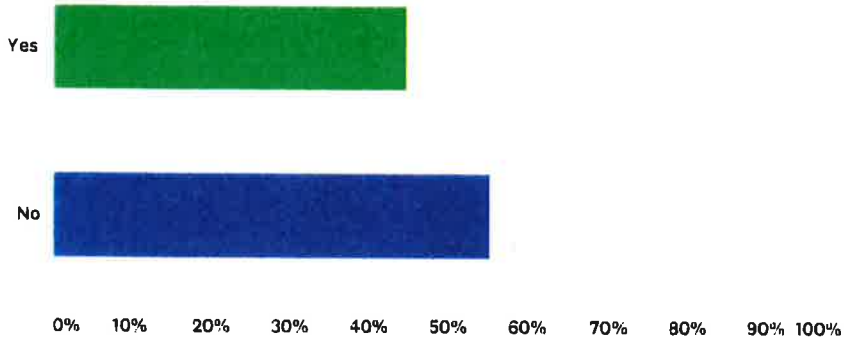
106

128

Arkansas School Safety Commission

Q21 Does your district utilize an anonymous reporting system for threats?

Answered: 136 Skipped: 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

44 85%

55.15%

61

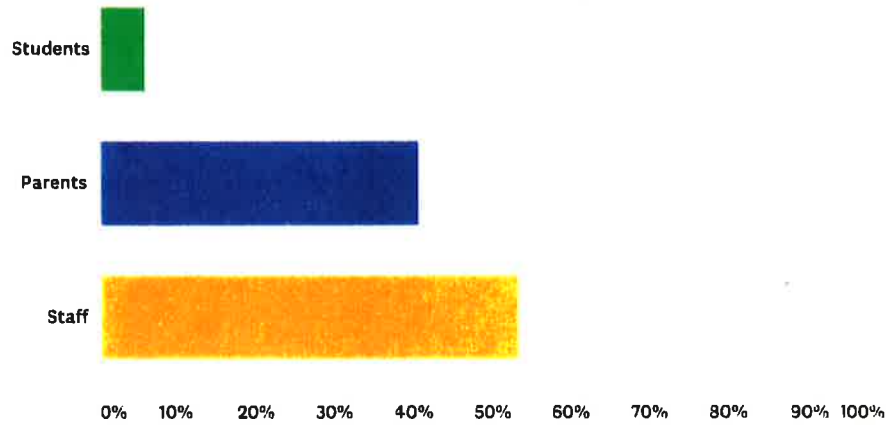
75

136

Arkansas School Safety Commission

Q22 Does your district have an emergency communication plan that notifies any of the following? If so, please check the appropriate item.

Answered 118 Skipped 18



**ANSWER CHOICES**

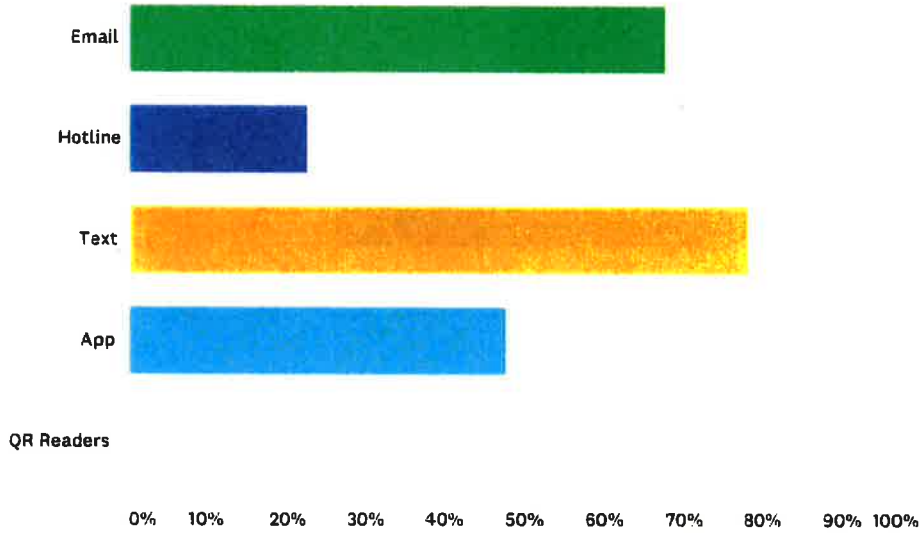
**RESPONSES**

Students	5.93%	7
Parents	40.68%	48
Staff	53.39%	63
TOTAL		118

Arkansas School Safety Commission

Q23 If you answered yes to the above question, check all that apply to your system.

Answered 115 Skipped 21



**ANSWER CHOICES**

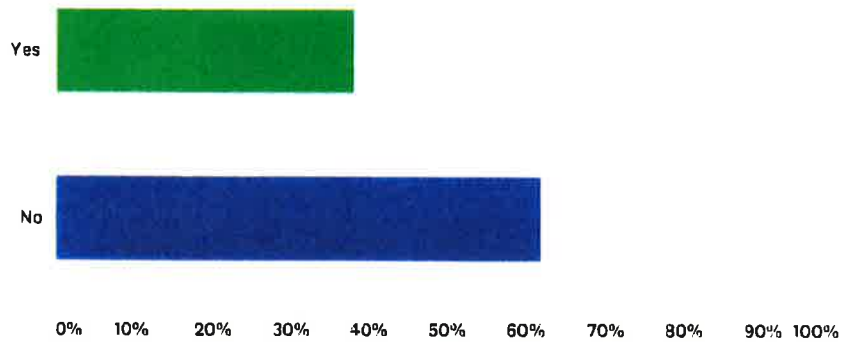
**RESPONSES**

Email	67	83%	78
Hotline	22	61%	26
Text	78	26%	90
App	47	83%	55
QR Readers	0	00%	0
<b>Total Respondents: 115</b>			

Arkansas School Safety Commission

Q24 Does your district utilize a school climate survey/assessment tool?

Answered 129 Skipped 7



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

37.98%

62.02%

49

80

129

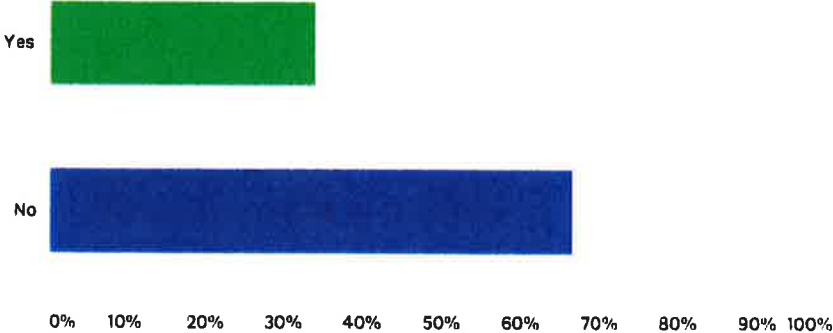
Q25 If you answered yes to above question, which tool is administered?

Answered: 44 Skipped 92

Data unavailable for graphing.

### Q26 Does your district use threat assessment tools?

Answered 132 Skipped 4



**ANSWER CHOICES**

Yes

No

Total Respondents: 132

**RESPONSES**

34 09%

66 67%

45

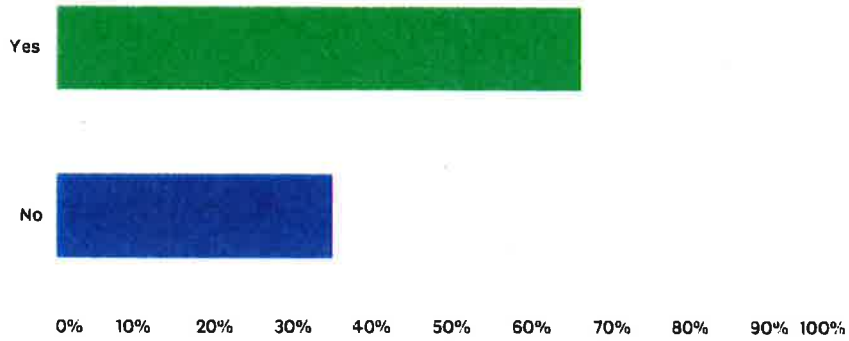
88



Arkansas School Safety Commission

Q27 Does your district have a team that addresses threats which are identified?

Answered: 128 Skipped: 8



**ANSWER CHOICES**

Yes

No

Total Respondents: 128

**RESPONSES**

66.41%

35.16%

85

45

**Q28 If yes to to the above question, who is on that threat assessment team?**

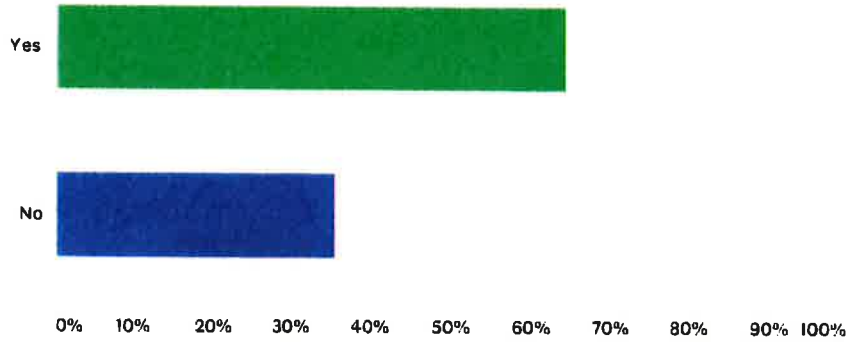
Answered: 83 Skipped: 53

Data unavailable for graphing.

Arkansas School Safety Commission

Q29 Is there adequate access to mental health services in your district?

Answered: 132 Skipped: 4



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

64 39%

35.61%

85

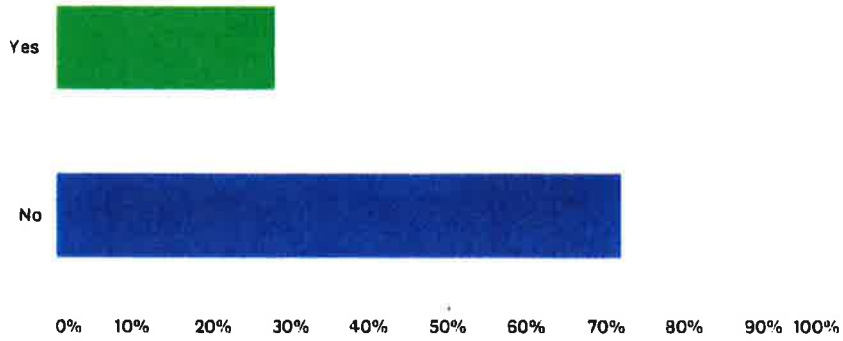
47

132

Arkansas School Safety Commission

Q30 Is there a tool used in the district, campus, classroom to identify mental health/emotional needs of students?

Answered: 132 Skipped: 4



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

28.03%

71.97%

37

95

132

## Q31 If so, what tool?

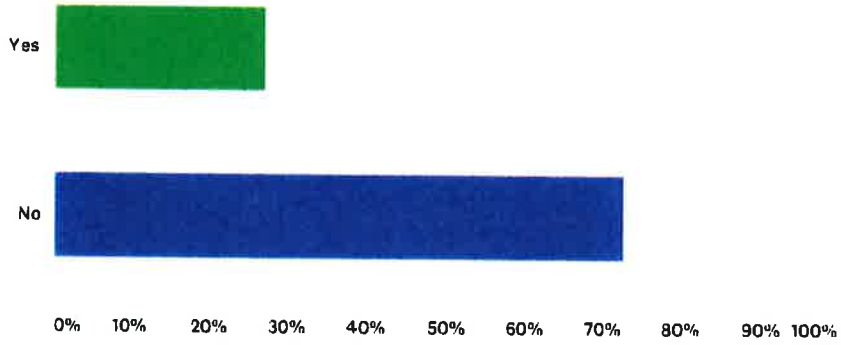
Answered 33 Skipped 103

Data unavailable for graphing.

Arkansas School Safety Commission

Q32 Does your district utilize a specific anti-bullying program/curriculum?

Answered 132 Skipped 4



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

27 27%

72.73%

36

96

132

**Q33 If so, what is that program/curriculum?**

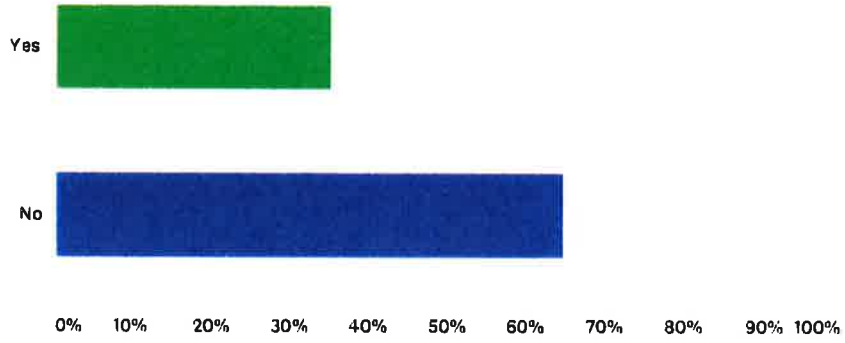
Answered: 36 Skipped: 100

Data unavailable for graphing.

Arkansas School Safety Commission

Q34 Does your district utilize a specific positive social skills or social-emotional learning curriculum?

Answered 131 Skipped 5



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

35.11%

64.89%

46

85

131



**Q35 If so, what is that program/curriculum?**

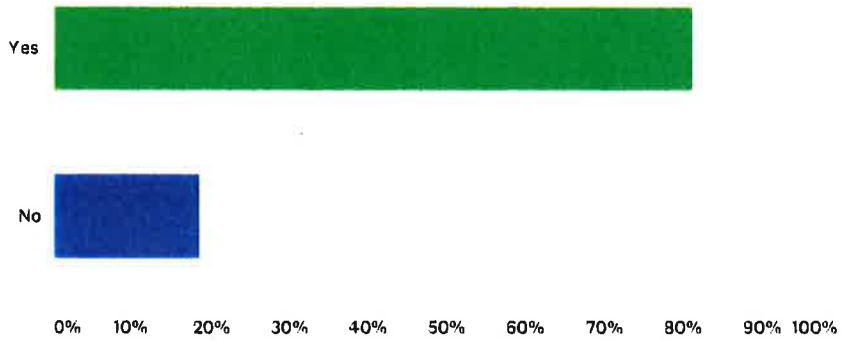
Answered: 42 Skipped: 94

Data unavailable for graphing.

Arkansas School Safety Commission

Q36 Does your district educate students and staff how to recognize and report signs of at-risk behavior and potential threats?

Answered 134 Skipped 2



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

81 34%

18 66%

109

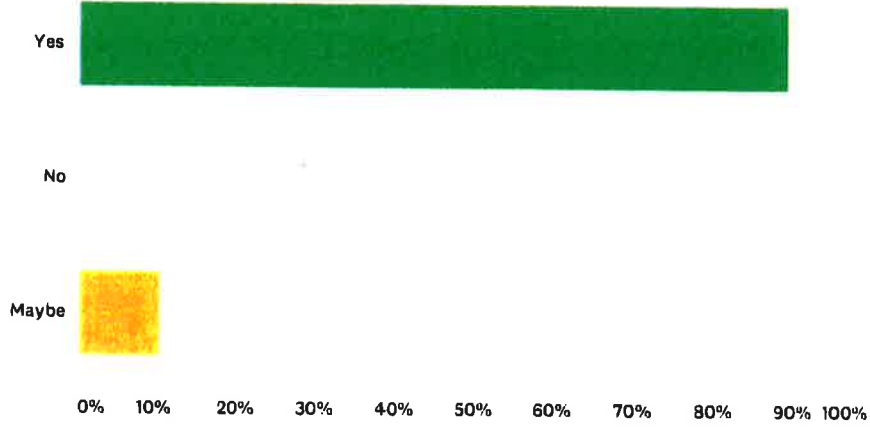
25

134

Arkansas School Safety Commission

Q37 If a threat to security is identified, does your district report it to local law enforcement?

Answered 135 Skipped 1



**ANSWER CHOICES**

Yes

No

Maybe

Total Respondents: 135

**RESPONSES**

89.63%

0.00%

10.37%

121

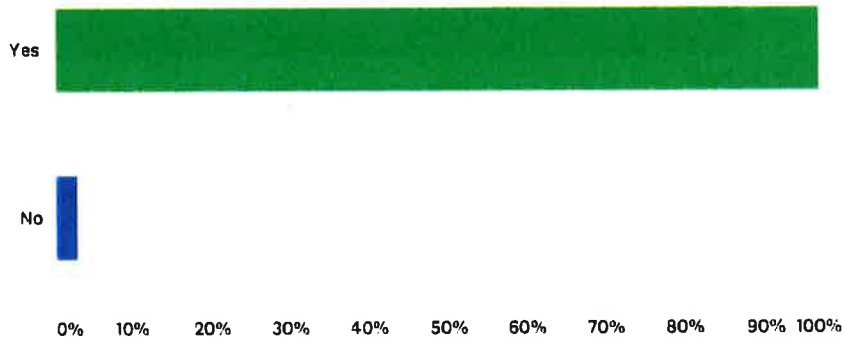
0

14

Arkansas School Safety Commission

Q38 Does your district have a good relationship with local law enforcement?

Answered 136 Skipped 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

97.06%

2.94%

132

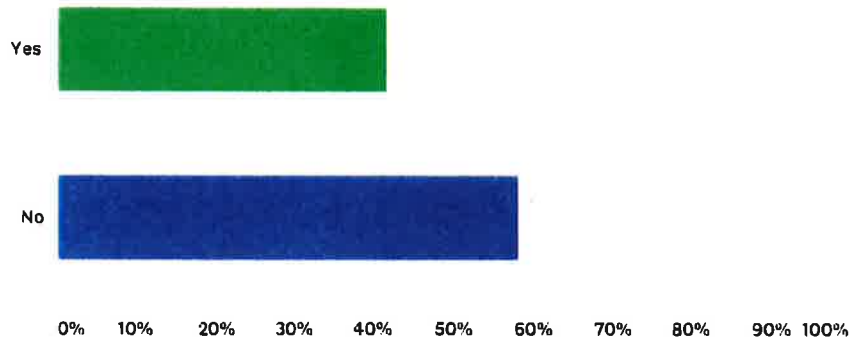
4

136

Arkansas School Safety Commission

Q39 Does your district have a single entry point for main campus buildings with a secure vestibule?

Answered 136 Skipped 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

41.91%

58.09%

57

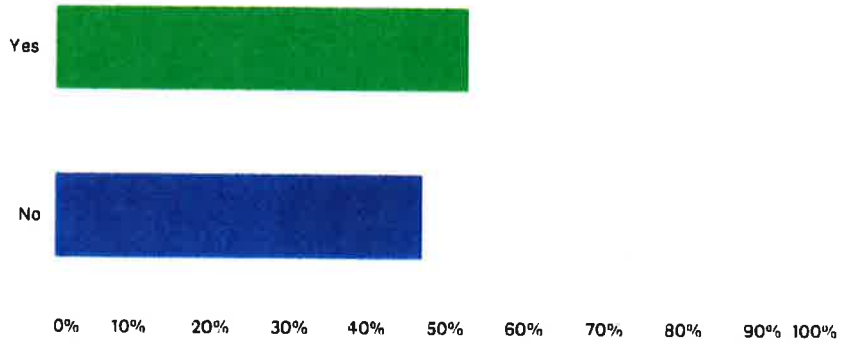
79

136

Arkansas School Safety Commission

Q40 Does your district have remote door releases at reception desk check-in and main entrance?

Answered: 136 Skipped: 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

52.94%

47.06%

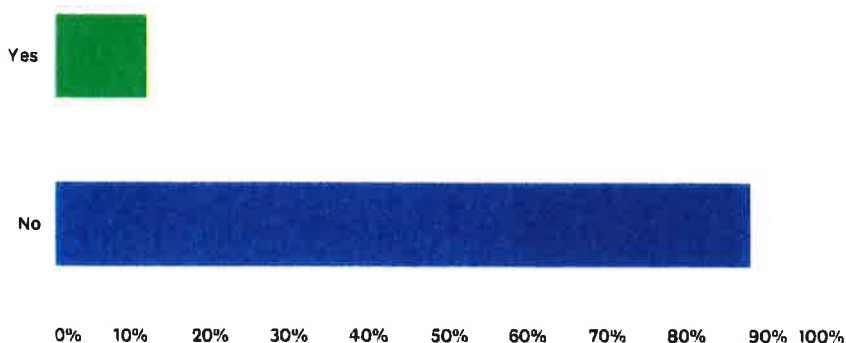
72

64

136

### Q41 Does your district have any bullet-rated/anti-shatter resistant glass and wall at reception desk check-in?

Answered 134 Skipped 2



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

11.94%

88.06%

16

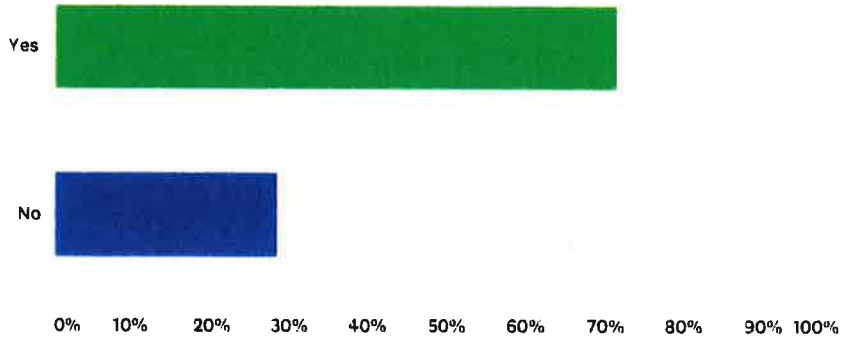
118

134

Arkansas School Safety Commission

Q42 Does your district use a visitor management system managed at the reception desk area?

Answered 134 Skipped 2



ANSWER CHOICES

Yes

No

TOTAL

RESPONSES

71 84%

28 36%

96

38

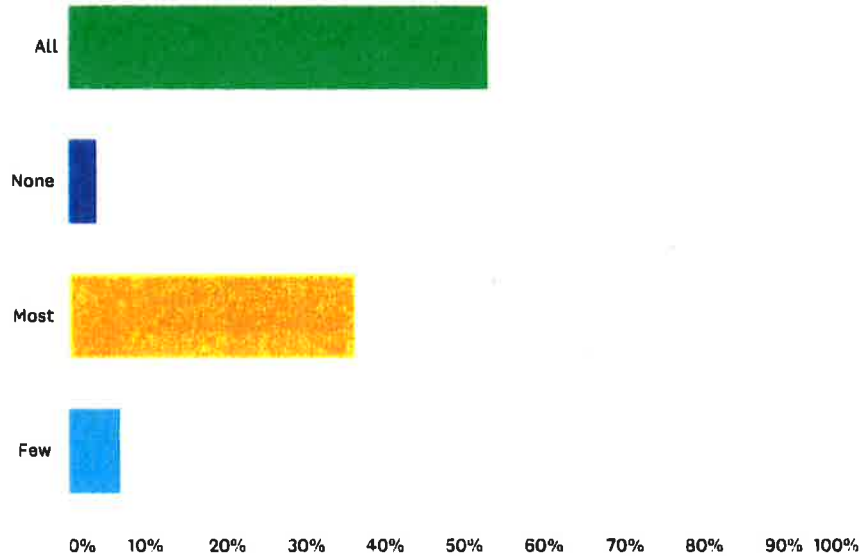
134



Arkansas School Safety Commission

### Q43 Are your district's classroom doors lockable from the inside?

Answered: 135 Skipped: 1



**ANSWER CHOICES**

All

None

Most

Few

TOTAL

**RESPONSES**

53 33%

3.70%

36.30%

6.67%

72

5

49

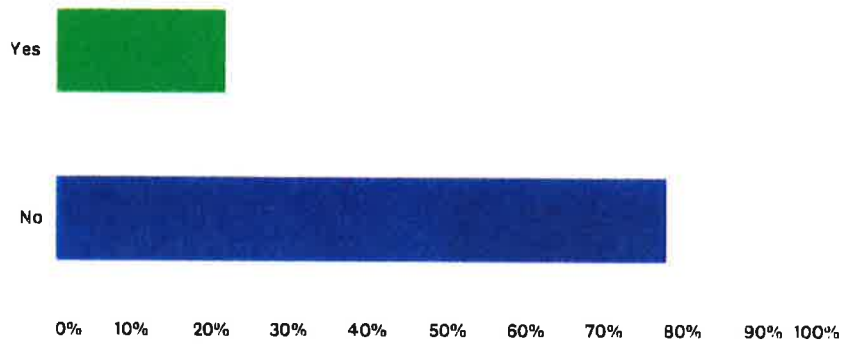
9

135

Arkansas School Safety Commission

Q44 Does your district have electronic access controls on all exterior doors?

Answered: 136 Skipped: 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

22.06%

77.94%

30

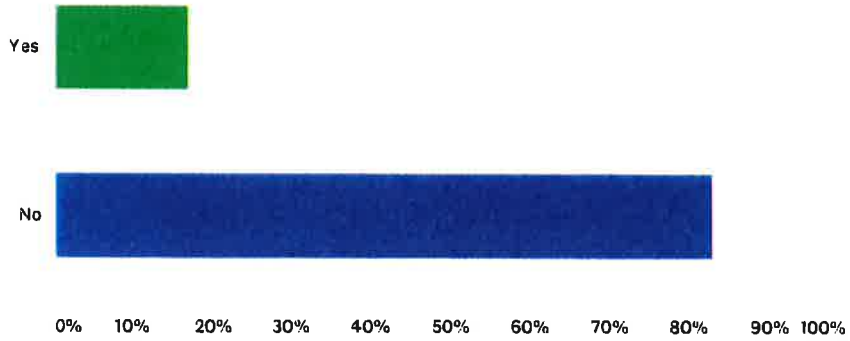
106

136

Arkansas School Safety Commission

Q45 Does your district have vehicle ram protection (bollards, landscaping, fencing, low walls, etc.) at school entrances, especially main entrance?

Answered 136 Skipped 0



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

16.91%

83.09%

23

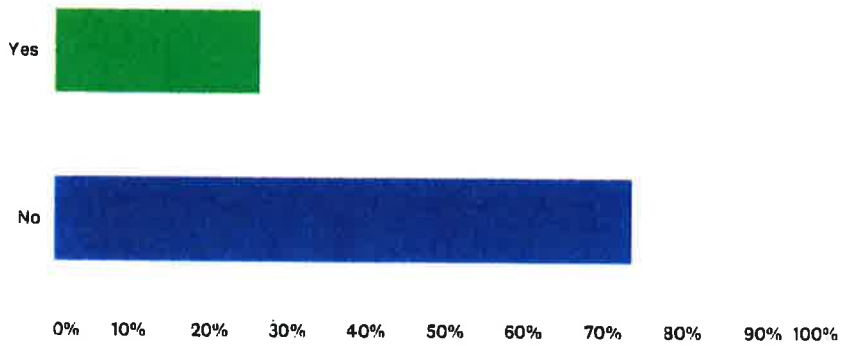
113

136

Arkansas School Safety Commission

Q46 Does your district limit exterior glass at openings into student common areas and classrooms?

Answered 133 Skipped 3



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

26 32%

98 73.68%

35

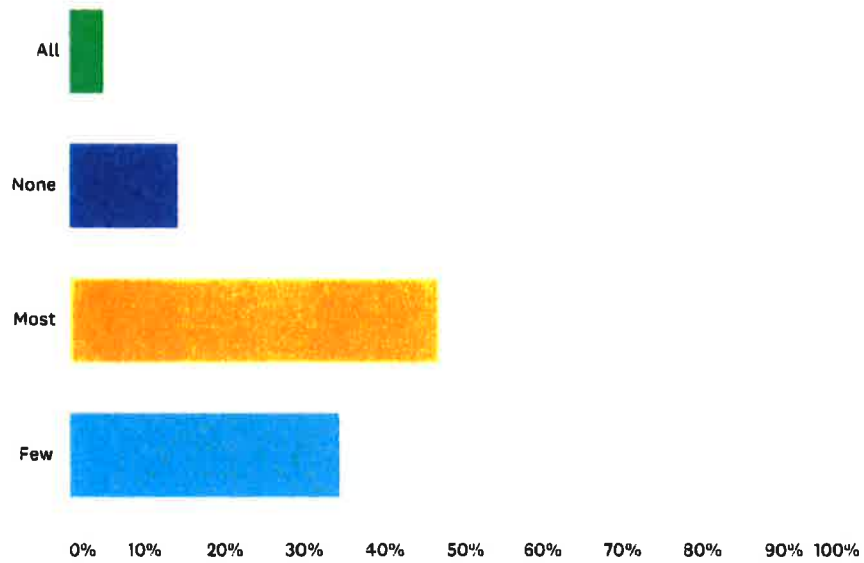
133

133

Arkansas School Safety Commission

Q47 Are district facilities designed so students are not required to leave the building when changing classes?

Answered 133 Skipped 3



ANSWER CHOICES

All  
None  
Most  
Few  
TOTAL

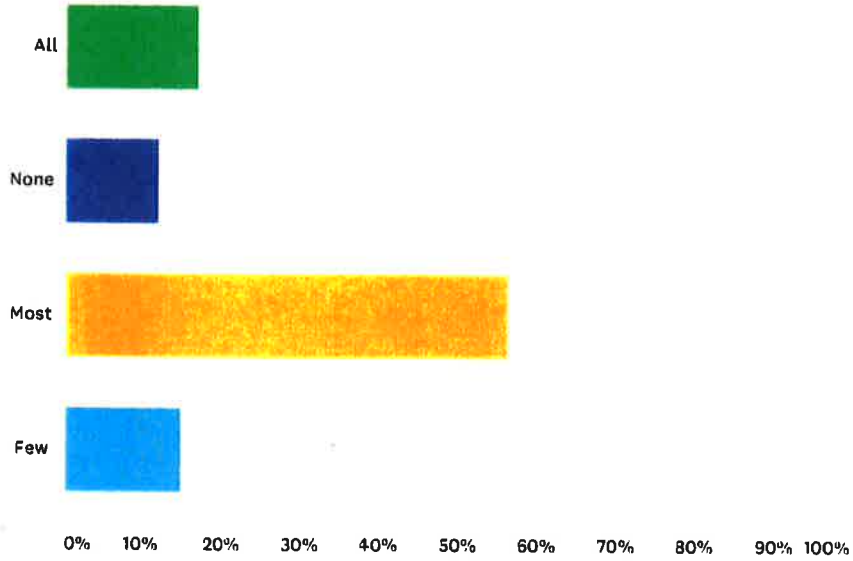
RESPONSES

4.51%	6
14.29%	19
46.62%	62
34.59%	46
	133

Arkansas School Safety Commission

Q48 Do classroom doors contain vision panels that also allow students a blind area to "hide?"

Answered: 135 Skipped: 1



ANSWER CHOICES

All

None

Most

Few

TOTAL

RESPONSES

17.04%

11.85%

56.30%

14.81%

23

16

76

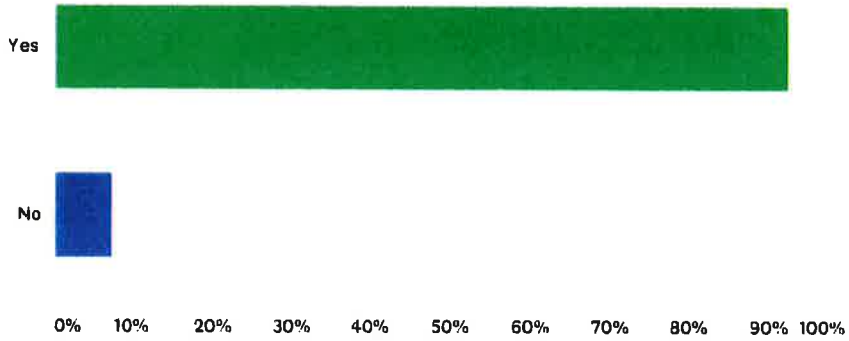
20

135

Arkansas School Safety Commission

Q49 Does your district utilize video surveillance that allows administrators to view large common areas and corridors?

Answered: 135 Skipped: 1



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

92.59%

7.41%

125

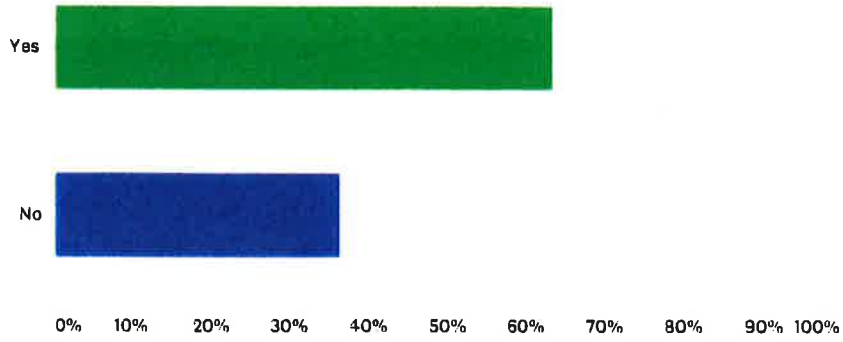
10

135

Arkansas School Safety Commission

Q50 If so, are they actively monitored??

Answered 129 Skipped 7



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

63.57%

36.43%

82

47

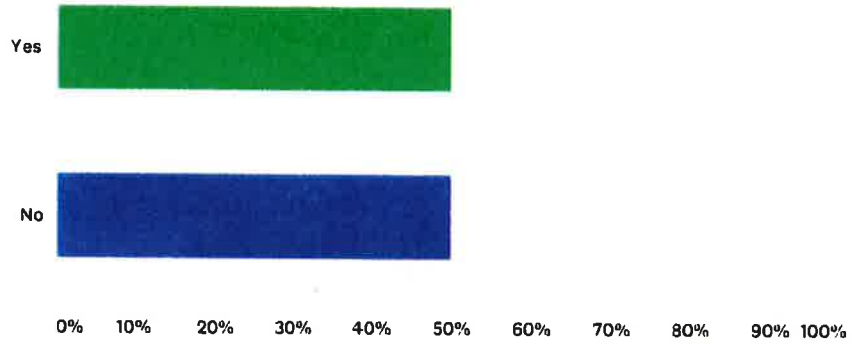
129



Arkansas School Safety Commission

Q51 If so, can the active feed be accessed by law enforcement?

Answered 128 Skipped 8



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

50.00%

50.00%

64

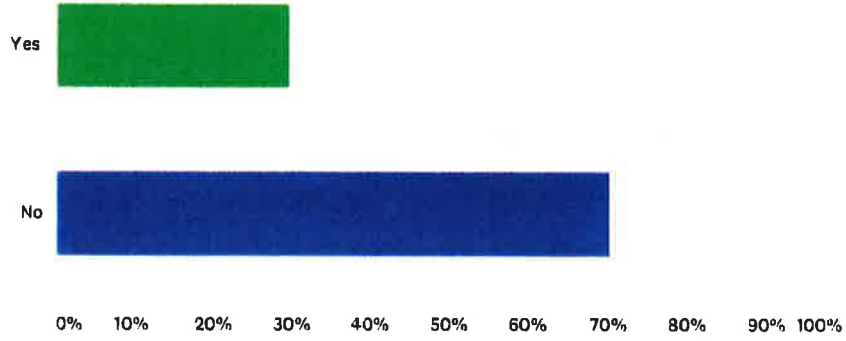
64

128

Arkansas School Safety Commission

Q52 Does your district provide storm safe rooms with intruder safety concepts?

Answered 131 Skipped 5



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

29 77%

92 70.23%

39

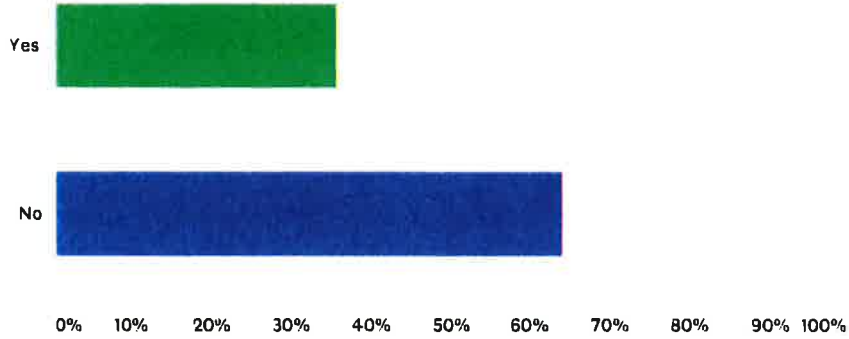
92

131

Arkansas School Safety Commission

Q53 Does your district number windows to classrooms on exterior so first responders can reference position of students and or intruders?

Answered: 134 Skipped: 2



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

35.82%

64.18%

48

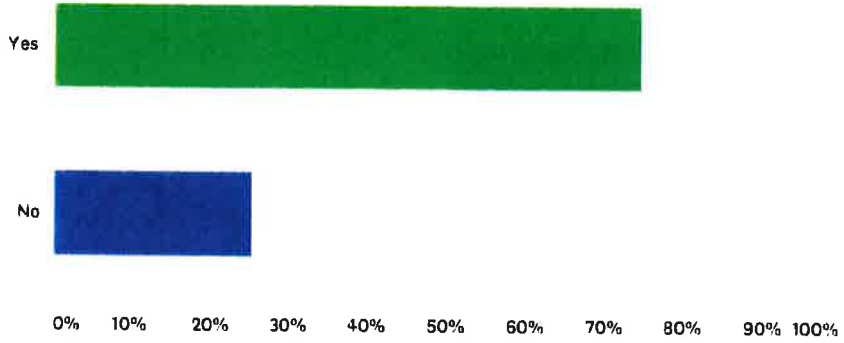
86

134

Arkansas School Safety Commission

Q54 Does your district have a safety/security team?

Answered: 134 Skipped: 2



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

74 63%

25 37%

100

34

134

**Q55 If so, who are the team members?**

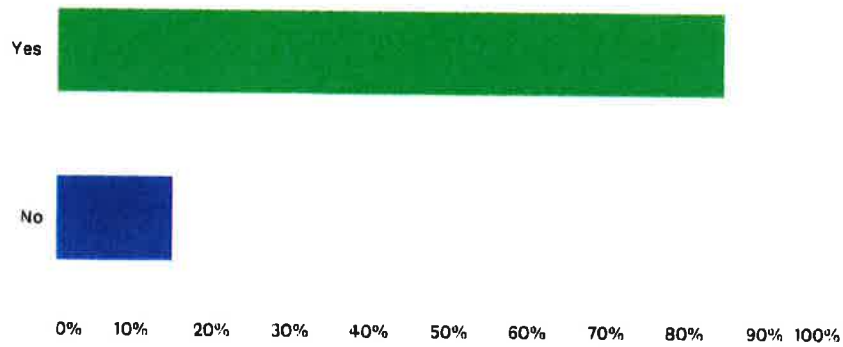
Answered: 92 Skipped: 44

*Data unavailable for graphing.*

Arkansas School Safety Commission

Q56 Does your district file a floor plan for each facility with the local emergency management?

Answered 133 Skipped 3



**ANSWER CHOICES**

Yes

No

TOTAL

**RESPONSES**

84 96%

15 04%

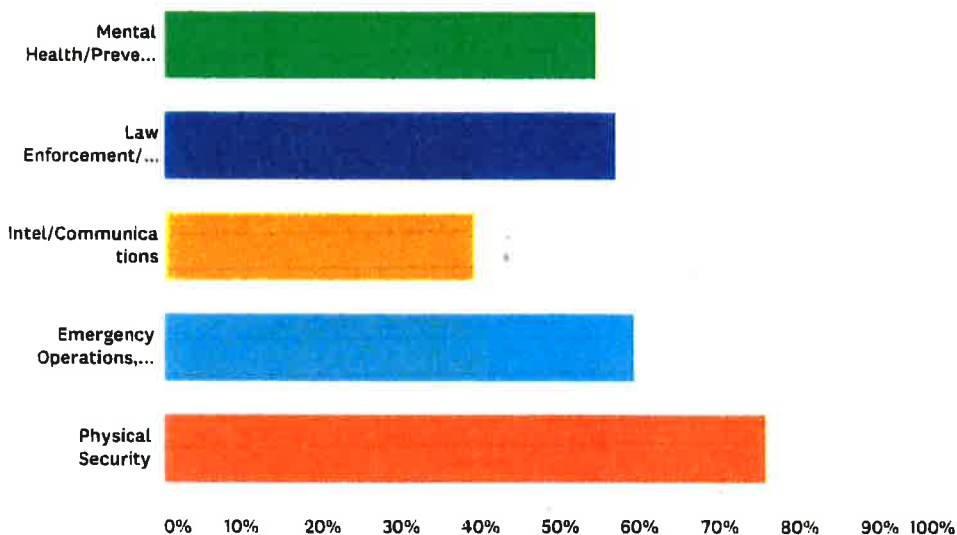
113

20

133

**Q57 Based on the Commission's preliminary report, have you made or do you plan to make any changes in any of the areas listed below? If so, please check the appropriate boxes.**

Answered 128 Skipped 8



**ANSWER CHOICES**

**RESPONSES**

Mental Health/Prevention	54.69%	70
Law Enforcement/Security	57.03%	73
Intel/Communications	39.06%	50
Emergency Operations, Drills and Safety Audits	59.38%	76
Physical Security	75.78%	97
Total Respondents: 128		

ORGANIZATION	ACRONYM	PAGE
Advanced Law Enforcement Rapid Response Training (ALERRT)	ALERRT	20
Adverse Childhood Experiences (ACEs)	ACEs	12
Arkansas Association of Education Administrators (AAEA)	AAEA	13
Arkansas Center for School Safety (ACSS)	ACSS	13
Arkansas Commission on Law Enforcement Standards and Training (CLEST)	CLEST	28
Arkansas Department of Education (ADE)	ADE	1
Arkansas State Fusion Center (ASFC)	ASFC	37
Arkansas State Police (ASP)	ASP	26
Arkansas Wireless Information Network (AWIN)	AWIN	35
Commissioned School Security Officer (CSSO)	CSSO	3
Crime Prevention Through Environmental Design (CPTED)	CPTED	3
Criminal Justice Institute (CJI)	CJI	1
Critical Incident Stress Management (CISM)	CISM	19
Division of Public School Academic Facilities and Transportation (DPSAFT)	DPSAFT	3
Drug Endangered Children (DEC)	DEC	17
Education Service Cooperatives (ESC)	ESC	22
Elementary and Secondary Education Act (ESEA)	ESEA	42
Emergency Medical Services (EMS)	EMS	34
Emergency Operation Plan (EOP)	EOP	32
Every Student Succeeds Act (ESSA)	ESSA	42
Federal Bureau of Investigation (FBI)	FBI	19
Federal Emergency Management Administration (FEMA)	FEMA	29
Memorandum of Understanding (MOU)	MOU	25
Mental Health First Aid (MHFA)	MHFA	13
National Association of School Resource Officers (NASRO)	NASRO	23
National Organization for Victim Assistance (NOVA)	NOVA	18
Positive Behavior Intervention Supports (PBIS)	PBIS	10
Project Advancing Wellness and Resilience Education (Project AWARE)	Project AWARE	8
Readiness and Emergency Management for Schools (REMS)	REMS	31
School Resource Officer (SRO)	SRO	3
School Health Assessment and Performance Evaluation System (SHAPE)	SHAPE	10
Student Support and Academic Enrichment (SSAE)	SSAE	42
Substance Abuse and Mental Health Services Administration (SAMHSA)	SAMHSA	8
Texarkana Arkansas Police Department (TAPD)	TAPD	36
Youth Mental Health First Aid (YMHFA)	YMHFA	12



**Mental Health Toolbox**

**Anti-Bullying Resources:**

Bullying Prevention Curriculum (Wisconsin Department of Public Instruction)  
<https://dpi.wi.gov/sspw/safe-schools/bullying-prevention>

Cyber Bullying: A Prevention Curriculum for Grades 6-12  
<https://www.hazelden.org/web/public/08sumcyberbully.page>

Kids Against Bullying Program  
Pacer Center: Champions for Children with Disabilities  
<http://www.pacerkidsagainstbullying.org/>

No Bully  
<https://www.nobully.org/>

Olweus Bullying Prevention Program  
<http://www.clemson.edu/olweus/>  
<http://www.violencepreventionworks.org/public/index.page>

The Bully Free® Program  
<http://bullyfree.com>

The Bullying Project Curriculum  
<http://bullyingproject.com/curriculum/>

Utterly Global - Stand up, Speak out ... End Bullying  
<http://antibullyingprograms.org/>

**Arkansas State Resources:**

Arkansas Department of Human Services  
Deltrise Hall, Director of Emergency Operations and State Mass Care Coordinator  
[Deltrise.Hall@dhs.arkansas.gov](mailto:Deltrise.Hall@dhs.arkansas.gov)  
501-320-6326 office  
501-398-1736 mobile

Arkansas Attorney General Office  
Leslie Rutledge – Attorney General  
[Arkansas@ArkansasAG.gov](mailto:Arkansas@ArkansasAG.gov)  
[www.ArkansasAG.gov](http://www.ArkansasAG.gov)  
501-682-2007  
800-482-8982

Arkansas State Teacher Association  
Contact: Michele Ballentine-Linch  
501-766-3931  
[michele@astapro.org](mailto:michele@astapro.org)  
[www.astapro.org](http://www.astapro.org)

**Child Adverse Prevention/Treatment:**

ACEs Connection  
[www.acesconnection.com](http://www.acesconnection.com)

Arkansas Home Visiting Network  
[www.arhomevisiting.org](http://www.arhomevisiting.org)

Better Beginnings  
[www.arbetterbeginnings.com](http://www.arbetterbeginnings.com)

Arkansas Department of Human Services  
[www.behaviorhelponline.org](http://www.behaviorhelponline.org)

National Center for Missing and Exploited Children  
<http://www.missingkids.com/home>

**Drug and Substance Problems:**

Prescription For Life  
Arkansas Attorney General Office  
Leslie Rutledge – Attorney General  
[Arkansas@AkransasAG.gov](mailto:Arkansas@AkransasAG.gov)  
[www.ArkansasAG.gov](http://www.ArkansasAG.gov)  
501-682-2007  
800-482-8982  
[education@ArkansasAG.gov](mailto:education@ArkansasAG.gov)  
[www.prescriptionforlife.everfi.com](http://www.prescriptionforlife.everfi.com)

Arkansas Alliance for Drug Endangered Children  
<https://cjj.edu/cjj-courses/methamphetamine-education-courses/drug-endangered-children-awareness-online/>

National Alliance of Drug Endangered Children  
[www.nationaldec.org](http://www.nationaldec.org)

Substance Abuse and Mental Health Services Administration (SAMHSA)  
[www.samhsa.gov](http://www.samhsa.gov)

### **Family Support Resources:**

Arkansas Department of Human Services  
Division of Children and Family Services  
P.O. Box 1437, Slot S560  
Little Rock, AR 72203-1437  
501-682-8770  
TDD: 501-682-1442  
Fax:501-682-2491  
<https://humanservices.arkansas.gov/about-dhs/dcfs>

University of Arkansas for Medical Sciences  
[www.thefamilymap.org](http://www.thefamilymap.org)

### **Health & Mental Care Resources:**

University of Arkansas for Medical Sciences  
<http://arbest.uams.edu/clinicalslis/>

Arkansas Children's Hospital – Psychiatry Services  
1210 Wolfe Street  
Little Rock, AR 72202  
Phone: 501-364-5150  
<https://www.archildrens.org/programs-services/a-to-z-services-list/psychiatry/child-study-center>

Arkansas Foundation for Medical Care (AFMC)  
[www.afmc.org](http://www.afmc.org)

Mental Health First Aid  
202-684-7457  
[www.mentalhealthfirstaid.org](http://www.mentalhealthfirstaid.org)

US Department of Health and Human Services, National Institute of Mental Health  
[www.nimh.nih.gov](http://www.nimh.nih.gov)

Arkansas School Psychology Association  
[www.aspaonline.net](http://www.aspaonline.net)  
Contact: Elizabeth Spann  
501-920-6076  
[ebethspann@gmail.com](mailto:ebethspann@gmail.com)  
[spanne@conwayschools.net](mailto:spanne@conwayschools.net)

Mental Health America  
[www.mentalhealthamerica.net](http://www.mentalhealthamerica.net)  
800-969-6642

National Association of School Psychologist  
301-657-0270  
[www.nasponline.org](http://www.nasponline.org)

Choose Love Movement  
Contact: Scarlett Lewis  
[www.jesselewischooselove.org](http://www.jesselewischooselove.org)

The National Child Trauma Stress Network  
<https://www.nctsn.org/resources/child-trauma-toolkit-educators>

Helping Traumatized Children Learn  
<https://traumasensitiveschools.org/district-leaderships-role-in-supporting-and-creating-trauma-sensitive-schools/>

### **School Climate & Resources:**

US Department of Education's School Climate Survey  
<https://nces.ed.gov/surveys/edscls/questionnaires.asp>

SHAPE Assessment (University of Maryland's Center for School Mental Health)  
<https://theshapesystem.com/>

Schoolclimate.org assessment  
<https://www.schoolclimate.org/services/measuring-school-climate-csci>.

### **Social/Emotional Relations:**

Overcoming Obstacles  
[https://www.overcomingobstacles.org/curriculum/?qclid=EA1aIQobChMI1ojTj9O43gIVy7jACh3p5A\\_nEAYBCAAEQsfD\\_BwE](https://www.overcomingobstacles.org/curriculum/?qclid=EA1aIQobChMI1ojTj9O43gIVy7jACh3p5A_nEAYBCAAEQsfD_BwE)

CASEL  
<https://casel.org/guide/>

The Wallace Foundation  
<https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>

The Berkeley Public Schools  
<https://www.berkeleyschools.net/teaching-and-learning/toolbox/>



# 2018 School SAFETY

The recent shootings in Parkland, FL, and Santa Fe, TX, have refocused educators, school boards, and communities on the question of how to best protect children in our schools. While school districts must prioritize safety for all children, schools cannot prevent gun violence by themselves. Educators, parents, community/state leaders, and legislators all have a critical role in this discussion. These recent tragic events demonstrate that more attention and more resources focused on improving school safety must be considered.

AAEA recommends the following:

1. Each district should have policies in place indicating individual school and building safety plans, as well as district-wide safety plans. These well-defined and practiced plans should serve as a guide to address the various safety needs in the school such as lockdown procedures, evacuations, drills and safety protocols, and personnel assignments.
2. Every district should conduct regular audits to evaluate and analyze the effectiveness of their school safety and security plans. First-responders, local law enforcement and the entire school community should be engaged in this process.
3. Every district should communicate with parents and community members about the school-level emergency preparedness protocols to the greatest extent possible.
4. Every district should provide regular training for all school employees on the district's school emergency management systems and protocols.
5. Every district should work to create partnerships between schools, local law enforcement and appropriate community agencies (such as mental health providers) to prevent and reduce school violence.
6. Each district should have the authority to arm employees if the school and community determine that such action is an appropriate safety measure for their community. However, arming employees should not be mandated. These decisions should be carefully considered and decided upon locally on a case-by-case basis.
7. The state should provide funds, possibly via matching grants, for security equipment, security assessments, and additional school resource officers.
8. Additional funding should be provided by the state for mental health counselors and services in schools. Access to these services is a crucial component of any prevention efforts and emergency responses.
9. The state should provide funds for districts to upgrade their facilities if internal or external safety audits warrant improvements.

## Talking Points.

- Arming district employees should be a decision determined locally. It should not be a state mandate.
- Safety audits, either by the district or state, are essential in determining needed security upgrades in school facilities and determining needed changes in procedures, programs, and personnel to address student safety. Funds should be provided by the state to assist with identified needs based on priority and the district's ability to fund the facility upgrades and other changes.
- Mental health services are a crucial component of proactive preventive measures. It is essential that schools be adequately funded to provide these services.
- Matching grants from the state would be a great way for districts to upgrade security measures, conduct security assessments, and for additional school resource officers.



## APPENDIX J

### Arkansas Department of Education Safe Schools Committee

#### School Resource Officer (SRO) Professional Development Levels

##### “Level I” or “Basic” SRO requirements:

- Completion of a School Resource Officer (SRO) Basic course of at least 40 hours
- Completion of an ACLEST certified School Site Safety Assessment Course
- Completion of at least one additional ACLEST certified school safety training course of at least 4 hours

##### “Level II” or “Intermediate” SRO requirements:

- Completion of all Level I requirements
- Must be a SRO for one full school year
- Completion of a School Resource Officer (SRO) II Intermediate course
- Completion of 20 additional hours of ACLEST certified School Safety Training
- Letter of support from law enforcement agency or school administration

##### “Level III” or “Advanced” SRO requirements:

- Completion of all Level II requirements
- Must be a SRO for at least 3 full school years
- Completion of 40 additional hours of ACLEST certified school safety training
- Completion of an ACLEST certified scenario-based Active Killer/Shooter course which includes both classroom presentations and practicals in the curriculum
- Letters of support from the both the law enforcement agency and the school administration (letters will be accepted from the school superintendent, assistant superintendent, principal or assistant principal) to include testimony of student programs initiated
- Completion of 6 hours of college credit

##### “Level IV” or “Senior” SRO requirements:

- Completion of all previous levels
- Must be a SRO for at least 5 full school years
- Must be an active ACLEST certified instructor of school safety courses
- A minimum of 3 letters of support from the community, school and law enforcement agency to include testimony of the SRO's involvement in community service
- Completion of an additional 6 hours of college credit, with at least 3 of these credit hours earned in English Composition or Technical Writing

## APPENDIX K

**Memorandum of Agreement between the Arkansas Department of Education (ADE)  
and the Board of Trustees of the University of Arkansas,  
acting for and on behalf of the Criminal Justice Institute  
(CJI)**

This Memorandum of Agreement memorializes the understanding between the Arkansas Department of Education (ADE) and the Board of Trustees of the University of Arkansas, acting for and on behalf of the Criminal Justice Institute (CJI) regarding the purpose of the Arkansas Center for School Safety (ACSS), which is being established as a program offered through and operated by CJI. The parties agree that the purpose of ACSS will be to assist the Arkansas Department of Education (ADE) build the capacity of educators, leaders and law enforcement professionals to meet the safety needs of Arkansas's children in public schools.

In furtherance of this Agreement, CJI agrees that:

The ACSS will promote and support school safety statewide, including but not limited to providing active shooter and violence prevention training and technical support and other services related to emergency planning for schools, promoting effective prevention strategies, conducting school safety assessments and other relevant school safety initiatives and programs.

The ACSS will collaborate with the Safe Schools Committee, the Arkansas Department of Education, the Arkansas Department of Emergency Management, the U.S. Department of Education, the Arkansas Safe Schools Association, Education Service Cooperatives, the Arkansas Association of Educational Administrators, the Arkansas School Boards Association, Arkansas Public School Resource Center, Arkansas Rural Education Association and other key stakeholders to provide an efficient and effective one-stop shop for education and law enforcement professionals to obtain training and technical assistance that meet the critical safety needs of our children.



The ACSS will keep ADE leadership and appropriate program staff advised of changing or emerging school safety and security issues, best practices, lessons learned, etc., which impact Arkansas schools. In furtherance of this Agreement,

ADE agrees that:

The ADE will continue to promote school safety and security, and support the ACSS where appropriate, for funding and through dissemination of relevant information on school safety matters to Arkansas K-12 public school

superintendents, principals, school safety coordinators, school counselors and others. This will include but not limited to information on: school safety conferences and safety-related training programs and workshops.

IN WITNESS WHEREOF, this document is executed this

13<sup>th</sup> day of July 2017.

## ARKANSAS DEPARTMENT OF EDUCATION

Board of Trustees of the University of  
Arkansas acting

for and on behalf of the Criminal Justice Institute

By: -

██████████  
Director - Criminal Justice Institute  
26 Corporate Hill Drive, Little Rock, AR 7220

7/13/17

# Arkansas Center for School Safety

www.arsafeschools.com

## COURSE OFFERINGS INCLUDE:

Safety in schools remains a top issue for law enforcement, educators, parents, and students. Because students cannot achieve their true academic potential in an environment that is threatening and volatile, many school officials and law enforcement agencies view school resource officer (SRO) programs as effective ways to ensure a more conducive learning environment. There are currently 238 school districts in Arkansas. During the 2017-2018 Arkansas school year, 156 of these school districts are utilizing a total of 316 school resource officers (SROs).

The Arkansas Center for School Safety's (ACSS) comprehensive catalog of basic and specialty school safety training courses have been designed to consider the unique needs of Arkansas schools and communities. A proactive approach to responding to crime and violence, both on the school campus and within the community, is emphasized. These courses are available to both Arkansas law enforcement and Arkansas school personnel, including administrators, teachers, staff, counselors, and school security officers. ACSS was established in July 2017 through a partnership between CJI and the Arkansas Department of Education.

In addition to our scheduled classes, the Center accepts training requests from school districts in need of a specific school safety course in their area. The Center provides free Civilian Response to Active Shooter Events (CRASE) training to any requesting school district in the state.

Through a grant award from the U.S. Department of Justice—Office of Community Oriented Policing and funding from the Arkansas Attorney General's Office, ACSS provides education, training, resources, and technical assistance to those who make school safety a priority for our kids.

- ✔ Active Killer: Response for Educators
- ✔ Active Shooter/Rapid Response Training Level I
- ✔ Active Shooter/Rapid Response Training Level II
- ✔ Autism Spectrum Disorders: Law Enforcement Response ONLINE
- ✔ Breaking Down the Bullying Infrastructure in Schools
- ✔ Civilian Response to Active Shooter Events (CRASE)
- ✔ Drugs on Campus
- ✔ Gang Awareness, Prevention & Intervention in Schools
- ✔ High Expectations: Addiction & Drugs 101
- ✔ Identifying and Preventing Bullying ONLINE
- ✔ Improvised Explosive Device (IED) Awareness, Bomb Threats and Search Procedures
- ✔ Introduction to Autism Spectrum Disorders
- ✔ Introduction to Active Killer Response for Educators ONLINE
- ✔ Juvenile Takeover of Social Media: Investigations and Internet Safety
- ✔ Learning from the Teen Brain to Improve Bullying Prevention, School Culture, and Safety
- ✔ Planning, Conducting and Analyzing Emergency Crisis Plans
- ✔ Preventing and Responding to Weapons on Campus
- ✔ Proactive Discipline for Reactive Students: Understanding Student Behavior for SROs and Educators
- ✔ School Resource Officer I (Basic)
- ✔ School Resource Officer II (Intermediate)
- ✔ School Safety Refresher ONLINE
- ✔ School Site Safety Assessment ONLINE
- ✔ Solo Engagement Response to an Active Killer
- ✔ SRO Roles and Responsibilities: Improving Relationships with School Personnel
- ✔ Strategic Communications for Interacting with Juveniles
- ✔ Understanding Juvenile Law



Dr. Cheryl May, Director  
Criminal Justice Institute  
University of Arkansas System  
26 Corporate Hill Drive • Little Rock, AR 72205  
501.570.8000 • 800.635.6310

## APPENDIX M

### Illustrations of Inappropriate Egress Doors



