2018 INDIANA SCHOOL SAFETY RECOMMENDATIONS

Honorable Governor Eric Holcomb,

Indiana continues to be recognized as a national leader in the area of school safety. With support from your office, state legislators, our public safety community, and the many educators, students, and parents with a stake in maintaining a safe environment, Hoosier schools have invested wisely in personnel, equipment and planning to ensure schools remain a sanctuary for learning and development. No greater priority exists than keeping schools safe from harm. Despite this, Hoosiers also understand nothing is ever guaranteed in today's climate, which has impacted dozens of schools around the country since the 1999 shooting at Columbine High School. School violence hit closer to home in recent months – a stark reminder of the need to stay vigilant, focused, and prepared for when an incident occurs, not if it occurs. In response to your March 2018 request, a team of state leaders and subject matter experts was formed to examine existing school protections and explore new ways to keep schools safe.

The team consisted of diverse leaders from across the state. Feedback was collected from first responders, public safety officials, school administrators, and others through in-person and phone interviews, online surveys, and community forums. Interested parties were invited to submit recommendations, letters, or advice to members of the working group. First responders were surveyed and mental health experts were closely involved in identifying opportunities in training, response, and preparedness. More than 400 responses were collected in total and informed the 18 included recommendations, organized into three distinct categories:

1. Enhanced mental health services
2. Safety equipment, technology, tools, and training
3. Policy or legislative considerations regarding school safety

Some consistent themes emerged during this process, although the needs of each school district can vary widely. Many respondents focused on the role of School Resource Officers (SRO) as an important liaison between students and the community, as well as a visual deterrent to on-campus incidents. In addition, the need to improve mental health care (for students, educators, and parents) and information sharing also represented top concerns across the state. Improved access to mental health services – and the integration of related resources into Hoosier schools – represented a holistic approach to not only protecting schools but preventing future violence. Dedicated teachers serve many important roles in and out of the classroom, and a pledge to better equip them to handle the complex environment in today's schools will strengthen Indiana's continued commitment to school safety.

The working group acknowledges this report does little to address gun safety concerns. The group determined that the issues and solutions related to firearm purchases, use, ownership, and training are outside the scope of this working group's mission. We felt this topic would be better addressed by legislators and other policymakers who have more time to research and evaluate the varying viewpoints on the topic and broader jurisdiction over these types of rules, regulations, and statutes governing guns.

Since the working group began its work in March, the Secured School Safety Board awarded more than $14.2 million to 388 school corporations for additional SROs, safety equipment, or threat assessments. In total, Indiana has provided schools more than $53 million through this process since 2014. In addition, Indiana has made it easier for schools to obtain capital for major improvements by allowing the Common School Fund (Ind. Code 20-49-10-5(a)) to be used for school safety projects and initiatives. Further, the DOE continues to work closely with schools on safety planning and training. Law enforcement and first responders regularly train to respond to threats or incidents when they occur. Indiana remains focused on prevention strategies to protect Indiana schools from violence as well as bullying, sexual harassment, and overall classroom disruption.

To remain a national leader in school safety, Indiana must address gaps in areas that that go beyond hardening our buildings and training to respond to incidents. This report suggests Indiana address these issues and more by enhancing existing funding sources and programs related to school safety. In addition, it recommends an increased emphasis on enhanced and expanded mental health services as well as the adoption of additional equipment and technology impacting school safety.

The group pursued strategies for improvement that could be implemented immediately, as well as those that will require further analysis and resources. Indiana is not alone in trying to address the shortage of trained mental health professionals, and this issue is especially challenging in rural communities across the state. This is not exclusive to Indiana schools, yet the opportunity to address mental health issues at an early age would have far-reaching impact to the entire state. As a result, this report focuses heavily on opportunities for Indiana to adopt innovative and data-based mental health programs, some of which are already funded and ready for implementation. In addition, we strongly support the recommendations from the Indiana Family and Social Services Administration – Division of Mental Health and Addiction to consider new programs and new approaches to address the overall wellness of students. This approach views school safety, in part, as a public health issue, thereby engaging all citizens in solutions that best serve the interests of all Hoosiers.

Every child deserves to learn in a safe environment. Every parent deserves peace of mind knowing his or her child remains safe while at school. Every educator deserves safe working conditions as he or she commits to the care and enrichment of our students. On behalf of the working group, we look forward to working with local and state leaders to further research and develop the strategy necessary to prioritize and implement these solutions. Together, we will make our schools as safe as possible for our children.

Sincerely,

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David Woodward, Indiana Department of Education

In conjunction with:
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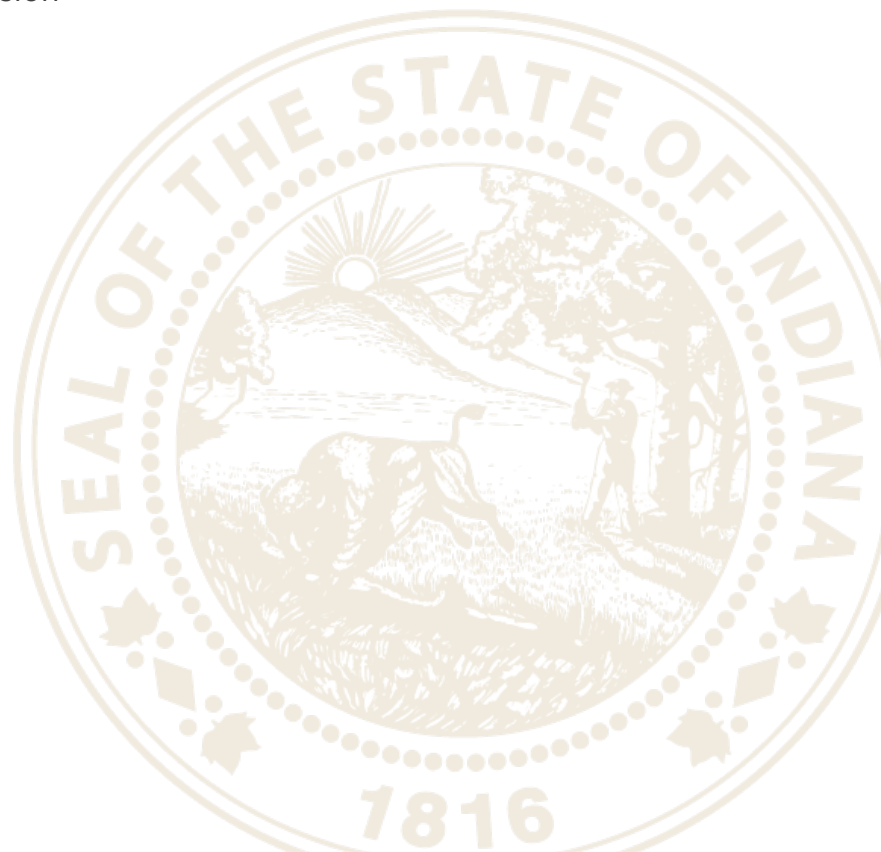
2018 INDIANA SCHOOL SAFETY RECOMMENDATIONS

Executive Summary

To date, more than **$100 million dollars** has been invested in securing Indiana's schools through money appropriated by the Indiana general assembly, federal grants, and matching funds used by local school districts, charter schools, and nonpublic accredited schools. These funds have been used to improve building security (e.g., new doors, access control systems, video cameras), fund School Resource Officers (SROs), and perform threat assessments to determine what threats exist and how to eliminate or respond to them.

SECURED SCHOOL FUND

- Established in **2014** along with the Secured School Safety Board
- Funding from general assembly: **$53 MILLION +** matched by schools
- Total number of awards: **1,517**

TO DATE, FUNDING HAS BEEN USED FOR:

47% School Resource Officers

52% Equipment

1% Threat Assessments

1.1 MILLION K-12 students attend school in **1,900** buildings with more than **2,500** school safety specialists in Indiana

SCHOOL SAFETY RECOMMENDATIONS

Over the course of more than four months, several key focus areas to enhance school security were identified through the efforts of the working group. Indiana must address gaps in areas that go beyond hardening our buildings and training to respond to incidents. An increased emphasis on enhanced and expanded mental health services as well as the adoption of equipment and technology impacting school safety is needed. In addition, it is recommended that policy makers re-evaluate the scope of eligible projects and the funding formula for the Secured School Fund. Finally, it is clear that multiple agencies and groups collect data on trends, threats, and student behavior, but that information is rarely shared with all the stakeholders with an interest in student well-being. The recommendations set forth in this report will help Indiana take school security to the next level and further establish the state as a national standard when it comes to protecting children.

MENTAL HEALTH SERVICES

- Make mental health services and resources available to every student
- Direct FSSA to identify and implement a universal mental health screening tool for schools to utilize
- Require schools to participate in the CDC Youth Risk Behavior Survillance System Survey

EQUIPMENT AND TECHNOLOGY

- Build an "Indiana School Safety Hub" resource, making available to all schools visitor management software, SRO daily reporting software, and school safety plans
- Develop a tool for schools to be able to self-evaulate their communication capbilities and processes

POLICY CONSIDERATIONS

- Increase annual School Safety Fund appropriation to cover additional expenditures, such as law enforcement officers in schools
- Reconfigure the current match requirements and award formula to expand accessibility to all schools
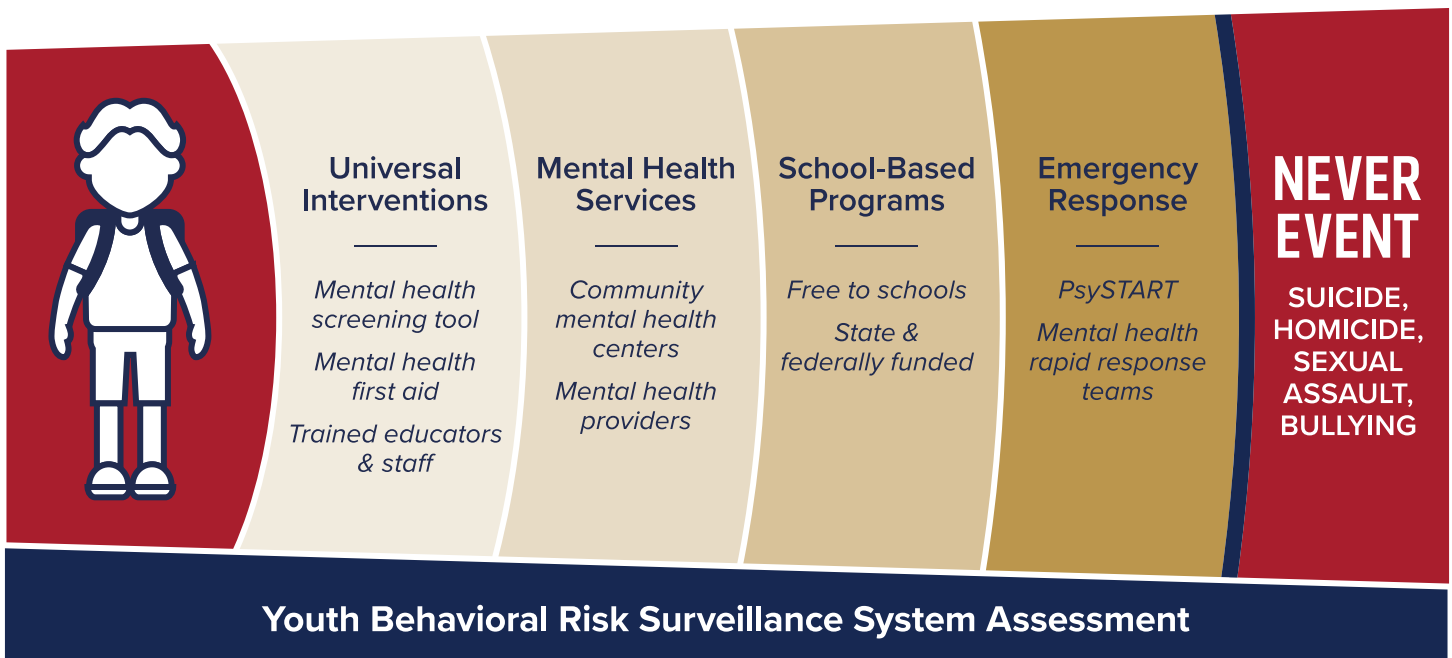- Amend Indiana Code to require a active shooter drills in every school

MENTAL HEALTH SERVICES

Based on feedback from many stakeholders across Indiana, the working group identified areas for improvement in the level of mental health resources and services available to schools. The following recommendations pertain to programs or resources that will help educators identify and respond to mental health concerns before they reach a critical level. Some will require state funding, additional personnel, or legislative action, but most stand ready for immediate implementation. We worked closely with the Indiana State Department of Health (ISDH), the Family and Social Services Administration – Division of Mental Health and Addiction (FSSA-DMHA), and educators to identify resources with the potential to enhance school safety for the long term.

The graphic below is a representation of the various and progressive levels of mental health support the state can provide immediately to students and corresponding recommendations for improvement or enhancement. These resources represent sound solutions to intervention at all levels to both prevent incidents of violence and appropriately respond and react when they occur.

MENTAL HEALTH RECOMMENDATIONS

Keeping Hoosier children as far away as possible from a "never event"

Universal Interventions	Mental Health Services	School-Based Programs	Emergency Response	NEVER EVENT
Mental health screening tool *Mental health first aid* *Trained educators & staff*	*Community mental health centers* *Mental health providers*	*Free to schools* *State & federally funded*	*PsySTART* *Mental health rapid response teams*	SUICIDE, HOMICIDE, SEXUAL ASSAULT, BULLYING

Youth Behavioral Risk Surveillance System Assessment

RECOMMENDATION #1:
DIRECT FSSA TO IDENTIFY AND PROVIDE SCHOOLS WITH A UNIVERSAL AND EFFECTIVE MENTAL HEALTH SCREENING TOOL, WHICH WOULD EVALUATE A STUDENT ON AN INDIVIDUAL BASIS AND ALLOW THE SCHOOL TO TAKE PERSONALIZED PREVENTIVE ACTION.

According to the Substance Abuse and Mental Health Services Administration (SAMHSA), between 13 and 20 percent of children in the United States experience a serious emotional disturbance in a given year. However, only about half of all children in need of behavioral and emotional services receive them. It is recommended that FSSA be directed to evaluate available universal screening tools for students and identify and implement the selected tool in Indiana schools. Universal screenings are preventive tools that use evidence-based methodology to identify individual students, particularly those who internalize emotions and those who need extra support in the area of mental health. This could be a student who is struggling socially, emotionally, or behaviorally. After a screening is completed, a support team that could include administrators, counselors, psychologists, social workers, special education staff, and teachers would meet regularly with schools to implement a multi-tiered approach of providing support and services, regardless of a family's ability to pay.

RECOMMENDATION #2:
DIRECT FSSA TO PROVIDE MORE TRAINING TO EDUCATORS ON MENTAL HEALTH RISK FACTOR RECOGNITION; DIRECT SCHOOLS TO IMPLEMENT THE MENTAL HEALTH FIRST AID PROGRAM AND REPORT THE PROGRESS (VIA A SHARED REPORT) TO FSSA AND DOE.

In 2015, House Enrolled Act (HEA) No. 1269, now codified in Ind. Code 11-10-3, acknowledged the value of and identified the need to implement a statewide Mental Health First Aid Training program. The legislation directed FSSA to develop a program to satisfy the following requirements:

1. Train individuals to recognize the risk factors and signs of mental health problems or crises in children and young adults, including signs that a child or young adult may be considering suicide
2. Train individuals to guide children and young adults who exhibit signs of a mental health problem or crisis to appropriate behavioral health services
3. Train individuals to not label children who are at risk or show signs of mental health problems in a manner that would stigmatize the child
4. Provide training for individuals who will be instructors in the Mental Health First Aid training program (see below)
5. Make the Mental Health First Aid training program available to licensed teachers, school counselors, emergency medical service providers, law enforcement officers, and leaders of community faith organizations

Unfortunately, the 2015 legislation made the implementation of the program contingent on the availability of funding. The working group recommends increasing funding to increase the implementation of Mental Health First Aid in schools.

[1] https://iga.in.gov/legislative/2015/bills/house/1269#document-ef4c65a0

Even with limited available resources, the Mental Health First Aid Program was successfully implemented and utilized during Indiana's East Chicago lead contamination response in Spring 2018. All first responders were trained to not only handle the crisis as it related to contaminated soil, but they received specialized training to manage the mental health crises associated with Hoosiers being evacuated from their homes, relocated, and learning of the potential health risks associated to their exposure to the contaminates.

An investment in training is required, with the goal of broadening the capabilities of the program to meet the needs of individuals following a youth trauma event. Leaders will be identified and should include the following individuals and organizations: teachers, school administrators, coaches, law enforcement, first responders, emergency management, and state lawmakers. Using a "train the trainer" model is fiscally conservative and will allow the value and impact of the program to expand quickly across Indiana schools.

Mental Health First Aid is a national, adult public education program that teaches the skills necessary to respond to signs of mental illness and substance use. It is designed to improve participants' knowledge and modify their attitudes and perceptions about mental health and related issues, including how to respond to individuals who are experiencing one or more acute mental health crises (e.g., suicidal thoughts and/or behavior, acute stress reaction, panic attacks, and/or acute psychotic behavior) or are in the early stages of one or more chronic mental health problems (e.g., depression, anxiety, and/or psychotic disorders, which may occur with substance abuse). The program helps participants to not only gain confidence in their capacity to approach and offer assistance to others but also to improve their personal mental health. After completing the course and passing an examination, participants are certified for three years as a Mental Health First Aid provider.

Across all studies of the Mental Health First Aid program, positive effects and highly statistically significant results have been found, including increased mental health knowledge, decreased stigmatizing attitudes, increased confidence to offer help to someone with a mental health problem, and increased help-providing behaviors.[2]

RECOMMENDATION #3:
REQUIRE SCHOOLS TO PROVIDE A BASELINE LEVEL OF PROFESSIONAL MENTAL HEALTH SUPPORT TO STUDENTS AND FAMILIES THROUGH COMMUNITY MENTAL HEALTH CENTERS (CMHC) OR PROVIDERS.

Currently in Indiana, it is estimated that only 60 to 70 percent of schools provide access to mental health services to students, typically via contractual arrangements with a local community mental health center or other service provider. In addition, there is significant variation in the level of service provided and in which schools services are available. The working group recommends every school be required to provide at least a baseline level of mental health support to students and families through a CMHC or provider. Indiana should strive to ensure mental health services are accessible by every student in every Indiana school. This does not mean every school needs to have a mental health professional in the school building at all times. Rather, the goal is simply to require a mental health presence in every school

[2] https://www.nimh.nih.gov/funding/grant-writing-and-application-process/concept-clearances/2015/improving-outcomes-associated-with-mental-health-first-aid.shtml

corporation, whether it be through a mental health service coordinator, on-campus assessment team, streamlined referral program, telehealth service, or a combination or variation of the aforementioned —all programs that could be implemented through the support of the FSSA.

The school and mental health provider must collaborate on a shared goal of identifying, intervening, and responding to any signs of mental health distress among students and staff. This relationship should be formalized and provide a comprehensive strategy that focuses on connecting schools to CMHCs, identifying students displaying at-risk behavior, providing interventions prior to crisis level, and sustaining and continuing programs that demonstrate positive results.

Examples of four key areas for immediate collaboration are:

1. Creating resource mapping and the establishment of an integrated referral system
2. Providing staff development with respect to pre-referral interventions
3. Creating guidelines that protect confidentiality, while still allowing for productive communication between the family and school staff
4. Teaming with the family and key school and community staff to enhance resource use

Recent Maryland legislation can serve as a sound guide. In 2018, the Maryland legislature passed SB1265, known as the Safe to Learn Act.[3] The law requires by September 1, 2018, each local school system appoint a mental health services coordinator to oversee existing mental health services and referral procedures with the local school system. Working with state-approved providers, the coordinator would 1) ensure a referred student receives the necessary mental health services; 2) maximize external funding for mental health and wrap-around services; and 3) develop plans for delivering behavior health services to students who exhibit concerning behavior.

Maryland also requires schools to develop assessment teams to regularly evaluate students and intervene if an individual exhibits behavior that may pose a risk of crisis behavior for themselves or others. Finally, Maryland school systems are required to create standards for referring the individual for evaluation, services, or treatment when appropriate and to share relevant information with the proper authorities. While Maryland's approach is not the only model in this regard, the working group considers it to be an ideal option because it provides a comprehensive approach to school safety by marrying behavioral assessment teams with model policies and training curriculum for schools.

RECOMMENDATION #4:
DIRECT FSSA TO LEAD A STATEWIDE MENTAL HEALTH PROGRAMMING INITIATIVE TO PROVIDE SUPPLEMENTAL, EVIDENCE-BASED, PREVENTATIVE PROGRAMMING TO STUDENTS IN SCHOOLS.

Indiana lacks a robust, government-sponsored and endorsed mental health program. While schools and local communities will always maintain the ability to develop and implement their own solutions and programs based on their needs and the availability of resources in their community, the working group recommends FSSA be directed to lead a statewide mental health initiative with the goal of being a

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[3] https://www.mabe.org/wp-content/uploads/2018/05/2018-Safe-to-Learn-Act-Summary-5.2.18.pdf

significant pillar of support for those schools in need of resources or guidance. In order to implement this recommendation on an individual and customizable basis, the following actions at the state level would need to occur:

1. Create an inter-organizational position (titled State Chief Resilience Officer) responsible for cognitive resilience and toxic stress resistance of Indiana citizens. This position serves as a Senior Collaborator and advocate for maintaining the ground level efforts of program directors within various organizations to ensure minimal redundancy and siloing of activities. Indiana currently has a State Mental Health Disaster Program Director, but a new position focusing on a larger-body approach to prevention and resilience in schools, rather than post-trauma care, is necessary.
2. Establish a Violence Prevention Director (internal/external) position responsible for managing an interdisciplinary work group that can provide recommendations, technical assistance, and policy templates to local communities, organizations, governments, and schools.
3. Additional funding to FSSA to increase resources, staffing, and access to effectively train, manage, and implement effective mental health programming statewide.

If this recommendation is implemented, FSSA will promote supplemental programs and provide technical assistance for schools to implement and report data in partnership with the DOE. Rather than promote a singular program, FSSA would prioritize utilization based on each school's needs and available resources, as each program provides unique and valuable resources to students, teachers, administrators, and/or SROs. Examples of potential programs include:

1. **Cure the Violence Health Model:** The Cure the Violence Health model uses epidemic control methods to reduce violence.[4] It touts its ability to train carefully selected members of the community or trusted insiders to anticipate where violence may occur and intervene before it erupts. The model has demonstrated exceptional success in Chicago, Baltimore, and Philadelphia. A significant pool of data already exist for the new model for addressing violence. In all implementations, violence was reduced by 41 percent to 73 percent.
2. **Peer Driven and Trauma-Informed Approach:** According to SAMHSA, a program, organization, or system that is peer driven and trauma-informed produces the following system-wide benefits:
   a. Realizes the widespread impact of trauma and understands potential paths for recovery
   b. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system
   c. Responds by fully integrating knowledge about trauma into policies, procedures, and practices
   d. Seeks to actively resist re-traumatization
3. **Project AWARE (Advancing Wellness and Resilience in Education):** Project AWARE helps state and local education agencies do the following:
   a. Increase awareness of mental health issues among school-age youth
   b. Train educators and other youth-serving adults to detect and respond to mental health issues
   c. Connect children, youth and families who may experience behavioral health issues with appropriate services
4. **Peer Mentor Program:** Older children are trained to help younger children. Some successful programs include peer-to-peer services designed to promote skills for coping with and managing mental health symptoms as well as developing a network of information and support from others who have been through similar experiences.

[4] http://cureviolence.org/results/scientific-evaluations/

RECOMMENDATION #5:
ENDORSE PsySTART AS THE PREFERRED MENTAL HEALTH EMERGENCY RESPONSE MODEL AND TRAIN COMMUNITIES TO USE PsySTART IN EMERGENCIES.

In an emergency event, the need to respond quickly and with the right level of resource is paramount for the emergent situation and the subsequent follow up. Currently, the state offers various mental health resources in the event of a crisis, but there exists no central coordinating agency or preferred model.

The working group recommends Indiana endorse PsySTART® Rapid Triage Incident Management System (PsySTART) as the preferred mental health response model and train communities to use it in emergencies. FSSA should be properly funded and empowered to provide necessary training to schools and communities for full program implementation.

PsySTART is an evidence-based mental health response system where information collected is used to triage those affected, allowing them to receive the appropriate services. It also presents mental health and incident management education to people who are not mental health providers. This program is already funded by FSSA and used in some areas of the state; however, it currently is not utilized as a standard response mechanism. This is an existing service that stands ready to help Hoosier students immediately. It is important to note that the PsySTART model is currently successfully utilized by FSSA, but on a limited scale.

Streamlining the state's rapid mental health response teams can be done through the inclusion of CMHC Resilience Emotional Support Teams (REST). CMHC REST teams create a modular and scalable resilience system of care that is trauma-informed.

REST provides the following:

1. Psychological first-aid
2. PsySTART® Rapid Triage Incident Management System
3. Anticipate, Plan, Deter Responder Resilience training and support
4. Referral of impacted individuals to local resources for ongoing psychiatric or psychological treatment
5. Stress management and support
6. Early evidence-based psychological intervention
   a. Pre-event stigma reduction and resilience training
   b. Engagement with the local emergency managers, public safety, and public health officials
   c. Communicate directly with FSSA about activities
   d. Produce After Action Reports (AAR) after every deployment
   e. Provide just-in-time trainings to larger the student community to expand force capacity

REST, which would include PsySTART as the state's preferred mental health emergency response model, is descriptive and not prescriptive, which allows for local communities to develop teams that best meet their needs and function within their existing systems. The result should be full integration of an evidence-based turnkey disaster mental health and addiction resilience system that is data driven and transdisciplinary.

RECOMMENDATION #6:
IMPLEMENT AND REQUIRE THE CDC YOUTH RISK BEHAVIOR SURVEILLANCE SYSTEM (YRBSS) AS THE SINGULAR RISK BEHAVIOR SURVEILLANCE TOOL IN INDIANA HIGH SCHOOLS.

The working group recommends the state embrace the Youth Risk Based Surveillance System (YRBSS) as the singular, most comprehensive risk behavior surveillance tool in Indiana high schools and initiate mandatory participation in a biannual survey, with the added Adverse Childhood Experience (ACE) module as a tool to monitor children who may be at risk for potential problems.

According to the Centers for Disease Control and Prevention (CDC), negative or adverse childhood experiences have a significant impact on the risk that youth may perpetrate violence on themselves or their peers. CDC, via the ISDH, currently offers the YRBSS, a free student survey, to be conducted in Indiana schools every two years. The survey aggregates data and assesses the extent to which youth grades 9 through 12 are bullied, bring a weapon to school, have been sexually harassed or assaulted, and have considered or attempted suicide. In short, this tool would assess the impact of the recommendations listed above on a universal level rather than at the individual (student) level.

Although this valuable assessment is currently offered to schools every two years, it is offered on an opt-in basis and very few schools choose to participate. YRBSS aggregates data that allows the assessment of programs and interventions over a large population. It will allow Indiana schools to compare themselves with other states and across multiple demographic factors. The YRBSS survey helps determine the prevalence of important health behaviors and assess whether these behaviors increase, decrease, or stay the same over time. The comparison of data to national, state, and local data also will help inform the holistic prevention and intervention methods previously mentioned. Educational and health agencies and nongovernmental organizations, in collaboration with community agencies, school boards, parents, and youth, use YRBSS data to identify and describe risk behaviors and implement informed responses. These can include creating awareness, supplementing staff development, setting and monitoring program goals, developing health education programs, supporting health-related legislation, and seeking funding.

Specifics of the YRBSS:

1. Monitors six categories of health related behaviors that contribute to the leading causes of death and disability among youth.
2. Conducted February to May each odd year. Schools are chosen randomly, grades 9-12.
    a. In the past, Indiana has offered $500 to encourage participation. Data in 2017 did not include enough school participation; thus, the State has not collected weighted data since 2015.
3. Every student has the opportunity to opt out, and local parental permission procedures are followed.
4. YRBSS procedures are designed to protect student privacy by allowing anonymous participation. Students complete the anonymous, self -administered questionnaire during one class period and record their responses on a computer scannable booklet or answer sheet. The survey takes approximately 10 minutes for instruction and 35 minutes to complete.

EQUIPMENT, TECHNOLOGY, TOOLS AND TRAINING

Indiana's Secured School Fund has provided more than $53 million to schools since 2014, and the majority of those funds have supported SROs or equipment related to safety: cameras, alarms, bulletproof glass, hardened doors, etc. Building codes have evolved as innovative equipment has become available, and technology continues to enhance school safety in a variety of ways. These resources, along with continued and collaborative training programs, are invaluable in protecting schools.

The following recommendations identify opportunities to improve or create new technology and resources to put into the hands of teachers, administrators, law enforcement, and others – all designed to improve the level of communication, information sharing, and collaborative training between law enforcement, first responders, and school districts to ensure readiness should schools face an increased threat or incident.

RECOMMENDATION #7:
ENHANCE TECHNOLOGY RELATED TO SCHOOL SAFETY BY INVESTING IN THE DEVELOPMENT OF A SCHOOL SAFETY TECHNOLOGY SITE OR "INDIANA SCHOOL SAFETY HUB."

Violence in schools negatively affects students and the culture and performance of the school. Using the proper technology to streamline communication may help educators prevent and respond to school violence faster and more effectively.

It is recommended that Indiana enhance technology capabilities related to school safety by investing in the development of a school safety technology site or "Indiana School Safety Hub." A centralized online repository of resources, programs, and contacts would greatly enhance consistency and expectations for information sharing and safety training across the state.

This Indiana School Safety Hub could be a software application or website that connects schools to resources such as the following:

• Mass notification capabilities (mobile technology)
• Platform for SRO information sharing and reporting
• Access to the statewide tip line for school threats and a process for sharing relevant information
• Virtual training and continuing education/training
• School resiliency and visitor programs to track and monitor visitors
• Access to school safety plans and building schematics/floor plans to public safety entities
• Access to any additional, school-related resources
• Seamless integration with current emergency response communication platforms (ie. WebEOC)

Many of these resources exist in some form; however, they are not collected in or available through any central repository nor are they easily accessible by schools and other agencies. A comprehensive approach to development and sustainment through collaborative discussion and training does not exist at this time. While a financial commitment is required to design, implement, and maintain this type of system, a "one-stop shop" approach to providing resources, training, and technological capabilities to schools could make Indiana a leader in school safety.

RECOMMENDATION #8:
DIRECT THE INTEGRATED PUBLIC SAFETY COMMISSION (IPSC) TO DEVELOP A SELF-EVALUATION TOOL FOR SCHOOLS TO DETERMINE THE CURRENT POSTURE OF THEIR COMMUNICATION CAPABILITIES.

The inability of state and local public safety agencies to reliably communicate directly with schools poses a significant risk to school safety and homeland security. We recommend the Integrated Public Safety Commission (IPSC) work with other state agencies and local public safety agencies to develop a self-evaluation tool for schools to utilize to determine current posture of their communication capabilities. IPSC, Indiana State Police (ISP), IDHS, and other relevant parties should partner on an educational campaign to promote self-evaluation of current communication resources and practices in schools to ensure that communications equipment, procedures, and systems can operate together during a response. To conduct an assessment, schools should work with local first responders, 911 dispatch centers, and emergency management officials to create a crisis communication plan that includes telephone, radio, and data communication elements.

RECOMMENDATION #9:
INCORPORATE SCHOOL SAFETY AND RISK FACTOR RECOGNITION TRAINING INTO NEW TEACHER TRAINING PROGRAMS.

It is recommended that the DOE, the Indiana Commission for Higher Education, and the ISP partner with teacher training programs to ensure all new teachers are provided the fundamentals of school safety, including effective active shooter response training. This training can be embedded in an existing course or through an online module. Funding for the training could be covered through current programs such as DOE's Safety Academy and the ISP resources. This program would bring about a culture shift in the way newly trained educators understand school safety. Teachers who are currently in the classroom could receive training through an online module that is provided through DOE with assistance from the Commission and the ISP.

RECOMMENDATION #10:
INITIATE THE DEVELOPMENT AND USE OF AN ANONYMOUS, STATEWIDE REPORTING TIP LINE.

In school districts across the nation, tip lines have been established so individuals can anonymously report a crime, suspicious activity, acts of violence, drug activity, a student in danger, or any other situation that might present a threat to school safety. The tip lines can be accessed 24 hours a day, seven days a week, 365 days a year without the fear of retaliation.

We recommend the Indiana Fusion Center, operated by the ISP, work with the DOE, to promote the existing "See Something, Say Something" tip line that would be accessible by phone or other electronic communications. It also is recommended that an application be adopted to facilitate electronic threat reporting. This will augment the "Bullying Tip Line" and reporting requirements already utilized by the DOE. By exploring a statewide school tip line, it would be easier to market, socialize, publicize, and share information across school districts and communities.

RECOMMENDATION #11:
ENSURE THE STATE FIRE MARSHAL PROVIDES ADDITIONAL GUIDANCE TO ASSIST SCHOOLS WITH PREPARING FOR MODERN-DAY THREATS WHILE REMAINING IN COMPLIANCE WITH CODE.

In consultation with the State Fire Marshal, we recommend the following with respect to options that are presently available to school administrators, teachers, and students:

- Utilize a fire alarm panel that includes the option for Positive Fire Alarm Sequence. Positive Fire Alarm Sequence provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.
- Replace classroom door hardware to ensure fire and building code compliance. The door must lock from the inside and not restrict exiting or egress from the classroom or building. This could reduce the number of non-compliant tactics being used (such as magnets) to allow easier re-entry access by students during class time.
- Use protective film on classroom door windows to allow students and teachers to see outside the classroom but not allow an individual to see into the classroom.
- Schools may consider the removal of fire alarm pull stations as long as the removal is in compliance with building and fire codes. Fire alarm pull stations have been used to lure teachers and students out of classrooms and into the open during an active shooter incident.

POLICY OR LEGISLATIVE CONSIDERATIONS

In order to address training requirements and fully realize the value of increased preparedness, the working group identified some areas that may require a change or clarification to an existing statute. Privacy protections as they exist currently make it difficult for the courts, schools, and child welfare and other agencies to share relevant information with one another. These nuances create challenges for educators to be fully informed and limit the necessary resources available to them to intervene, when appropriate. Legislative changes could clarify recently adopted legislation, which was designed to protect students from violence once a fire alarm is activated. The current language of the law does not specifically provide for the opportunity to train to such an incident.

Indiana remains a leader in school safety because of the strong and continued support from the General Assembly and Governor Holcomb. However, the working group recognizes opportunities to continually improve and evolve to stay ahead of emerging threats. The following recommendations identify areas for consideration by state policy makers as they explore the future of school safety in Indiana.
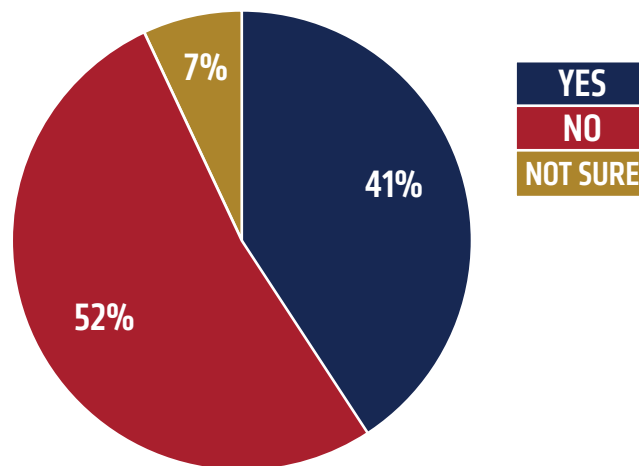
RECOMMENDATION #12:
AMEND INDIANA CODE TO REQUIRE ACTIVE SHOOTER DRILLS IN EVERY SCHOOL.

Keeping schools safe requires a coordinated response from the entire community. It is recommended all schools be required to conduct joint drills and exercises on a regular basis and include the participation of all relevant stakeholders, including law enforcement, public safety officials, emergency management and first responders, school staff, and students. Specifically, we recommend amending Ind. Code 20-34-3-20 to require that each school conduct at least one active shooter drill per year as part of their two required annual manmade drills. It is suggested that the active shooter drill be conducted in the first semester, within 45 days of the start of school. This would not be an additional drilling requirement, rather we are just recommending that at least one of the two currently-required drills be an active shooter scenario.

We encourage schools to drill jointly with law enforcement, EMS/fire, and other first responders. To assist schools in engaging in effective drills and exercises, we propose Indiana counties to explore the implementation of the Rescue Task Force (RTF) model, supported by the International Public Safety Association, or a model similar. A best practices guide can be accessed here. More districts are following the RTF or similar model, but a requirement or incentive for schools to train and exercise on a regular basis is necessary to ensure the highest level of preparedness and responsiveness.

In May 2018, the Indiana Department of Homeland Security surveyed 424 first responders (not law enforcement) from across Indiana about their involvement in school safety planning.

As a first responder, have you or your agency been involved in the formulation of a comprehensive school safety plan for your local school districts?

If yes, does your county hold regular joint trainings/exercises to stay current and prepared for an emergency?
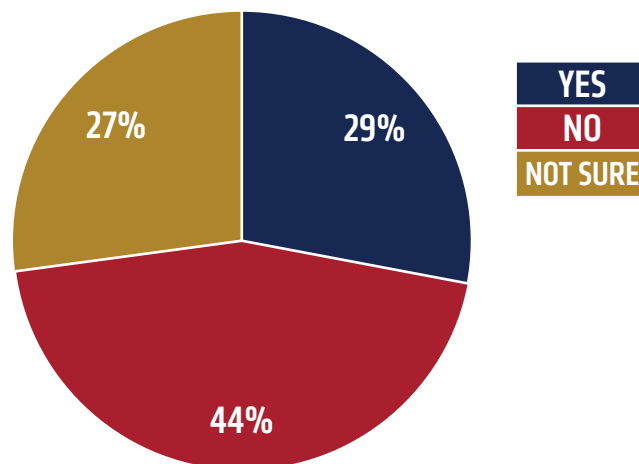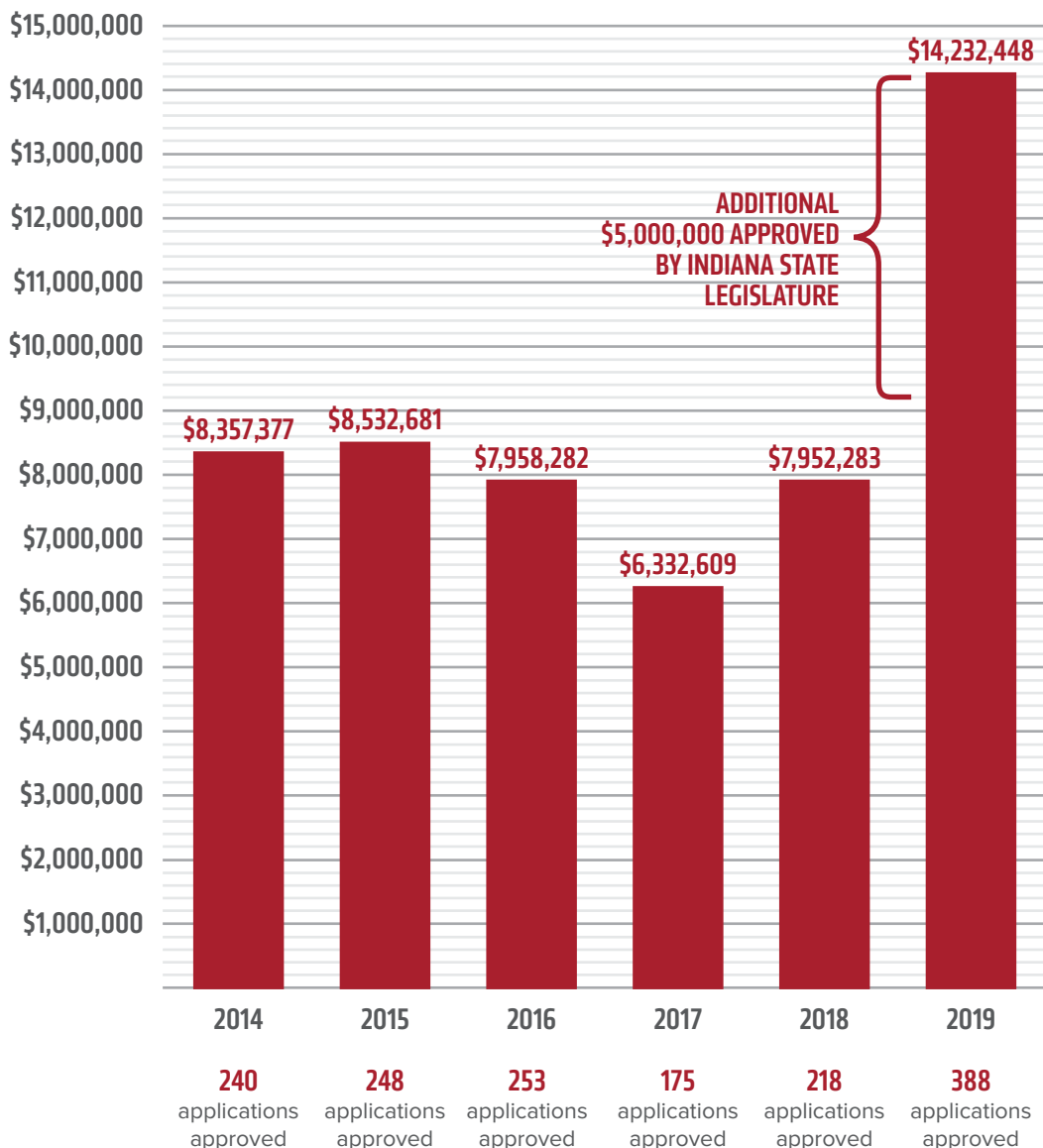
RECOMMENDATION #13:
ASSURE THE OVERALL SUSTAINABILITY FOR FUNDING FOR SCHOOL SAFETY GRANTS.

A sustainable fiscal approach to the funding of the Secured School Fund is critical in order to implement several of the recommendations included in this report in addition to maintaining the level of support afforded to schools through the fund in FY19. To maintain this high level of support, it is recommended that the funding be increased to $15 million annually.

The Indiana Secured School Fund was created in 2013 and was codified by Ind. Code 10-21. The legislation established a grant fund to enhance safety in Indiana schools. The grant program is a dedicated state fund that provides matching grants to school corporations, accredited non-public (i.e. private) schools, charter schools, and coalitions of school corporations. Grant funds can be used to employ an SRO, purchase equipment and technology that restricts access to school property and/or expedites notifications to local law enforcement and first responders, and/or conduct a threat assessment.

Year	Amount	Applications approved
2014	$8,357,377	240 applications approved
2015	$8,532,681	248 applications approved
2016	$7,958,282	253 applications approved
2017	$6,332,609	175 applications approved
2018	$7,952,283	218 applications approved
2019	$14,232,448	388 applications approved

ADDITIONAL $5,000,000 APPROVED BY INDIANA STATE LEGISLATURE

RECOMMENDATION #14:
REVISE THE CURRENT MATCH REQUIREMENT AND AWARD FORMULA OF THE SECURED SCHOOL FUND WITH THE GOAL OF EXPANDING ACCESSIBILITY TO ALL SCHOOLS; BETTER DEFINE AND PROMOTE THE AVAILABILITY OF DONATIONS OR MATCHING OPTIONS.

Through the grant program, schools with an average daily membership of 1,000 students are eligible for $50,000. Any school with fewer than 1,000 students is eligible for $35,000. Through feedback received by the Secured School Safety Board, we know that many schools are unable to apply for grant funding due to their inability to obtain enough funds to meet the match requirements.

We recommend a review of the current match requirement or formula to expand accessibility to all schools and better define and promote the availability of donations or matching options. The state may consider using the 1A-6A Indiana High School Athletic Association model as a guide when structuring a tiered funding model, to relate to the average daily membership of the school system.

In addition, we suggest the legislature consider a more tiered approach to the funding mechanism, perhaps waiving the match requirement for the first year of participation in the program.

RECOMMENDATION #15:
BROADEN THE SCOPE OF ELIGIBLE PROJECTS UNDER SECURED SCHOOL FUND; AMEND IND. CODE 10-21 TO ALLOW FOR THE EMPLOYMENT OF EITHER AN SRO OR LAW ENFORCEMENT OFFICER.

It is recommended the state expand the legislative parameters controlling how schools can spend grant funds. Over the course of the past five years, IDHS and the Indiana Criminal Justice Institute (ICJI) have seen a number of valuable projects that would further safety and security in school buildings submitted as part of applications for funding. However, the agencies were unable to financially support those programs or initiatives because they fell outside the scope of the grant funding prescribed by Ind. Code 10-21.

It is recommended that Ind. Code 10-21 be amended to allow for the employment of either an SRO or law enforcement officer. Currently, the grant funds can only be used to emply an SRO. We suggest broadening the allowable spending to include law enforcement officers without the 40-hour SRO training. In many areas of rural Indiana, the local law enforcement departments do not have the fiscal ability or manpower to send multiple staff members to the 40-hour SRO training. Without the SRO certification, the local school is unable to fund a law enforcement presence in their school through the Secured School Fund due to the legislative eligibility requirements. In many cases, this leaves the school without any type of law enforcement presence – a valuable resource proven to deter violence in schools.

Specifically the language change would be as follows: "... a school corporation or charter school (or a coalition of schools) may employ a school resource officer or enter into a contract or a memorandum of understanding with a
   a. local law enforcement agency;
   b. private entity; or
   c. nonprofit corporation

   to employ a school resource officer **or law enforcement officer without the SRO certification.**"

RECOMMENDATION #16:
CONSOLIDATE FUNDING SOURCES FOR SCHOOL SAFETY GRANTS.

The Secured School Fund is not the only state-funded resource for schools. Indiana schools may apply for school safety-related grants through two separate state agencies – IDHS and ICJI. In many ways, the intents and uses of the various funding streams overlap or relate. For example, both agencies offer schools a mechanism for funding an SRO program; however, the grant application processes are different from one another and have unique compliance characteristics. The working group suggests Indiana streamline all available school safety grants into a single funding source managed by Secured School Safety Board. While it would exclude SafeHaven, which will continue to be managed by ICJI, we recommend directing all applications for SRO funding be directed to and processed through the grant program.

RECOMMENDATION #17:
REQUIRE SCHOOLS TO CONDUCT A THREAT ASSESSMENT BY JUNE 30, 2021.

It is recommended schools be required to conduct a threat assessment by December 31, 2021. Funding is available for schools to accomplish this through the Secured School Fund. Of the more than $53 million invested in school safety through the Secured School Fund, less than $750,000 has been used by schools to perform threat assessments. While there are many variations of threat assessments, all add value to school safety, security, and preparedness and should be utilized more in Indiana schools.

The DOE has many resources available currently to schools, but it is recommended the state take a more active role in the safety of schools by requiring the use of the tools that can guide decision-making based on actual data and known gaps in security. Performing a threat assessment will provide schools with this data and can be used by the state to assist with funding decisions as well.

RECOMMENDATION #18:
DIRECT LEGISLATIVE CHANGES TO SUPPORT SHARING OF DATA BETWEEN VARIOUS ORGANIZATIONS.

Schools must have up-to-date and accurate information about their students. We recommend the State direct and support legislative changes to add transparency and support sharing of data between state agencies, law enforcement, first responders, school administrators, health care/mental health providers, Department of Child Services, the juvenile justice system, and parents/guardians. If an at-risk student transfers to a new school district, there must be a process to share information on any problems he or she had at the previous school and an evaluation of how closely he or she should be monitored.

Thus, it is recommended the state identify opportunities to expand information sharing within the interpretation of HIPAA and FERPA guidelines to allow sharing of critical information with agencies that have jurisdiction over programs that can be beneficial to Hoosier children. These can include, but are not limited to, the improved sharing of information and data from school to school and the court system to the schools.

Ind. Code 31-41-1-2 addresses sharing of information between various agencies; however, the focus was on serving dual status youth (juvenile justice system and Child Family Services). To date, some data mapping and sharing has occurred because of the work completed by the Management Performance Hub to execute data sharing agreements with different state agencies to access specific, de-identified data elements. But, it is not enough—this recommendation seeks to broaden the scope of data sharing to incorporate additional state agencies. The creation of the Indiana School Safety Hub would encourage the sharing of this type of data between all relevant stakeholders.

Other states such as Arkansas, Michigan, Missouri, New York, North Carolina, Oklahoma, Pennsylvania, and Rhode Island have data sharing agreements and broader policies. As a good example, the Missouri Safe Schools Act[5] attempts to standardize the response of school districts across the state to acts of violence committed by students by requiring the creation of an information system for juveniles that would be available to courts, social services, mental health, health, and elementary and secondary education. All information would be subject to the same confidentiality requirements imposed by the entity or department that collects the relevant information. However, schools will be notified by the courts if a student commits a broad range of acts, which if committed by an adult, would be a misdemeanor or felony offense. In turn, schools notify the courts system when a serious disciplinary event occurs, such as an expulsion or suspension for 10 days or longer. The school superintendent is allowed to consult the court and other state agencies when appropriate regarding students. As another element of the Safe Schools Act, information regarding discipline at one school district is shared with another school district in the event of a transfer.

[5] http://revisor.mo.gov/main/OneSection.aspx?section=210.865&bid=11441&hl=210.865%u2044

APPENDICES
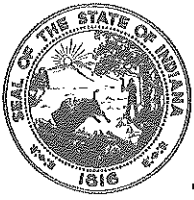
GOVERNOR'S LETTER

March 9, 2018

House and Senate Leaders:

Thank you for your recent involvement to take a close look at our state's programs and procedures that contribute to school safety. Immediately following the horrific events in Florida earlier last month, I started to take my own top-to-bottom look at the scope of Indiana's programs and solicited advice from our state's experts to determine how we can improve in the area of prevention and response.

Most recently, I convened executive branch agency leaders and asked them to share their agency's role in school safety and to gather potential recommendations for improvement. There were a few key takeaways worth sharing.

First, we should be proud of the training administered through the Department of Education to provide certified school safety specialists in each school corporation. In fact, this training has exceeded expectations and we now have approximately 2,400 active certified school safety specialists statewide. Currently, Indiana is one of two states in the nation that requires a safety specialist in every school corporation and a regularly updated school safety plan.

Second, each year the General Assembly appropriates over $10 million toward school safety. These funds may be used to tailor the needs of each school or school corporation through matching grants. I have also learned that a significant portion of the appropriation is used for School Resource Officers (SROs) every year.

Lastly, Indiana's statewide collaboration on school safety among law enforcement, educators, and our health partners is commendable. And with your continued partnership, it is my hope that we can capitalize on this collaboration to propel our state to institute improvements.

Therefore, I request that you authorize an additional $5 million to the Indiana Secured School Fund. The most recent round of grant applications exceeded the appropriation by $3.5 million. This increase will allow us to not only increase the state match for the Indiana Secured School Safety Fund Grants but also expand the uses for Secured School Safety Funds.

In addition to all the work Attorney General Curtis Hill has initiated to educate prosecutors and law enforcement on the state's red flag statute, I am also directing State Police Superintendent Doug Carter to immediately provide their Red Flag Statute curriculum to all local law enforcement agencies in Indiana.

Superintendent of Public Instruction Dr. Jennifer McCormick leads our state efforts to ensure our school safety plans are well-defined, practiced, and continuously updated. So, I will ask Indiana Homeland Security Director Bryan Langley in collaboration with David Woodward, Indiana Department of Education's Director of School Building Physical Security & Safety, to assemble a team to develop a comprehensive set of recommendations by August 1, 2018 to help prepare all schools for today's unique threats.

I hope we can have the opportunity to discuss these ideas and others at your earliest convenience. There is no time to waste.

Sincerely,

Eric Holcomb

Governor Eric J. Holcomb

cc: Representative Tim Brown, Senator Ryan Mishler

DOE SCHOOL SAFETY REQUIREMENTS AND SUGGESTED PRACTICES

SCHOOL SAFETY REQUIREMENTS AND BEST PRACTICES

This document provides an outline of legal requirements and suggested practices for Indiana schools and is a collaborative product of the Indiana Department of Education, the Indiana Department of Homeland Security and the Indiana Secured School Safety Board. The checklist provided is intended to provide your school with information and guidance to ensure that school emergency preparedness plans are meeting the requirements of Indiana Administrative Code and Indiana Code. Suggested practices are also provided to promote school safety plans in Indiana that are above and beyond the legal requirements.

This guide was created to assist school officials in their quest to examine their safety practices and procedures in an attempt to better serve their student populations. It is therefore incumbent upon these school officials and their local community partners to consider this guidance and determine what they believe is critical to address when considering emergency preparedness issues. This guidance document will be most beneficial when the end user has utilized it to create a safer learning environment and provided training to ensure a well-prepared staff and student body.

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SECTION 1:

LEGAL REQUIREMENTS FOR INDIANA SCHOOLS

Each section listed below is a school safety requirement per Indiana Code or Board of Education Rule. Each section of legal requirements will be supplemented with suggested practices for schools to consider that would further efforts to promote school safety.

School Safety Specialist Training IC 5-2-10.1-9

Each school corporation shall designate an individual to receive school safety specialist certification from the Indiana Department of Education. This individual shall coordinate school safety plans and act as a resource for the school corporation on issues related to safety and security. This safety specialist has access to additional resources to augment the basic guidance provided within this document.

Emergency Preparedness Plan Requirements Per Board Of Education Rule 511 IAC 6.1-2-2.5

Each school corporation, in consultation with local public safety agencies, must develop a written emergency preparedness plan for the school corporation and each school in the corporation. Within 60 days of the beginning of each school year, the local superintendent shall certify to the Indiana Department of Education that the plans have been reviewed and revised. The bold print items below are those required by Board of Education Rule.

1. **PLAN DEVELOPED IN CONSULTATION WITH LOCAL PUBLIC SAFETY AGENCIES**
    a. Suggested Practices
        i. Local law enforcement and fire agencies should have input on the safety plan. First responders to your buildings should know your protocols and have input regarding how these protocols will impact their response.
        ii. Move to have corporation and building plans approved by the school board in executive session. Safety plans are not subject to public disclosure.

2. **APPROPRIATE WARNING SYSTEMS**
    a. Suggested Practices
        i. Fire alarm and sprinkler system should be tested annually.
        ii. Public address system should be tested. Be aware of dead spots in the building where the P/A may not be audible.
        iii. Use public address system for areas outside of school (playgrounds, arrival/departure areas).
        iv. Enable public address system access from all rooms when able. This allows all staff who receive training to access the public address system and call a lockdown when necessary.
        v. Supply radios for any staff that take students outside to enable two-way communication.
        vi. Use plain language to notify staff/students of safety event. Codes will likely cause confusion and inaction.

3. **PROCEDURES FOR NOTIFYING OTHER AGENCIES AND ORGANIZATIONS**
    a. Suggested Practices
        i. Enable any and all staff to notify 911 during an emergency, then immediately notify the front office.
        ii. Enable any and all staff to call lockdown.
        iii. Post important Information on classroom phones including specific directions to call 911, school address, room number where the phone is located.

4. **POSTING OF EVACUATION ROUTES**
    a. Suggested Practices
        i. Include primary and secondary shelter locations for severe weather.
        ii. In addition to classrooms, post this information in all general assembly rooms and conference rooms.

5. **EMERGENCY PREPAREDNESS INSTRUCTION FOR STAFF AND STUDENTS**
    a. Suggested Practices
        i. Staff must be trained regarding their position specific responses during a crisis.
        ii. Cross-train crisis team members and outline secondary team members to cover when primary staff are out of the building.
        iii. Document that all emergency preparedness policies and procedures have been reviewed by staff. Have staff sign off on their understanding of policies/procedures.
        iv. Enact procedure to inform substitutes of emergency procedures.
        v. Use quick reference guides or flipcharts.
        vi. Encourage staff to be aware of the closest AED, fire pull station, exterior door number, and severe weather shelter in relation to their classroom.

6. **PUBLIC INFORMATION PROCEDURES**
    a. Suggested Practice
        i. Use sample media releases to establish appropriate messaging during a crisis.
        ii. Utilize social media to convey accurate messaging. In the absence of accurate messaging from the school and first responders, inaccurate messaging from community may exacerbate the existing crisis.
        iii. Establish a pre-determined media staging area away from the crisis and students.
        iv. Identify a spokesperson for the corporation.

Specific Emergency Preparedness Response Protocols Required By Board of Education Rule 511 IAC 6.1-2-2.5

The bold printed items below are specific crisis response protocols that are required by the Board of Education Rule for emergency preparedness.

1. **FIRE**
    a. Suggested Practices
        i. Evacuation routes reviewed with local fire department.

ii. Suggest specific staff receive fire extinguisher training.

iii. Invite the local fire department to participate in at least one drill yearly.

2. **NATURAL DISASTERS/ADVERSE WEATHER**
   a. Suggested Practice
      i. Identify tornado safe zones with architect or structural engineer.
         https://www.doe.in.gov/safety/tornado-preparedness
      ii. Identify tornado protocols with bus drivers; including possible structurally safe areas along bus route if it is necessary to take shelter.
      iii. Earthquake specific protocols. Participate in the annual "Great Shakeout Drill."
         https://www.doe.in.gov/safety/school-emergency-preparedness

3. **NUCLEAR CONTAMINATION**
   a. Suggested Practice
      i. Establish a shelter in place and /or offsite evacuation protocol.

4. **EXPOSURE TO CHEMICALS**
   a. Suggested Practice
      i. Establish protocols for chemical release/spill inside the building
      ii. Establish protocols for shelter in place or evacuation due to chemical spill outside of the building.

5. **MANMADE OCCURRENCES**
   a. Suggested Practices
      i. Incorporate two levels of lockdown notification. A "soft lockdown" keeping students in classrooms as prevention during a low-level crisis, and "hard lockdown" alerting of potential violence.
      ii. Provide options-based training empowering staff to make necessary decisions when a crisis is fluid in nature.
      iii. Establish procedures for handling bomb threats, utilizing the ATF bomb threat checklist.
      iv. Establish procedures, in conjunction with law enforcement and school attorney, for searching students who may be suspected of weapons possession.

Additional Indiana Codes Regarding School Safety

1. **SAFE SCHOOL COMMITTEE – IC5-2-10.1-12**
   Every school corporation shall establish a safe school committee to address unsafe conditions, crime prevention, and school violence.
   a. Suggested Practices
      i. Include administrators, school nurse, special education, transportation, maintenance, and support staff.

2. **COUNTY COMMISSION MAY BE ESTABLISHED – (IC 5-2-10.1-10)**

a. County commissions provide countywide information sharing to coordinate and make recommendations related to safety protocols.
b. Indiana code allows certain information sharing among schools, courts, and first responders including the following:
    i. IC 20-33-7-3 Report of educational records without parental consent
    ii. IC 31-37-4-3 Law enforcement notification to schools of student arrests
    iii. IC 31-39-2-13.8 School access to juvenile court records
    iv. IC 31-39-9-1 Exchange of information regarding delinquent children
    v. IC 35-50-8-1 Student delinquency and criminal conviction information
c. Include members of county commission on any large-scale school notifications (including lockdowns, threat notifications) to ensure information is hare countywide.

3. **EMERGENCY PREPAREDNESS DRILLS IC 20-34-3-20**
Each building within a corporation shall perform; one tornado and one manmade dill per semester and fire drills shall be done monthly (allowing two substitutions per semester). Drill records shall be certified by the principal and kept on file.
   a. Suggest Practices
       i. Conduct drills at varied times and simulate unusual conditions; passing periods, lunch, arrival and/or dismissal.
       ii. Review procedures for reverse evacuation, room clear and securing sections of the building.
       iii. Invite first responders to participate in drills and partner with them in crossover training possibilities through functional and/or full-scale exercises.
       iv. Utilize tabletop trainings to discuss with staff a variety of situations.

4. **PROVIDE FLOOR PLANS TO FIRST RESPONDERS – IC 5-2-10.1-2**
Floor plans shall indicate each exit, interior rooms and hallways, and location of any hazardous materials.
   a. Suggested Practices
       i. Ensure exits are labeled outside and inside the building.
       ii. Train building safety staff on the location of utility shut offs
       iii. Invite first responders to walk through/visit school buildings.

5. **SPECIAL NEEDS STUDENTS/STAFF – 511 IAC 7-36-6**
Emergency preparedness plans shall include provisions for warning and evacuating students with disabilities.
   a. Suggested Practices
       i. Ensure Individualized Educational Programs (IEP) and Individual health plan (IHP) in place address individual needs and are updated annually.
       ii. Determine evacuation procedures from a second floor for students with specialized equipment.
       iii. Consult with school nurse to ensure medical supplies and medications are available for delayed dismissals, evacuations, or relocation.
       iv. Address English Learners who may not understand emergency notifications.

6. **DISCIPLINE RULES PROHIBITING BULLYING – IC 20-33-13.5**

Rules prohibiting bullying should include; procedures for reporting, investigating, and services provided. Staff and student training on bullying prevention/identification must be provided, along with anonymous reporting mechanisms.

    a. Suggested Practices
        i. Document all bullying, utilizing student self-report forms.
        ii. Promptly investigate and notify parents.

7. **CRIMINAL ORGANIZATIONS – IC 20-26-18**

Rules prohibiting criminal organizations should include; education programs, reporting requirements and interventions.

    a. Suggested Practices
        i. Document and photograph gang graffiti and report to the Indiana Intelligence Fusion Center.
        ii. Eliminate graffiti immediately after documentation.

8. **CPR CERTIFICATION FOR STAFF/LICENSING – 20-28-5-3 (C)**

    a. Suggested Practices
        i. Augment CPR/AED training with "Stop the Bleed" tourniquet training.

9. **CHILD ABUSE TRAINING – IC 20-19-3-11**

Implementation of child abuse and child sexual abuse education programs, procedures for reporting of incidents and staff training. Staff and student training must be provided.

10. **SUICIDE AWARENESS/PREVENTION TRAINING – IC 20-26-5-34.4**

Implementation of child suicide awareness prevention policy, training, and services available in the community. Staff training must be provided.

    a. Suggested Practice
        i. Identify counseling services and crisis intervention available to the school corporation.

SECTION 2:
SUGGESTED PRACTICES NOT REQUIRED BY CODE

The action items below are recommendations for schools to consider as they update their policies and protocols but are not required per Indiana code. These recommendations are not intended to burden schools financially but are included for consideration.

1. **THREAT ASSESSMENT**
    b. To better address threats (both known and anonymous), schools should consider establishing a threat assessment team of school personnel and local first responders and community mental health
    c. Establish anonymous reporting systems for students (can be combined with bullying reporting system which is required by law)
    d. Establish social media policy for monitoring or capturing threats
    e. Work with student groups who can identify trends or ongoing safety concerns (student safety council).

    f.   Utilize the sex offender registry to receive notifications regarding new or existing offenders to the community. Make note of these sex offender location when establish bus stop locations.

2. **MORNING AND AFTERNOON PROCEDURES**
   a. Due to large influx of students and vehicles, law enforcement presence is key during morning and afternoon departure/arrival.
   b. Minimize entry points for continued access control when possible.
   c. Establish protocols for supervision of students before and after school.
   d. Establish protocols with local law enforcement to include human and vehicle traffic management.

3. **ACCESS CONTROL**
   a. Review exterior of facility for potential placement of vehicle bollards (for areas of high student walking traffic).
   b. Exterior doors locked during school hours.
   c. Classroom doors locked during instruction or provided with means for quick lockdown.
   d. Empty classroom and unsupervised areas should be locked/restricted.
   e. Utilize buzzer systems when available. Empower staff to refuse entry and notify law enforcement for suspicious behavior.
   f. Visitors guided to main office for identification check. Issue visitor passes utilizing bright lanyards.
   g. Establish protocol/check-in system for deliveries.
   h. Train staff and students to report unauthorized persons in the building.
   i. Provide first responders with key access to building via knoxbox or keycard. Establish Memorandum of Understanding outlining that access only occur during crisis.

4. **CAMERAS/RADIOS**
   a. Cameras installed in appropriate locations to protect people, not equipment.
   b. Provide access to live feed for local law enforcement. Establish Memorandum of Understanding outlining that camera access only occur during crisis.
   c. Provide two-way radios for any staff taking students outside of the building.
   d. Charge additional batteries for radios in case of extended shelter in place after school hours.

5. **MOBILE OFFICE/CRISIS KITS**
   a. Mobile capabilities to address crisis after an evacuation.
   b. Include copy of safety plan and emergency contacts. If school utilizes a mobile app with this capability, ensure it is a native app not requiring active internet or cellular service.
   c. First aid kits, tourniquets. Nurse may equip a "go bag" with necessary medications for students with particular medical issues (diabetic).
   d. Include emergency contact information for staff and students (paper copy or thumb drive updated each semester).
   e. Student release forms in case students must be released from evacuation/relocation point.
   f. Other items to consider; high-visibility vest, signage, clipboards, paper, pens, tarp.

6. **RELOCATION PROTOCOL**
   a. Establish Memorandum of Understanding with offsite location.

    b.   Maintain keys for access to offsite location.

    c.   Consider establishing multiple relocation sites (one within quick walking distance, one further away what would require transportation).

    d.   Consider means of transportation. Possibly establish MOU with neighboring School Corporation.

    e.   Establish protocols for reunification process with local law enforcement to include human and vehicle traffic management, emergency contact information for staff and students, and release protocols.

7. DEATH OF STUDENT OR STAFF

    a.   Establish protocols to work with staff and students, including student and community notification process, available counseling services, and crisis center.

8. AFTER SCHOOL EVENTS INVOLVING COMMUNITY ORGANIZATIONS/SPORTING EVENTS

    a.   Coordinate details of each event with local law enforcement and participating schools. Be aware of increased supervision for rivalries.

    b.   Clearly posted policies for attendees.

    c.   Pre-event announcements outlining safety procedures.

    d.   Update rental agreements to include weather safety/tornado safe zone awareness for outside groups using school facilities.

    e.   Establish protocols for severe weather/heat index for practices.

    f.   Establish concussion protocols.

9. SCHOOL AS COMMUNITY SHELTER

    a.   Communicate with county Emergency Manager to determine if school has a role during large scale community crisis.

    b.   Include after-hours contacts for county Emergency Manager and school administration.

    c.   Establish Memorandum of Understanding for use of school as shelter to include access control to particular areas of school and use of school transportation.

10. PLAYGROUNDS

    a.   Appropriate supervision staffing and positioning**.**

    b.   Practice reverse-evacuation for quick reentry to the building.

    c.   Staff access to radios for quick notification to office for emergencies.

    d.   Public address system audible for quick notification from the office for emergencies.

    e.   Instruction on proper use of equipment for supervisors and students.

    f.   Inspections of equipment completed and kept on file.

11. FACILITIES REVIEW/SITE SURVEY

    a.   Conduct full facilities review utilizing checklists provided by IDOE incorporating principles of Crime Prevention Through Environmental Design.

    b.   Request facilities review from insurance provider.

12. LAW ENFORCEMENT PRESENCE

a. Promote law enforcement presence at high vehicle and human traffic times such as arrival/departure.
b. Welcome law enforcement walkthrough of facilities to ensure familiarity.
c. Work towards having a full-time security presence or certified School Resource Officer.

Section 3:

Additional School Safety Resources

The school safety specialists in each school corporation have access to additional resources to augment the basic guidance provided within this document. These resources include sample school safety templates, all-hazards protocols, and sample procedures and documents. These resources are available on a password protected website to protect the integrity of the documents and to satisfy licensing agreements. Please contact your designated safety specialist or contact the Indiana Department of Education for more information: https://www.doe.in.gov/safety

BULLYING

Per Indiana Code, schools must have discipline rules prohibiting bullying and provide age appropriate, research based instruction focusing on bullying prevention by October 15 of each year. Various resources are maintained by IDOE to assist schools in meeting these requirements, and are available here: http://www.doe.in.gov/student-services/bullying-prevention-intervention-indiana

BUILDING DESIGN

Key safety concepts for building design are outlined in these documents intended to provide general guidance for school administrators. Includes guidance for working with design professionals, and the *Seven Design Features to Enhance School Safety* document developed by Safe Haven's International. Documents are available here: http://www.doe.in.gov/safety

CRIMINAL ORGANIZATION (GANG) INFORMATION

Per Indiana Code, Indiana Department of Education has developed a model policy in conjunction with various state agencies. This policy addresses the investigation of criminal organization activity, and prevention/intervention services. This policy and additional guidance from the Bureau of Justice are available here: www.doe.in.gov/safety/gang-information

LAWS FOR REFERENCE

The current laws relating to School Safety Specialists are updated and posted online for easy reference. It is imperative that certified School Safety Specialists understand these laws and expectations. An overview of pertinent laws to School Safety Specialists is available here: www.doe.in.gov/sites/default/files/safety/laws-reference-updated-2015-v2.pdf

TORNADO PREPAREDNESS

Resources are provided to assist School Safety Specialists in identifying appropriate tornado procedures and identify tornado refuge areas within a school. These include a tornado preparedness training video, information from the National Weather Service, and a guidance document from the American Institute of Architects Indiana. Available here: www.doe.in.gov/safety/tornado-preparedness

Section 4:

Indiana Specific Agencies/School Safety Resources

School safety is a collaborative effort amongst statewide agencies and programs in Indiana. The agencies below offer various programs and resources to local school corporations to promote safety initiatives that benefit Indiana schools and communities.

INDIANA CRIMINAL JUSTICE INSTITUTE
ICJI implements the Indiana Safe School Fund, which ultimately funds the School Safety Specialist Academy. ICJI also implements the Safe Haven Grant, providing matching grants to schools to employ a School Resource Officer, purchase equipment and materials used to enhance the safety, and to provide educational outreach regarding bullying intervention/prevention strategies. Grant information is available online: www.in.gov/cji/2339.htm

INDIANA DEPARTMENT OF EDUCATION
IDOE coordinates the Indiana School Safety Specialist Academy training, providing certified training on national and state best practices and resources for school safety, security, intervention/prevention, and emergency preparedness planning. IDOE also conducts school safety reviews to help schools review their safety plans and ensure compliance with the law. More information is available online: https://www.doe.in.gov/safety

INDIANA DEPARTMENT OF HOMELAND SECURITY
IDHS implements the Secured School Safety Grant Program, providing matching grants to schools to employ a School Resource Officer, conduct threat assessments, or purchase equipment to restrict access or expedite notification of first responders. Grant information is available online: www.in.gov/dhs/securedschoolsafety.htm

INDIANA SCHOOL RESOURCE OFFICER ASSOCIATION
INSROA is the Indiana branch of the National Association of School Resource Officers (NASRO). Every summer, INSROA hosts a statewide training available to law enforcement and educators and provides Basic/Advanced SRO courses throughout the year. Membership and training information are available online: www.insroa.org/

INDIANA STATE POLICE
In partnership with Indiana educators and local law enforcement, Indiana State Police provide various trainings throughout Indiana. These sessions help schools and law enforcement agencies establish partnerships necessary for coordinating a unified response to various incidents.

- School Walk-Through Initiative; State Police initiative prompting Troopers to provide safety presentations and visit the schools during school hours. More information available online: www.in.gov/isp/2966.htm

- Unarmed Response to Active Shooter Program; State Police have created a program including a PowerPoint, lesson plan, presenter notes, and videos featuring active shooter scenarios in classroom and school bus settings. Designed to assist local school officials in presenting active shooter staff development training, this resource is available online: http://www.in.gov/isp/3191.htm

2018-2019 School Safety Training & Awareness Calendar

JULY/AUGUST

Conduct First Fire Drill within the First 10 Days of the Start of School

Certify That All Plans for Each School Have Been Reviewed and Revised

SEPTEMBER

Spring Advanced Training (10th & 11th) Downtown Indy

Promote Your Anonymous Reporting System

Highlight a School Safety Topic during Your Staff Meetings (Tabletops)

OCTOBER

Provide Bullying Prevention Training for Students and Staff by October 15th

Statewide Fire Drill, Fire Prevention Week

Great Shakeout, Statewide Earthquake Drill

NOVEMBER

ISSSA Basic Training Group 20 (4th & 5th) Downtown Indy

Maintaining School Safety during Elections

DECEMBER

Provide Age Appropriate, Research Based Instruction on Child Abuse and Child Sexual Abuse to Students in Grades K-12 by December 15th

All School Employees Who Will Have Direct Contact with Students Must Participate In Child Abuse and

Neglect Training Once Every 2 Years

JANUARY

Conduct a County Wide School Safety Commission Meeting

Provide a Safety Training Session to Your School Bus Drivers/Food Service/Maintenance/Front Office

Staff

FEBRUARY

Final Day of Basic Training Group 20

Drill Substitution Option, Schools Can Substitute A Manmade Occurrence or Severe Weather Drill In Place Of A Monthly Fire Drill with A Couple of Exceptions

MARCH

Severe Weather Preparedness Week

Statewide Tornado Drill

Apply/Provide Notice of Intent to the Department Of Homeland Security for the Secured School Safety Grant

APRIL

Review Bomb Threat Training and Your Bomb Threat Protocols

More Bomb Threats Are Reported In April & September than Other Months

Invite First Responders to Conduct Walkthroughs of Your School Buildings

MAY

Fall Advanced Training

Tips for Schools That Are Polling Locations for Elections

JUNE

End of Year Reports Due

Criminal Organizational Activity (June 1st)

Collect Staff Safety Plans

Review and Update Your Plans As Needed

JULY

End of Year Reports Due

Arrest Data (July 1st)
Bullying Data Reports (July 1st)

Distribute and Train Staff on Your Updated Building Safety Plan

Appendix

511 IAC 6.1-2-2.5 Safe schools and emergency preparedness planning

Authority: IC 20-19-2-8; IC 20-31-4-17

Affected: IC 20-31-4-1

Sec. 2.5. (a) Each school corporation shall, in consultation with local public safety agencies, develop a written emergency preparedness plan for the school corporation and each school in the corporation. An emergency preparedness plan shall, at a minimum, contain the following:

(1) Appropriate warning systems.

(2) Procedures for notifying other agencies and organizations.

(3) Posting of evacuation routes.

(4) Emergency preparedness instruction for staff and students.

(5) Public information procedures.

(6) Steps that will be taken prior to a decision to evacuate buildings or dismiss classes.

(7) Provisions to protect the safety and well-being of staff, students, and the public in case of:

    (A) fire;

    (B) natural disaster, such as tornado, flood, or earthquake;

    (C) adverse weather conditions, such as winter storms or extreme heat;

    (D) nuclear contamination, such as power plant or transport vehicle spills;

    (E) exposure to chemicals, such as pesticides, industrial spills and contaminants, laboratory chemicals, and cleaning agents; and

    (F) manmade occurrences, such as student disturbance, weapon, weapon of mass destruction, contamination of water supply or air supply, hostage, and kidnapping incidents.

(b) Within sixty (60) days after the beginning date of each school year, the superintendent shall certify to the department that the emergency preparedness plans for the school corporation and each school in the school corporation have been reviewed and revised, if necessary. Within sixty (60) days of opening a new or significantly remodeled school, the superintendent shall certify to the department that a new plan has been developed or that the existing plan has been reviewed and revised, if necessary.

(c) Emergency preparedness plans shall be available for inspection by the department.

(Indiana State Board of Education; 511 IAC 6.1-2-2.5; filed Aug 28, 1998, 4:58 p.m.: 22 IR 91; readopted filed Sep 7, 2004, 5:10 p.m.: 28 IR 323; readopted filed Nov 20, 2007, 11:36 a.m.: 20071219-IR-511070386RFA; readopted filed Dec 2, 2013, 3:26 p.m.: 20140101-IR-511130419RFA)

IC 5-2-10.1-12 Safe school committees; school plans; copies of floor plans to law enforcement agency and fire department

Sec. 12. (a) Each school corporation shall establish a safe school committee. The committee may be a subcommittee of the committee that develops the strategic and continuous school improvement and achievement plan under IC 20-31-5. Each committee may include at least one (1) member who is a member of the support staff of the school or school corporation career and technical education school.

(b) The department of education, the school corporation's school safety specialist, and, upon request, a school resource officer (as described in IC 20-26-18.2-1) shall provide materials and guidelines to assist a safe school committee in developing a plan and policy for the school that addresses the following issues:

(1) Unsafe conditions, crime prevention, school violence, bullying, criminal organization activity, child

abuse and child sexual abuse, and other issues that prevent the maintenance of a safe school.
(2) Professional development needs for faculty and staff to implement methods that decrease problems identified under subdivision (1).
(3) Methods to encourage:
(A) involvement by the community and students;
(B) development of relationships between students and school faculty and staff; and
(C) use of problem solving teams.
  (c) As a part of the plan developed under subsection (b), each safe school committee shall provide a copy of the floor plans for each building located on the school's property that clearly indicates each exit, the interior rooms and hallways, and the location of any hazardous materials located in the building to the law enforcement agency and the fire department that have jurisdiction over the school.
  (d) The guidelines developed under subsection (b) must include age appropriate, research based information that assists school corporations and safe school committees in:
(1) developing and implementing bullying prevention programs;
(2) establishing investigation and reporting procedures related to bullying; and
(3) adopting discipline rules that comply with IC 20-33-8-13.5.
  (e) In addition to developing guidelines under subsection (b), the department of education shall establish categories of types of bullying incidents to allow school corporations to use the categories in making reports under IC 20-20-8-8 and IC 20-34-6-1.
  (f) The materials and guidelines provided under subsection (b) must include the model educational materials and model response policies and reporting procedures on child abuse and child sexual abuse developed or identified under IC 20-19-3-11.
As added by P.L.106-2005, SEC.3. Amended by P.L.1-2006, SEC.90; P.L.132-2007, SEC.3; P.L.172-2013, SEC.5; P.L.190-2013, SEC.3; P.L.285-2013, SEC.1; P.L.2-2014, SEC.12; P.L.40-2014, SEC.4; P.L.233-2015, SEC.7; P.L.25-2016, SEC.3; P.L.115-2017, SEC.1.

IC 20-34-3-20 Emergency preparedness drills
  Sec. 20. (a) The governing body of a school corporation shall require each school in the governing body's jurisdiction to conduct periodic emergency preparedness drills during the school year in compliance with rules adopted under IC 4-22-2 by the state board.
  (b) Each school and attendance center shall conduct at least:
(1) one (1) tornado preparedness drill; and
(2) one (1) manmade occurrence disaster drill;
during each semester.
  (c) Notwithstanding rules established by the state fire marshal under IC 12-17-12-19, a drill conducted under subsection (b) may be conducted instead of a periodic or monthly fire evacuation drill requirement established by the state fire marshal. However, a drill conducted under subsection (b) may not be made:
(1) instead of more than two (2) periodic or monthly fire evacuation drills in a particular school semester; and
(2) in two (2) consecutive months.
  (d) The governing body of a school corporation may direct schools to conduct emergency preparedness drills in addition to those required under subsection (b).
  (e) The governing body of a school corporation shall require each principal to file a certified statement that all drills have been conducted as required under this section.[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-8.1-8-2.]
As added by P.L.1-2005, SEC.18. Amended by P.L.132-2007, SEC.8; P.L.103-2015, SEC.1

511 IAC 7-36-6 Facilities
     Authority: IC 20-19-2-8; IC 20-19-2-16
     Affected: IC 20-19-2; IC 20-34-3-20; IC 20-35
     Sec. 6. (a) The public agency shall provide instructional space for students with disabilities that is:
     1) not less than the per student instructional space for general education students of the same chronological age in the same building;
     (2) comparable to the general space and instructional environment of the general education students in the same building; and
     (3) sufficient to accommodate a student's:
          (A) special equipment;
          (B) assistive devices; or
          (C) curricular needs.
     (b) Each public agency, when developing written emergency preparedness plans in accordance with 511 IAC 6.1-2-2.5, shall include provisions for warning and evacuating students whose disabilities require special warning or evacuation procedures. Special warning and evacuation provisions shall:
     (1) address individual needs of students;
     (2) be reviewed on an annual and as needed basis; and
     (3) be implemented during tornado (shelter) preparedness drills, fire drills, and manmade occurrence disaster drills as required by IC 20-34-3-20.
(Indiana State Board of Education; 511 IAC 7-36-6; filed Jul 14, 2008, 1:24 p.m.: 20080813-IR-511080112FRA; readopted filed Nov 6, 2014, 3:23 p.m.: 20141203-IR-511140382RFA)

IC 20-33-8-13.5 Discipline rules prohibiting bullying required
   Sec. 13.5. (a) Discipline rules adopted by the governing body of a school corporation under section 12 of this chapter must:
   (1) prohibit bullying; and
   (2) include:
   (A) provisions concerning education, parental involvement, and intervention;
   (B) a detailed procedure for the expedited investigation of incidents of bullying that includes:
     (i) appropriate responses to bullying behaviors, wherever the behaviors occur;
     (ii) provisions for anonymous and personal reporting of bullying to a teacher or other school staff;
     (iii) timetables for reporting of bullying incidents to the parents of both the targeted student and the bully, in an expedited manner;
     (iv) timetables for reporting of bullying incidents to school counselors, school administrators, the superintendent, or law enforcement, if it is determined that reporting the bullying incident to law enforcement is necessary;
     (v) discipline provisions for teachers, school staff, or school administrators who fail to initiate or conduct an investigation of a bullying incident; and
     (vi) discipline provisions for false reporting of bullying; and
   (C) a detailed procedure outlining the use of follow-up services that includes:
     (i) support services for the victim; and
     (ii) bullying education for the bully.

(b) The discipline rules described in subsection (a) may be applied regardless of the physical location in which the bullying behavior occurred, whenever:

(1) the individual committing the bullying behavior and any of the intended targets of the bullying behavior are students attending a school within a school corporation; and

(2) disciplinary action is reasonably necessary to avoid substantial interference with school discipline or prevent an unreasonable threat to the rights of others to a safe and peaceful learning environment.

(c) The discipline rules described in subsection (a) must prohibit bullying through the use of data or computer software that is accessed through a:

(1) computer;

(2) computer system; or

(3) computer network.

(d) This section may not be construed to give rise to a cause of action against a person or school corporation based on an allegation of noncompliance with this section. Noncompliance with this section may not be used as evidence against a school corporation in a cause of action.

(e) A record made of an investigation, a disciplinary action, or a follow-up action performed under rules adopted under this section is not a public record under IC 5-14-3.

(f) The department shall periodically review each policy adopted under this section to ensure the policy's compliance with this section.
As added by P.L.106-2005, SEC.7. Amended by P.L.180-2011, SEC.2; P.L.285-2013, SEC.6.

IC 20-26-18-2 Establishment of written policy

Sec. 2. (a) Not later than June 1, 2016, the governing body of each school corporation shall establish a written policy to address criminal organizations and criminal organization activity in schools. The governing body of a school corporation shall develop the policy in consultation with:

(1) parents;

(2) school employees;

(3) local law enforcement officials;

(4) the county prosecuting attorney;

(5) the county public defender;

(6) organizations that have expertise in criminal organization education, prevention, or intervention;

(7) a juvenile court judge;

(8) a school behavioral health or community mental health professional; and

(9) any other person or entity the governing body of the school corporation determines to be appropriate.

(b) The policy must meet all the requirements for the department's model criminal organization policy set forth in IC 20-19-3-12(d).

(c) Not later than September 1, 2016, each school corporation shall submit a copy of its criminal organization policy to the department.
As added by P.L.190-2013, SEC.7. Amended by P.L.25-2016, SEC.6.

IC 20-26-18-3 Publication of policy

Sec. 3. A school corporation shall put a copy of the school corporation's criminal organization policy established under section 2 of this chapter:

(1) on its Internet web site;

(2) in school student handbooks; and

(3) in any location the school corporation determines to be appropriate.

As added by P.L.190-2013, SEC.7. Amended by P.L.25-2016, SEC.7.

IC 20-26-18-4 Establishment of education programs

Sec. 4. A school corporation shall establish the following educational programs in its efforts to address criminal organization activity:

(1) An evidence based educational criminal organization awareness program for students, school employees, and parents.

(2) A school employee development program to provide training to school employees in the implementation of the criminal organization policy established under section 2 of this chapter.

As added by P.L.190-2013, SEC.7. Amended by P.L.25-2016, SEC.8.

IC 20-26-18-5 Establishment of criminal organization intervention program

Sec. 5. To foster the continuing coordination of criminal organization prevention, intervention, and suppression efforts, the governing body of a school corporation may establish a program to provide criminal organization intervention services to students. If a school corporation chooses to develop a program under this section, the governing body shall establish an advisory committee that includes the following members:

(1) Parents.

(2) School employees.

(3) Local law enforcement officials.

(4) The county prosecuting attorney.

(5) The county public defender.

(6) A juvenile court judge.

(7) A school behavioral health or community mental health professional.

(8) Representatives of organizations that have expertise in criminal organization education, prevention, or intervention.

(9) Any other person or entity the governing body determines is appropriate.

As added by P.L.190-2013, SEC.7. Amended by P.L.25-2016, SEC.9.

IC 20-26-18-6 Reporting requirements

Sec. 6. (a) Not later than June 1, 2017, and before June 2 of each year thereafter, each school corporation shall submit to the department a written report, on forms developed by the department, outlining the activities undertaken as part of the school corporation's compliance with this chapter. The report must include school based data to monitor for disproportionality, with each school reporting the number of investigations disposed of internally and the number of cases referred to local law enforcement, disaggregated by race, ethnicity, age, and gender.

(b) Not later than November 1, 2017, and before November 2 of each year thereafter, the department shall submit a comprehensive report concerning criminal organization activity in schools to the governor and the general assembly. A report submitted to the general assembly under this subsection must be in an electronic format under IC 5-14-6. The report must include the following:

(1) A summary of the activities reported to the department under subsection (a).

(2) Any recommendations or conclusions made by the department to assist in the prevention of, education about, and intervention in criminal organization activity in schools.

As added by P.L.190-2013, SEC.7. Amended by P.L.25-2016, SEC.10.

IC 20-33-9-10.5 Criminal organization activity; duty to report; maintaining safe school environment
Sec. 10.5. (a) This section does not apply to a charter school or an accredited nonpublic school.
   (b) A school employee shall report any incidence of suspected criminal organization activity, criminal organization intimidation, or criminal organization recruitment to the principal and the school safety specialist.
   (c) The principal and the school safety specialist may take appropriate action to maintain a safe and secure school environment, including providing appropriate intervention services.
As added by P.L.190-2013, SEC.8. Amended by P.L.25-2016, SEC.11.

IC 20-28-5-3 Requirements for licensing; requirements for CPR, suicide prevention, and other matters
   Sec. 3. (a) The department shall designate the grade point average required for each type of license.
   (b) The department shall determine details of licensing not provided in this chapter, including requirements regarding the following:
      (1) The conversion of one (1) type of license into another.
      (2) The accreditation of teacher education schools and departments.
      (3) The exchange and renewal of licenses.
      (4) The endorsement of another state's license.
      (5) The acceptance of credentials from teacher education institutions of another state.
      (6) The academic and professional preparation for each type of license.
      (7) The granting of permission to teach a high school subject area related to the subject area for which
      the   teacher holds a license.
      (8) The issuance of licenses on credentials.
      (9) The type of license required for each school position.
      (10) The size requirements for an elementary school requiring a licensed principal.
      (11) Any other related matters.
The department shall establish at least one (1) system for renewing a teaching license that does not require a graduate degree.
   c) This subsection does not apply to an applicant for a substitute teacher license or to an individual granted a license under section 18 of this chapter. After June 30, 2011, the department may not issue an initial practitioner license at any grade level to an applicant for an initial practitioner license unless the applicant shows evidence that the applicant:
      (1) has successfully completed training approved by the department in:
         (A) cardiopulmonary resuscitation that includes a test demonstration on a mannequin;
         (B) removing a foreign body causing an obstruction in an airway;
         (C) the Heimlich maneuver; and
         (D) the use of an automated external defibrillator;
      (2) holds a valid certification in each of the procedures described in subdivision (1) issued by:
         (A) the American Red Cross;
         (B) the American Heart Association; or
         (C) a comparable organization or institution approved by the state board; or
      (3) has physical limitations that make it impracticable for the applicant to complete a course or
      certification described in subdivision (1) or (2).
The training in this subsection applies to a teacher (as defined in IC 20-18-2-22(b)).

(d) This subsection does not apply to an applicant for a substitute teacher license or to an individual granted a license under section 18 of this chapter. After June 30, 2013, the department may not issue an initial teaching license at any grade level to an applicant for an initial teaching license unless the applicant shows evidence that the applicant has successfully completed education and training on the prevention of child suicide and the recognition of signs that a student may be considering suicide.

(e) This subsection does not apply to an applicant for a substitute teacher license. After June 30, 2012, the department may not issue a teaching license renewal at any grade level to an applicant unless the applicant shows evidence that the applicant:

> (1) has successfully completed training approved by the department in:
>> (A) cardiopulmonary resuscitation that includes a test demonstration on a mannequin;
>> (B) removing a foreign body causing an obstruction in an airway;
>> (C) the Heimlich maneuver; and
>> (D) the use of an automated external defibrillator;
> (2) holds a valid certification in each of the procedures described in subdivision (1) issued by:
>> (A) the American Red Cross;
>> (B) the American Heart Association; or
>> (C) a comparable organization or institution approved by the state board; or
> (3) has physical limitations that make it impracticable for the applicant to complete a course or certification described in subdivision (1) or (2).

(f) The department shall periodically publish bulletins regarding:

> (1) the details described in subsection (b);
> (2) information on the types of licenses issued;
> (3) the rules governing the issuance of each type of license; and
> (4) other similar matters.

[Pre-2005 Elementary and Secondary Education Recodification Citation: 20-6.1-3-3.]
As added by P.L.1-2005, SEC.12. Amended by P.L.246-2005, SEC.157; P.L.166-2007, SEC.1; P.L.75-2008, SEC.1; P.L.90-2011, SEC.23; P.L.93-2011, SEC.3; P.L.146-2011, SEC.1; P.L.6-2012, SEC.135; P.L.106-2016, SEC.7; P.L.121-2016, SEC.28; P.L.85-2017, SEC.79.

IC 20-19-3-11 Development and implementation of child abuse and child sexual abuse education program

Sec. 11. (a) The department, in collaboration with the department of child services and organizations that have expertise in child abuse, including child sexual abuse, shall identify or develop:

> (1) research and evidence based model educational materials on child abuse and child sexual abuse; and
> (2) a model for child abuse and child sexual abuse response policies and reporting procedures.

The model for child abuse and child sexual abuse response policies and reporting procedures described in subdivision (2) must include information on the duty to report suspected child abuse or neglect under IC 31-33-5. To identify or develop models under this subsection, the department may not hire additional staff members or expend funds not already included in the department's budget.

(b) Not later than July 1, 2018, the department shall make the models developed or identified under this section available to assist schools with the implementation of:

> (1) child abuse and child sexual abuse education programs in kindergarten through grade 12 as provided in IC 20-30-5-5.7; and
> (2) child abuse and child sexual abuse response and reporting policies.

(c) The model educational materials on child abuse and child sexual abuse identified or developed under subsection (a) may include the following topics:

(1) Warning signs of a child who is being abused or sexually abused.
(2) The basic principles of child abuse and child sexual abuse prevention.
(3) Methods of student, teacher, and parental education and outreach.

(d) The model child abuse and child sexual abuse response and reporting policies referred to in subsection (b) may include the following topics:

(1) Actions that a child who is a victim of abuse or sexual abuse may take to obtain assistance.
(2) Interventions.
(3) Counseling options.
(4) Educational support available for a child who is a victim of abuse or sexual abuse to enable the child to continue to be successful in school.
(5) Reporting procedures.

(e) A school that chooses to use the model educational materials developed under subsection (a) shall inform the parents of students in the grade levels in which the materials could be used, in writing and by posting on the school's Internet web site that a parent may:

(1) examine and review the model educational materials before the materials are taught; and
(2) decide if the parent's child will be instructed with the model educational materials.

(f) If a parent decides that the parent's child may be taught using the model educational materials, the parent shall notify the school of the parent's decision in writing or electronically.
As added by P.L.46-2012, SEC.1. Amended by P.L.13-2013, SEC.54; P.L.115-2017, SEC.2

IC 20-26-5-35.5 Prohibition on policy that delays an individual's duty to report child abuse or neglect

Sec. 35.5. (a) This section applies to a:

(1) school corporation;
(2) charter school; or
(3) nonpublic school that employs one (1) or more employees.

(b) A school corporation, including a charter school and a nonpublic school, may not establish any policy that restricts or delays the duty of an employee or individual to report suspected child abuse or neglect as required under IC 31-33-5.
As added by P.L.115-2017, SEC.4.

IC 20-30-5-5.7 Instruction on child abuse and child sexual abuse

Sec. 5.7. (a) Not later than December 15, 2018, and each December 15 thereafter, each public school, including a charter school, and accredited nonpublic school shall provide age appropriate and research and evidence-based instruction on child abuse and child sexual abuse to students in kindergarten through grade 12.

(b) The department, in consultation with school safety specialists and school counselors, shall identify outlines or materials for the instruction described in subsection (a) and incorporate the instruction in kindergarten through grade 12.

(c) Instruction on child abuse and child sexual abuse may be delivered by a school safety specialist, school counselor, or any other person with training and expertise in the area of child abuse and child sexual abuse.
As added by P.L.115-2017, SEC.5.

IC 20-28-3-4.5 Training on child abuse and neglect

Sec. 4.5. (a) Each school corporation, charter school, and accredited nonpublic school shall require each school employee likely to have direct, ongoing contact with children within the scope of the employee's employment to attend or participate in training on child abuse and neglect, including:

(1) training on the duty to report suspected child abuse or neglect under IC 31-33-5; and

(2) training on recognizing possible signs of child abuse or neglect;

at least once every two (2) years.

(b) The format of training under this section may include:

(1) an in-person presentation;

(2) an electronic or technology based medium, including self-review modules available on an online system;

(3) an individual program of study of designated materials; or

(4) any other method approved by the governing body that is consistent with current professional development standards.

(c) The training required under this section must count toward the requirements for professional development required by the governing body.

(d) The training required under this section must be during the school employee's contracted day or at a time chosen by the employee.

As added by P.L.183-2017, SEC.3.

IC 31-33-5-2 Report; notification of individual in charge of institution, school, facility, or agency

Sec. 2. (a) This section does not apply to an individual required to make a report under this article in the individual's capacity as a member of the staff of a hospital licensed under IC 16-21-2. An individual required to make a report under this article in the individual's capacity as a member of the staff of a hospital licensed under IC 16-21-2 is subject to section 2.5 of this chapter.

(b) If an individual is required to make a report under this article in the individual's capacity as a member of the staff of a medical or other public or private institution, school, facility, or agency, the individual shall immediately make a report to:

(1) the department; or

(2) the local law enforcement agency.

After making the report, the individual shall notify the individual in charge of the institution, school, facility, or agency or the designated agent of the individual in charge of the institution, school, facility, or agency that the report was made.

[Pre-1997 Recodification Citation: 31-6-11-3(b) part.]

As added by P.L.1-1997, SEC.16. Amended by P.L.106-2016, SEC.24; P.L.183-2017, SEC.32.

IC 20-26-5-34.4 Child suicide awareness and prevention policy

Sec. 34.4. Each school corporation shall adopt a policy addressing measures intended to increase child suicide awareness and prevention. The policy must address the following:

(1) Counseling services for the child and the child's family related to suicide prevention.

(2) Availability of referral information for crisis intervention to children, parents, and school corporation staff.

(3) Increasing awareness of the relationship between suicide and drug and alcohol use.

(4) Training on warning signs and tendencies that may evidence that a child is considering suicide.

(5) Availability of information concerning suicide prevention services in the community.

(6) Cooperation among the school corporation and suicide prevention services in the community.

(7) Development of a plan to assist survivors of attempted suicide and to assist children and school corporation staff in coping with an attempted suicide or death of a student or school employee.

(8) Development of any other program or activity that is appropriate.

As added by P.L.254-2017, SEC.5.

IC 20-28-3-6 Youth suicide awareness and prevention training

Sec. 6. (a) For purposes of this section, "teacher" includes the following:

(1) A superintendent who holds a license under IC 20-28-5.

(2) A principal.

(3) A teacher.

(4) A librarian.

(5) A school counselor.

(6) A school psychologist.

(7) A school nurse.

(8) A school social worker.

(b) Beginning after June 30, 2018, each school corporation, charter school, and accredited nonpublic school:

(1) shall require all teachers; and

(2) may require any other appropriate school employees;

who are employed at schools that provide instruction to students in any combination of grade 5, 6, 7, 8, 9, 10, 11, or 12 to attend or participate in at least two (2) hours of evidence based in service youth suicide awareness and prevention training every three (3) school years. The training required under this subsection must be during the teacher's or school employee's contracted day or at a time chosen by the teacher or employee.

(c) Subject to subsection (e), the format of training required under this section may include:

(1) an in-person presentation;

(2) an electronic or technology based medium, including self-review modules available on an online system;

(3) an individual program of study of designated materials; or

(4) any other method approved by the governing body that is consistent with current professional development standards.

(d) The in-service training required under this section shall count toward the requirements for professional development required by the governing body.

(e) The evidence-based youth suicide awareness and prevention training required under subsection (b) must be approved, recommended, or listed as approved by the Suicide Prevention Resource Center or the National Registry of Evidence-based Programs and Practices of the Substance Abuse and Mental Health Services Administration.

(f) A school or school corporation may leverage any:

(1) existing or new state and federal grant funds; or

(2) free or reduced cost evidence-based youth suicide awareness and prevention training provided by any state agency or qualified statewide or local organization;

to cover the costs of the training required under this section.

As added by P.L.254-2017, SEC.6.

DOE SCHOOL SAFETY GUIDELINES CHECKLIST

PROCEDURES FOR NOTIFYING OTHER AGENCIES AND ORGANIZATIONS

☐ Enable any and all staff to notify 911 during an emergency, then immediately notify the front office.

☐ Enable any and all staff to call lockdown.

☐ Post important Information on classroom phones including specific directions to call 911, school address and room number where the phone is located.

☐ Use of appropriate technology such as emergency alert app.

POSTING OF EVACUATION ROUTES

☐ Include primary and secondary shelter locations for severe weather.

☐ In addition to classrooms, post this information in all general assembly rooms and conference rooms.

EMERGENCY PREPAREDNESS INSTRUCTION FOR STAFF AND STUDENTS

☐ Staff must be trained regarding their position specific responses during a crisis.

☐ Cross-train crisis team members and outline secondary team members to cover when primary staff are out of the building.

☐ Document that all emergency preparedness policies and procedures have been reviewed by staff.

☐ Have staff sign off on their understanding of policies/procedures.

☐ Enact procedure to inform substitutes of emergency procedures.

☐ Use quick reference guides or flipcharts.

☐ Encourage staff to be aware of the closest AED, fire pull station, extinguishers, exterior door numbers and severe weather shelter in relation to their classroom.

PUBLIC INFORMATION PROCEDURES

☐ Use sample media releases to establish appropriate messaging during a crisis.

☐ Utilize social media to convey accurate messaging. In the absence of accurate messaging from the school and first responders, inaccurate messaging from community may exacerbate the existing crisis.

☐ Establish a pre-determined media staging area away from the crisis and students. Identify a spokesperson for the corporation.

STEPS THAT WILL BE TAKEN PRIOR TO A DECISION TO EVACUATE BUILDINGS OR DISMISS CLASSES

☐ Review existing fire codes with local fire marshal to determine up to three minute delay option prior to evacuation for unexpected fire alarm activation.

FIRE PROTOCOL

☐ Evacuation routes reviewed with local fire department.

☐ Suggest specific staff receive fire extinguisher training.

☐ Invite the local fire department to participate in at least one drill yearly.

☐ Indiana law allows schools to barricade or block a door for up to three minutes in the event of an unplanned fire alarm activation.

NATURAL DISASTERS/ADVERSE WEATHER PROTOCOLS

☐ Identify tornado safe zones with architect or structural engineer. These zones should be campus wide and include information for events occurring outside of the building. https://www.doe.in.gov/safety/tornado-preparedness

☐ Identify tornado protocols with bus drivers, including possible structurally safe areas along bus route if it is necessary to take shelter.

☐ Earthquake specific protocols. Participate in the annual "Great Shakeout Drill." https://www.shakeout.org/centralus/

NUCLEAR CONTAMINATION PROTOCOL

☐ Establish a shelter in place and/or off-site evacuation protocol.

EXPOSURE TO CHEMICALS PROTOCOL

☐ Establish protocols for chemical release/spill inside the building.

☐ Establish protocols for shelter in place or evacuation due to chemical spill outside of the building.

☐ Hazardous chemical training.

☐ Establish protocols for handling and disposal of hazardous chemicals.

MANMADE OCCURRENCE PROTOCOLS

☐ Incorporate two levels of lockdown notification. A "soft lockdown" or "secure in your classroom" that keeps students in classrooms and allows continued instruction as prevention during a low level crisis and "hard lockdown" that requires alerting of potential violence coming to the class.

☐ Provide options-based training empowering staff to make necessary decisions when a crisis is fluid in nature.

☐ Establish procedures for handling bomb threats, utilizing the ATF bomb threat checklist.

☐ Establish procedures, in conjunction with law enforcement and school attorney, for searching students who may be suspected of weapons possession.

ACCESS CONTROL

☐ Review exterior of facility for potential placement of vehicle bollards (for areas of high student walking traffic).

☐ Exterior doors locked during school hours.

☐ Classroom doors locked during instruction or provided with means for quick lockdown.

☐ Empty classroom and unsupervised areas should be locked/restricted.

☐ Utilize entry buzzer systems when available. Empower staff to refuse entry and notify law enforcement for suspicious behavior.

☐ Visitors guided to main office for identification check. Issue visitor passes utilizing bright lanyards.

☐ Background check policy is implemented for visitors having contact with students.

☐ Establish protocol/check-in system for deliveries. Vendors implement background checks for staff visiting schools.

☐ Train staff and students on importance of securing facility; do not prop doors, allow piggybacking for unknown persons or opening doors for unknown persons. All visitors should be guided to main entrance.

☐ Train staff and students to report unauthorized persons in the building.

☐ Provide first responders with key access to building via knoxbox or keycard.

☐ Establish Memorandum of Understanding outlining that access only occurs during crisis.

☐ Doors checked to ensure each one is latched and locked periodically during the school day.

AFTER SCHOOL EVENTS INVOLVING COMMUNITY ORGANIZATIONS/SPORTING EVENTS

☐ Coordinate details of each event with local law enforcement and participating schools. Be aware of increased supervision for rivalries.

☐ Clearly posted policies for attendees.

☐ Pre-event announcements outlining safety procedures.

☐ Update rental agreements to include weather safety/tornado safe zone awareness for outside groups using school facilities.

☐ Establish protocols for severe weather/heat index for practices.

CAMERAS

☐ Cameras installed in appropriate locations to protect people, not equipment.

☐ Provide access to live feed for local law enforcement.

☐ Establish Memorandum of Understanding outlining that camera access only occur during crisis.

COMMUNICATIONS

☐ Provide two-way radios for any staff taking students outside of the building.

☐ Charge additional batteries for radios in case of extended shelter in place after school hours.

☐ All staff have access to Public Address (PA) system whenever possible. All staff should be empowered to call lockdown.

☐ Monitor PA system for areas where it cannot be heard.

☐ Install and use the PA system at congregation areas outside of the building.

☐ Have access to megaphone/bullhorn in case of power outage.

☐ Mass notification systems utilized to notify parents of a situation when time permits. Include other area schools and school safety partners on your mass notification calls.

☐ Utilize social media to provide accurate information to the community.

☐ Utilize anonymous tip lines (either phone, text, app or online) to provide students and community the opportunity to report suspicious or threatening behavior.

DEATH OF STUDENT OR STAFF

☐ Establish protocols to work with staff and students, including student and community notification process, available counseling services and crisis center.

FACILITIES REVIEW/SITE SURVEY

☐ Conduct full facilities review utilizing checklists provided by IDOE incorporating principles of Crime Prevention Through Environmental Design.

☐ Request facilities review from insurance provider.

LAW ENFORCEMENT PRESENCE

☐ Promote law enforcement presence at high vehicle and human traffic times such as arrival/departure.

☐ Welcome law enforcement walk-through of facilities to ensure familiarity.

☐ Work towards having a full-time security presence or certified School Resource Officer.

MOBILE OFFICE/CRISIS KITS

☐ Mobile capabilities to address crisis after an evacuation.

☐ Include copy of safety plan and emergency contacts. If school utilizes a mobile app with this capability, ensure it is a native app not requiring active internet or cellular service.

☐ First aid kits, tourniquets. Nurse may equip a "go bag" with necessary medications for students with particular medical issues (e.g., diabetics).

☐ Include emergency contact information for staff and students (paper copy or thumb drive updated each semester).

☐ Student release forms in case students must be released from evacuation/relocation point.

☐ Other items to consider; high-visibility vest, signage, clipboards, paper, pens, tarp, flashlight and any other items that might assist efficiency in a crisis.

MORNING AND AFTERNOON PROCEDURES

☐ Due to large influx of students and vehicles, law enforcement presence is key during morning and afternoon departure/arrival.

☐ Minimize entry points for continued access control when possible.

☐ Establish protocols for supervision of students before and after school.

☐ Establish protocols with local law enforcement to include human and vehicle traffic management.

PLAYGROUNDS

☐ Appropriate supervision staffing and positioning.

☐ Practice reverse-evacuation for quick reentry to the building.

☐ Staff access to radios for quick notification to office for emergencies.

☐ Public address system audible for quick notification from the office for emergencies.

☐ Instruction on proper use of equipment for supervisors and students.

☐ Inspections of equipment completed and kept on file.

RELOCATION PROTOCOL

☐ Establish Memorandum of Understanding with offsite location.

☐ Maintain keys for access to offsite location.

☐ Consider establishing multiple relocation sites (one within quick walking distance, one further away what would require transportation).

☐ Consider means of transportation. Possibly establish MOU with neighboring school corporation.

☐ Establish protocols for reunification process with local law enforcement to include human and vehicle traffic management, emergency contact information for staff and students and release protocols.

☐ Establish concussion protocols.

SCHOOL AS COMMUNITY SHELTER

☐ Communicate with county Emergency Manager to determine if school has a role during large-scale community crisis.

☐ Include after-hours contacts for county Emergency Manager and school administration.

☐ Establish Memorandum of Understanding for use of school as shelter to include access control to particular areas of school, and use of school transportation.

SCHOOL CLIMATE

☐ Create a welcoming school environment.

☐ Greet students each morning.

☐ Create student safety council, including students from various social groups. Identify areas of concern and improvements to school safety training for students.

☐ Identify students of concern; have all staff identify students who are not connected to school.

☐ Work with staff to determine ways to reach out to those students.

☐ Work with local law officials to coordinate implementation of Red Flag Law (IC 35-47-14) where applicable.

☐ Utilize anonymous tip systems (either phone, text, app or online) to provide students and community the opportunity to report suspicious or threatening behavior.

STAFF AND STUDENT TRAINING

☐ All staff review their role in safety protocols at the beginning of each school year. Staff sign off on training acknowledging their receipt and understanding.

☐ Dedicate 10 minutes of each staff meeting to discussing safety protocols.

☐ Utilize DOE password-protected materials, including video scenarios and tabletop scenarios.

☐ Provide "Stop the Bleed" first aid training in conjunction with CPR/AED (which is required for teachers' licenses).

☐ Utilize school staff to initiate planned drills. Staff must be empowered to call lockdown and notify first responders to facilitate quick responses.

☐ Provide staff viewing of the "Unarmed Response to Active Shooter" training video created by the Indiana State Police. Discuss implications for your plan and response with staff.

☐ Train your student body on appropriate responses to emergencies prior to drills. Further debrief drills with staff and student body.

☐ Promote a "student safety week" with each day of the week focusing on a different safety priority (access control policies, fire evacuation, violence in schools, see something/say something).

THREAT ASSESSMENT

☐ To better address threats (both known and anonymous), schools should consider establishing a threat assessment team or student assistance team of school personnel and local first responders and community mental health.

☐ Coordinate team meetings monthly to share up-to-date information related to students of concern.

☐ Establish anonymous reporting systems for students (can be combined with bullying reporting system which is required by law).

☐ Establish social media policy for monitoring or capturing threats.

☐ Work with student groups who can identify trends or ongoing safety concerns (student safety council).

☐ Utilize the sex offender registry to receive notifications regarding new or existing offenders to the community.

☐ Make note of these sex offender locations when establishing bus stop locations.

ACTIVE SHOOTER INCIDENTS AND MASS KILLINGS IN SCHOOLS

2000-2017 Active Shooter Incidents and Mass Killings In Schools

KEY OBSERVATION

The number of active shooter incidents in schools (ASIS) has remained steady over the past 18 years, with an average of 2.8 shootings per year. ASIS are most likely to happen at the high school level or higher (37 out of 52). The average deaths from ASIS was 7.4; however, this includes the 2007 Virginia Tech shooting and the 2012 Sandy Hook Elementary School shooting, where 32 and 26 people died, respectively. Most of the deaths from ASIS resulted during incidents that met the threshold for a mass killing (81 percent).

ACTIVE SHOOTER INCIDENTS

- 250 — Active Shooter Incidents
- 99 — Active Shooter Incidents Resulting in Mass Killings
- 52 — ASIS
- 12 — ASIS Resulting in Mass Killings

ASIS INSTITUION TYPE

- 22 High Schools
- 15 Institutions of Higher Education
- 6 Middle Schools
- 6 Elementary Schools
- 3 Other*

DEATHS BY INCIDENT TYPE

- ASIS, 134
- ASIS Resulting from Mass Killings, 109
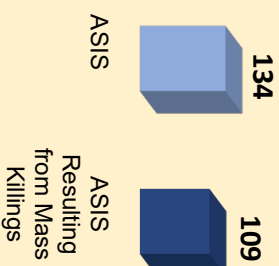
RESOLUTION OF INCIDENTS

- Apprehended by Law Enforcement, 28
- Suicide, 20
- Killed by Law Enforcement, 4
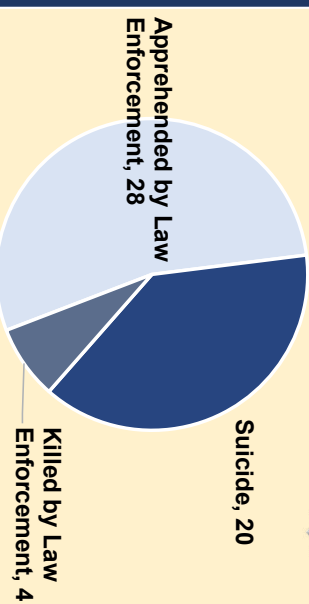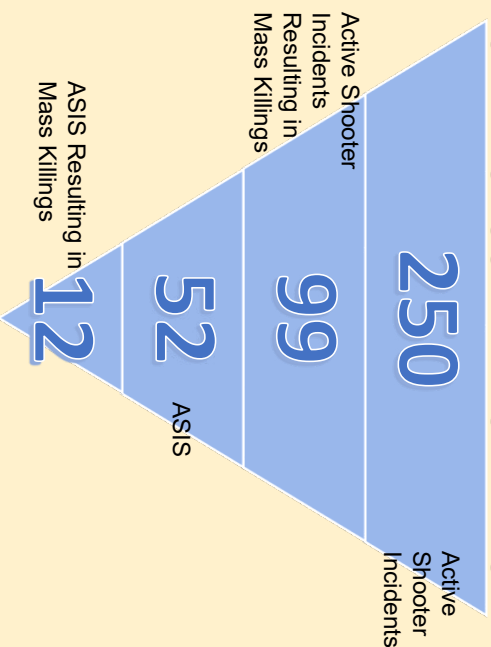
ASIS–Related DEATHS BY YEAR

Year	ASIS	Deaths
2000	0	0
2001	2	2
2002	1	3
2003	4	4
2004	1	0
2005	2	8
2006	6	9
2007	2	32
2008	2	7
2009	2	0
2010	6	4
2011	1	1
2012	5	37
2013	5	7
2014	5	6
2015	1	9
2016	3	2
2017	4	3
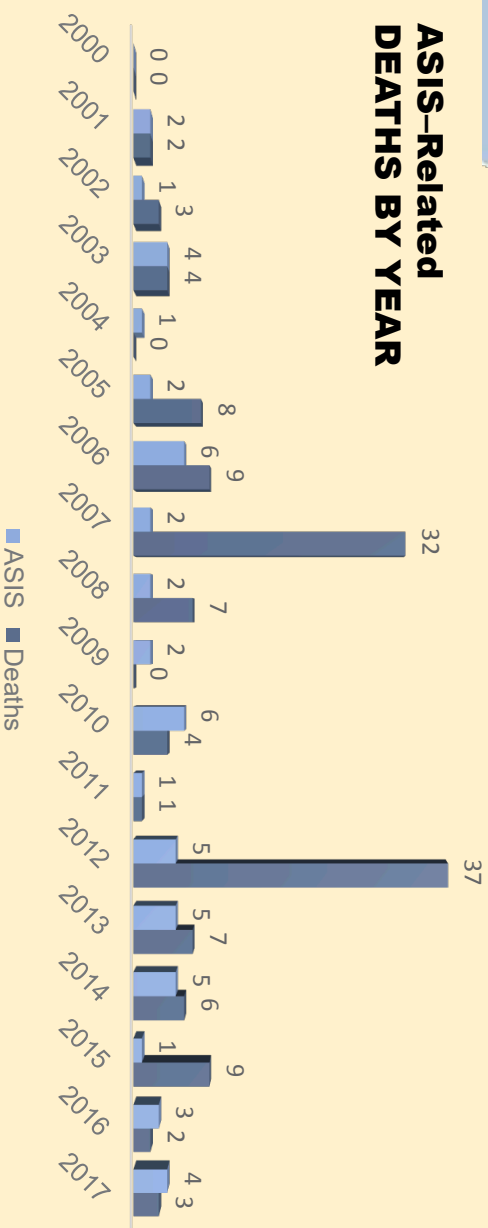
*There were two shootings during school board meetings and one shooting in an Amish school house.

Sources:
1. FBI; Publication: 2018; "Active Shooter Incidents in the United States in 2016 and 2017"; UNCLASSIFIED; UNCLASSIFIED; Multiple Sources.
2. FBI; Publication: 2016; "Active Shooter Incidents in the United States in 2014 and 2015"; UNCLASSIFIED; UNCLASSIFIED; Multiple Sources.
3. FBI; Publication: 2014; "A Study of Active Shooter Incidents in the United States Between 2000 and 2013"; UNCLASSIFIED; UNCLASSIFIED; Multiple Sources.

2000-2017 Active Shooter Incidents and Mass Killings In Schools

KEY OBSERVATION

Active shooter incidents in schools (ASIS) have occurred in 25 states, with California having the most incidents. Sixty-five percent of the incidents occurred in cities with a population of 100,000 or less. Fifty-four percent of the incidents occurred in cities with a population of 50,000 or less.

52

ASIS from 2000-2017

STATES WITH THE MOST INCIDENTS

7	California
6	Ohio
4	Virginia
3	Pennsylvania
3	Washington

34

ASIS occurred in cities with a population less than 100,000

Sources:
1. FBI; Publication; 2018; "Active Shooter Incidents in the United States in 2016 and 2017"; UNCLASSIFIED; Multiple Sources.
2. FBI; Publication; 2016; "Active Shooter Incidents in the United States in 2014 and 2015"; UNCLASSIFIED; Multiple Sources.
3. FBI; Publication; 2014; "A Study of Active Shooter Incidents in the United States Between 2000 and 2013"; UNCLASSIFIED; Multiple Sources.

ASIS LOCATIONS

Legend

- ASIS
- ASIS Resulting in Mass Killings

Source: Microsoft MapPoint

INDIANA SCHOOL-BASED MENTAL HEALTH PROGRAM DESCRIPTION

<u>Division of Mental Health and Addiction, Bureau of Youth Services</u>

Indiana Legislature has appropriated funds for the FSSA through the Division of Mental Health and Addiction to maintain an evidence-based program model that partners with elementary and high schools to provide social services to children, parents, caregivers, teachers and the community. The purpose of the program is to prevent substance misuse/abuse, promote healthy behaviors and maximize student success.

Each grantee had to identify the following in its proposal for funding:
- Evidence-based model(s) that would be implemented
- Substance misuse/abuse prevention and education services to be delivered
- Logic model
- Independent evaluator
- Additional services to be delivered in conjunction with evidence-based program chosen, which can include but are not limited to:
  - Grief counseling
  - Suicide prevention
  - Parenting skills
  - Family communication education
  - Social skills education and development
  - Assistance for children who are at risk of dropping out of school

<u>Division of Mental Health and Addiction – Partnership for Success Grant (PFS)</u>
PFS is a discretionary five-year grant that aims to reduce substance misuse and strengthen prevention capacity at the state. The goal is to assist grantees to leverage and realign statewide funding streams for prevention. PFS currently funds 10 communities, some of which provide programs within the school setting.

<u>Division of Mental Health and Addiction – Mental Health Promotion and Addiction Prevention</u>
The Substance Abuse Prevention Block Grant dollars account for 20 percent of the total Substance Abuse Prevention and Treatment Block Grant. Prevention addresses the following populations: children, communities, college students and older adults. A significant number of prevention programs are being delivered in the schools as a part of health education or after-school programming.

Department of Education – Title IV Grants

The Every Student Succeeds Act (ESSA) authorizes significant funds to help increase the capacity of states, local educational agencies, schools and local communities to provide all students with access to a well-rounded education and to improve school conditions for student learning.* School districts must use 20 percent of these funds on efforts to improve student mental and behavioral health, school climate or school safety, which could include:

- Comprehensive school mental health and behavioral health service delivery systems
- Trauma informed policies and practices
- Bullying and harassment prevention
- Social-emotional learning
- Improving school safety and school climate
- Mental health first aid training
- Professional development activities

Table 1:   DMHA State School-Based (Evidence-Based Practice Grants) SYF19

Agency	Counties	Schools	# of Schools	Program
Family Service Society	Grant	Marion Community Schools	6	Botvin Life Skills
		Mississinewa Community Schools	3	
Geminus	Lake	Merrillville School Corporation	3	Coping and Support Training (CAST)
		School City of Hammond	1	Ripple Effects Whole Spectrum Intervention System Signs of Suicide (SOS) "Talk, They Hear You" Community Conversations on Mental Health
		School City of East Chicago	7	CAST (Coping and Support Training)
		School City of Hammond	20	SOS (Signs of Suicide) Community Conversations QPR Youth Mental Health First Aid

School Base Services Appendix

		Lake Station Community Schools	4	Pride Initiative
One Community One Family	Ripley	Milan Community Schools	3	Students Taking a Right Stand (STARS) Student Assistance Program (SAP) Move2STAND Youth Mental Health First Aid
Oaklawn	St. Joseph	South Bend Community School Corporation	8	Students Taking a New Direction (STAND)
Youth First	Vanderburgh Warrick	Evansville Vanderburgh School Corporation Warrick County School Corporation	16 13	Why Try Strengthening Families Reconnecting Youth QPR/ACT/Teen Series Botvin LifeSkills Training Family Connections Al's Pals

Agency	Counties	Schools	# of Schools	Program
Youth First	Pike Posey Martin Daviess Gibson	Pike County School Corporation MSD North Posey County Schools Loogootee Community School Corporation added for SFY2018 (unsure which schools) North, South and East Gibson School Corporation	3 3 3 3 9	Same as above

School Base Services Appendix

Michigan City Area Schools	LaPorte	Michigan City Area Schools	11	Motivational Interviewing Youth Mental Health First Aid Botvin LifeSkills Peer Mentors "Poor Students, Rich Teaching"
Fayette Regional Care Pavilion	Fayette Union Franklin Wayne	Connersville High School Union County High School	1 1 1 1	Life Skills Training Monthly Community Events
MHA of Vigo County	Vigo	Vigo County School Corporation (elementary)	18	Too Good For Drugs
	Sullivan	Southwest School Corporation (elementary)	2	Too Good For Drugs Town Hall Meetings/Media Campaign
The Lutheran Foundation	Allen Adams Lagrange Noble Huntington Kosciusko DeKalb	Fort Wayne Community Schools/East Allen Comm. North Adams Community Schools Lakeland School Corporation East Noble School Corporation Huntington County Community School Corp Warsaw Community Schools Garrett-Keyser-Butler Community School Corp.	7 1 2 2 1 2 2	Sources of Strength Project Northland/Class Action QPR

School Base Services Appendix

Agency	Counties	Schools	# of Schools	Program
Chances and Services for Youth	Vigo	Vigo County School Corporation (elementary)	18	Too Good For Drugs
Peace Learning Center	Marion	Indianapolis Public Schools - elementary	6	Peers Making Peace
Marian University	Marion	Indianapolis Public Schools - elementary	3	City Connects

Table 2: **Division of Mental Health and Addiction-Partnership for Success Grant (PFS)**

Agency	Counties	Schools	# of students	Program	Funding Allocation
Youth Services Alliance, Inc.	Cass		630	Life skills	$45,285.21
Our Place Drug & Alcohol Education Service	Clark	Clarksville Our Lady of Providence High School	1299	Life skills Be the Majority Indiana University Social Norming/Education Alcohol Vendor Compliance	$39,214.61 $5,458.70 $3,958.70 $11,084.82
Our Place Drug & Alcohol Education Service	Floyd	Ages 12 and up 9th & 10th graders, county school districts New Albany, Floyd County School System	24,000 700 4,600	Prescription Take Back LifeSkills Be the Majority @ IU Southeast	$3,237.39 $20,566.79 $16,024.37

NASRO BASIC COURSE DESCRIPTION AND OUTLINE

Basic 40-Hour School Resource Officer Course Outline and Objectives

COURSE DESCRIPTION

The NASRO Basic School Resource Officer Course is a forty-hour (40) block of instruction designed for law enforcement officers and school safety professionals working in an educational environment and with school administrators. The course provides tools for officers to build positive relationships with both students and staff.

The course is also beneficial for educational professionals dedicated to providing a safe learning environment and provides a more in-depth understanding of the role and functions of an SRO.

The course emphasizes three main areas of instructions:

Law Enforcement Function – Instruction on the differences between law enforcement when conducted inside a school environment including understanding the teen brain and de-escalation techniques.

Mentoring Students – Instruction designed to provide tools to be a positive role model for youth including informal counseling techniques.

Guest Speaking – Instruction on a variety of instructional techniques as well as classroom management tools to provide law-related education to students.

Attendees will gain a solid working knowledge of the School Resource Officer concept and how to establish a lasting partnership with their schools.

The purpose of this course is to provide participants with information regarding the school resource officer concept and the skills necessary for its successful implementation.

Course Objectives:
- Clearly define and explain the SRO Triad concept.
- Demonstrate positive and professional communication.
- Apply the concepts of planning, prevention, and response to school safety.

TEACHING METHODOLOGY / CLASS FORMAT: This course uses a combination of classroom instruction, interactive learning, PowerPoint presentations, videos, and practical scenarios. Students will be provided with a NASRO Basic Course Manual and access to website resources.

METHODS OF EVALUATION: Successful completion of course requirements will be measured by a written examination at the conclusion of the course. Students must pass the examination in order to receive a NASRO certificate.

ATTENDANCE POLICY: Attendees will be allowed to miss no more than 10% of the total course time or a maximum of 4 hours. Any absences must be approved by the Instructor.

CONTENT OUTLINE:

I. Foundations of School-Based Law Enforcement

Goal: Students will learn the history of school-based policing and the roles and responsibilities of the SRO position.

Learner Objectives:
- Identify several early SRO programs and explain why they were or were not successful.
- Understand the importance of NASRO in school-based policing.
- Prepare a list of daily duties of a typical SRO.
- Identify the NASRO Triad concept and describe each component.

II. Ethics and the SRO

Goal: Establish a highly ethical SRO program in order to build mutual respect and trust among the SRO, students, parents, and school staff.

Learner Objectives:
- Describe the need for a high standard of ethics in the role of SRO.
- Understand the ethical considerations unique to an SRO.

III and IV: The SRO as a Teacher/Guest Speaker and Effective Presentations

Goal: Fully equip the SRO to be confident in the role as a teacher/guest speaker, understand the importance of law-related education, and have proven techniques for classroom management.

Learner Objectives:
- Define Law- Related Education (LRE).
- Understand the learning process.
- List the components of a lesson plan.
- Demonstrate effective presentation skills.

V: Understanding Special Needs Students

Goal: Provide strategies for SROs to be appropriately proactive and reactive when interacting with students with disabilities.

Learner Objectives:
- Understand components of Individuals with Disabilities Education Act.
- Gain a better understanding of the discipline process for students with disabilities.
- Understand the different diagnostic disability categories.
- Demonstrate ways to communicate proactively with students with disabilities.

VI: The SRO as an Informal Counselor/Mentor

Goal: Provide participants with the tools to become a more effective informal counselor/mentor, and to equip SROs with strategies to foster vital, informal counseling/mentoring relationships.

Learner Objectives:
- Articulate a basic understanding of the Family Educational Rights and Privacy Act (FERPA).
- Develop strategies to foster informal counseling/mentoring relationships with students.
- Identify student behavior that would merit a referral to a community or professional service.

VII: Social Media and Cyber Safety

Goal: Social media apps and technology are rapidly evolving which often creates challenges and safety issues to the school environment. This block of instruction will provide tools to address incidents, criminal or noncriminal, which originate or intersect on social media.

Learner Objectives:
- Understand social media in all its forms.
- Understand the impact of social media on students.
- Gain knowledge on how to advise students and parents on social media safety.

VIII: Understanding the Teen Brain

Goal: Participants will gain an understanding of the complex interaction between intellectual and emotional development during the time of adolescence. This block of instructor will explain the adolescent brain: how the teen brain develops, the two types of teen brains, and traumatic influences on the teen brain.

Learner Objectives:
- Explain the differences between puberty and adolescence.
- Understand the impact of brain development on impulsive behavior as it peaks during adolescence.
- Distinguish between the "Thinking Brain" and the "Feeling Brain" as they drive adolescent behavior.
- Understand the most effective communication strategies for working with adolescents.

IX: Violence and Victimization: Challenges to Development

Goal: Explore victimization in childhood and adolescence, as well as the impact of trauma on development. The body's hard-wired, biologically based, stress response ("fight or flight") system will be explained including the role of the brain in the stress response system; the nature of traumatic stress; the impact of traumatic stress on the brain; and the behavioral and emotional effects of trauma in childhood and adolescence. The influence of victimization on interactions with SROs will be outlined, as well as best practice approaches for interactions with traumatized youth.

Learner Objectives:
- Define three types of stress.
- Understand the effects of traumatic stress on the human body.
- Identify the correlation between the ACE report and the role of the SRO.
- Identify strategies for the SRO when working with traumatized and victimized youth.

X: Sex Trafficking of Youth

Goal: In the role of an SRO, it is imperative that the signs of, and facts about, sex trafficking are well understood. This block of instruction will provide information and resources to assist SRO's in their role in anti-sex trafficking efforts.

Learner Objectives:
- Define Commercial Sexual Exploitation of Children (CSEC).
- Explain why a victim centered approach to CSEC is vital.
- Understand recruitment and control of CSEC victims.
- Identify ways SROs can contribute to anti-sex trafficking efforts.

XI: School Law

Goal: The SRO must become a specialist in school related law. This block of instruction will provide generalized information regarding the continual legal decisions that potentially or directly impact the daily duties and responsibilities of the SRO and the school team.

Learner Objectives:
- Apply knowledge learned to presentations for staff and students.
- Gain insight to important court cases.
- Understand juvenile law to counterbalance the potential for liability.

XII: Developing and Supporting Successful Relationships with Diverse Students

Goal: This module is designed to provide awareness of biases within oneself and within others that can be a barrier to successful and trusted relationships with diverse school populations. Successful SROs build relationships by recognizing their existing biases and implementing

strategies that build trust and respect. In support of the NASRO Triad, participants will explore strategies for creating, fostering, and maintaining authentic relationships with diverse communities and marginalized groups in schools.

Learner Objectives:
- Explore society's understanding of culture and diversity to understand their impact on law enforcement and community relations.
- Examine how potential biases can impact the role of the SRO as informal counselor/mentor.
- Explore strategies to counter identified barriers to strengthen SRO and community relations.

XIII: Effects of Youth Trends and Drugs on the School Culture and Environment

Goal: This block of instruction will offer general knowledge about the latest drugs and youth trends that will assist an SRO in detecting safety concerns on the school campus. This block of instruction will provide tools for an SRO to stay up-to-date on the newest drugs and youth trends that are always evolving and to emphasize the impact these subcultures could have on the school setting.

Learner Objectives:
- Understand how youth trends and drugs affect the school environment.
- Recognize the importance of keeping current with youth trends in order to recognize potential issues in the school.
- Apply tools to stay current on youth trends and drugs that will affect the school environment.

XIV: Threat Response: Preventing Violence in School Settings

Goal: This block of instruction will guide school and law enforcement personnel in response and investigation into verbal and/or written threats of violence. With this information SROs will be able to make informed decisions regarding threats of varying degrees and understand possible ways of dealing with those who make the threats.

Learner Objectives:
- Recognize factors involved in determining the validity of a threat.
- Identify the three basic practices involved in threat assessment and safety.
- Conduct a basic threat assessment and identify possible responses.

XV: School Safety and Emergency Operations Plans

Goal: In order to provide a safe learning environment, schools and SROs must be prepared for numerous types of emergency situations on campus from a violent intruder to inclement weather. This block of instruction will give SROs the tools needed to become an effective member of the school safety team and develop, with a collaborative team, an Emergency Operations Plan.

Learner Objectives:
- Implement effective proactive school safety measures.
- Identify school threats and develop prevention and preparedness models based on identified threats.
- Collaborate with stakeholders on the development and implementation of an Emergency Operations Plan.

XVI: Crime Prevention Through Environmental Design

Goal: This block of instruction will guide school and law enforcement personnel in identifying and understanding the Crime Prevention Through Environmental Design (CPTED) principles and how applying those principles to the school campus can prevent crime.

Learner Objectives:
- Understand the CPTED concept and three core principles.
- Apply CPTED principles to improving the environmental design of a school and reducing crime.

NASRO Basic School Resource Officer Training Agenda

Day One

8:00 – 9:00 am	Welcome, Introductions, Course Overview
9:00 am – 12:00 pm	Foundations of School-Based Law Enforcement
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Ethics and the SRO
3:00 – 5:00 pm	The SRO as a Teacher/Guest Speaker

Day Two

8:00 – 10:00 am	The SRO as a Teacher/Guest Speaker: Effective Presentations
10:00 am – 12:00 pm	Understanding Special Needs Students
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	The SRO as an Informal Counselor/Mentor
3:00 – 5:00 pm	Social Media and Cyber Safety

Day Three

8:00 – 11:00 am	Understanding the Teen Brain
11:00 am – 12:00 pm	Violence and Victimization: Challenges to Development
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Violence and Victimization: Challenges to Development, *continued*
3:00 – 5:00 pm	Sex Trafficking of Youth

Day Four

8:00 am – 12:00 pm	School Law
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Developing Successful Relationships with Diverse Students
1:00 – 5:00 pm	Effects of Youth Trends and Drugs on the School Culture and Environment

Day Five

8:00 – 10:00 am	Threat Response: Preventing Violence in Schools
10:00 am – 12:00 pm	School Safety and Emergency Operations Plans
12:00 – 1:00 pm	Lunch
1:00 – 3:00 pm	Crime Prevention Through Environmental Design
3:00 – 4:00 pm	Program Enhancements
4:00 – 5:00 pm	Course Review and Exam

Agenda times are subject to change at the discretion of the instructor.

TEMPLATE SCHOOL RESOURCE OFFICER JOB DESCRIPTION

[insert name] SCHOOL CORPORATION
JOB DESCRIPTION

JOB TITLE: DIRECTOR OF BUILDING SECURITY AND SAFETY/SCHOOL RESOURCE OFFICER
EFFECTIVE DATE:

DUTIES:

1. Supervises issues involving school security and safety.

2. Supervises and coordinates all school safety specialists at the building level.

3. Investigates crimes committed by juveniles on school properties.

4. Enforces local, state, and federal laws by implementing effective policy for the prevention and investigation of crimes to protect the lives and property of the people.

5. Presents educational programs in schools in an effort to reduce crime, drug abuse, violence and to provide a safe school environment.

6. Works with youth on prevention programs in the schools and the community.

7. Responds to emergency calls that are initiated at the building level by school personnel.

8. Monitors closed circuit television systems at area schools. Notifies appropriate officials of impending emergencies.

9. Makes presentations to groups, teaches classes and prepares all related materials.

10. Communicates with news media on a variety of issues. Prepares public relations materials, such as brochures and news releases.

11. Organizes and participates in community events and neighborhood meetings. Serves as School Corporation liaison with elected officials, community leaders, and other law enforcement agencies. Mediates citizen complaints and helps solve problems.

12. Gives detailed explanation of complaints or legal procedures to victims, witnesses, and offenders.

13. Ensures and documents compliance with school regulations/policies.

14. Coordinates school activities with other agencies and/or organizations.

15. Gives testimony and presents evidence in legal proceedings.

16. Serves on 24-hour call for emergencies.

17. Stops vehicles to check for proper registration, to enforce traffic laws and speed limit laws, and to issue warnings and/or citations. Enforces parking laws and ordinances.

18. Responds to traffic accidents, radios for emergency assistance, aids the injured, regulates and directs traffic, and escorts emergency vehicles.

19. Conducts searches of suspects/arrestees and seizes weapons or contraband.

20. Transports suspects to detention facility.

21. Inspects conditions of assigned vehicle and equipment and maintains uniform in a neat and professional manner.

22. Investigates traffic accidents including identifying owner of vehicle, locating witnesses, measuring skid marks, collecting physical evidence and photographing and diagramming the scene. Investigates citizen complaints, misdemeanor and felony violations for crimes against persons, children and/or property, and missing people.

23. Investigates illegal possession, distribution, and sale of controlled substances.

24. Locates witnesses of criminal activity and interviews and/or interrogates witnesses/suspects. Protects and/or counsels victims/witnesses.

25. Checks status of, recovers, and inventories stolen property.

26. Performs booking procedures of detained individuals, including fingerprinting, obtaining background and medical information, photographing, searching individuals, and accounting for individual's money and personal property.

27. Performs assigned duties in uniform.

28. Performs related duties as assigned by the Superintendent of schools.

JOB REQUIREMENTS AND PREFFERED EXPERIENCE:

1. High School diploma and certification or ability to be certified by the Indiana Law Enforcement Academy as a Law Enforcement Officer and Certified Instructor. Must be at least 21 years of age.

2. Ability to meet all federal and state laws regarding possession and carrying of weapons.

3. Considerable knowledge of community geography and police jurisdiction/boundaries.

4. Working knowledge of and ability to effectively apply evidence collection/preservation techniques.

5. Working knowledge of radio frequencies, codes, procedures and limitations.

6. Working knowledge of current training programs and ability to develop and direct training of school personnel.

7. Ability to operate various law enforcement equipment, including computer, calculator, camera, fingerprint equipment, drug/narcotic identification kit, handgun and shotgun.

8. Ability to deal swiftly, rationally, and decisively with potentially violent individuals in precarious situations, and take authoritative action applying appropriate discretion and common sense.

9. Ability to effectively communicate orally and in writing, including being sensitive to professional ethics, gender, cultural diversities.

10. Ability to prepare all required reports within department deadlines.

11. Ability to provide public access to or maintain confidentiality of school information and reports according to state requirements.

12. Ability to interview victims, witnesses, and suspects, provide advice and comfort victims.

13. Ability to prepare and deliver speeches, develop news releases, articles, brochures and effectively communicate with news media.

14. Ability to work alone with minimum supervision and with others in a team environment.

15. Ability to plan and layout assigned work projects.

16. Ability to testify in legal proceedings/court.

17. Ability to serve on 24-hour call for emergencies, occasionally work irregular and/or extended hours, evenings, weekends and travel out of town for training, sometimes overnight.

18. Possession of a valid driver's license and demonstrated safe driving record.

RESPONSIBILITY:

Person performs a wide variety of patrol, public assistance and youth education duties according to established school policies and standard police procedures, making independent decisions and taking authoritative action in response to situational demands. Person receives indirect or occasional supervision with assignments.

PERSONAL WORK RELATIONSHIPS:

Person maintains frequent contact with local Police and Sheriff's Departments, the Community School Corporation, County Circuit Court, County Juvenile Probation Department and the public for a variety of purposes, including exchanging information and ideas. Person reports directly to Superintendent of Schools.

PHYSICAL EFFORT AND WORK ENVIRONMENT:

No prolonged, extreme physical demands are associated with normal duties or assignments, but person may exert strenuous physical effort during emergency situations.

Person must perform duties and take appropriate action in emergency situations, despite the stress associated with potential injury or loss of life to self or others. Person serves on 24-hour call, occasionally works irregular and/or extended hours, evenings, weekends and travel out of town for training, sometimes overnight.

APPLICANT/EMPLOYEE ACKNOWLEDGEMENT:
The job description for the position of Director of Building Security and Safety [or School Resource Officer] for [INSERT NAME] Community Schools describes the duties and responsibilities for employment in this position. I acknowledge that I have received this job description, and understand that it is not a contract of employment. I am responsible for reading this job description and complying with all job duties, requirements and responsibilities contained herein, and any subsequent revisions.

Is there anything that would keep you from meeting the job duties and requirements as outlined?
Yes _____   No _____

_____   _____
Applicant/Employee Signature   **Date**

_____
Print of Type Name

INDIANA SECURED SCHOOL SAFETY BOARD CODE OF BYLAWS

CODE OF BYLAWS
OF THE
INDIANA SECURED SCHOOL SAFETY BOARD

ARTICLE 1
Identification

Section 1.01. Name. In accordance with IC 10-21-1-3, the name of the Board is the Secured School Safety Board. (Hereinafter referred to as the "Board.")

Section 1.02. Governing law. The Board is governed by IC 10-21-1 et seq. and all other provisions in Indiana law that apply. To the extent that there is a conflict between a requirement in Indiana law applicable to the Bard and these bylaws, Indiana law shall govern.

Section 1.03. Principal Office and Resident Agent. The post office address of the principal office of the Board is:

302 West Washington Street, Room E-208
Indianapolis, Indiana 46204

And the name and post office address of its Resident Agent in charge of such are:

Indiana Secured School Safety Board
c/o Grants Division
302 West Washington Street, Room E-208
Indianapolis, Indiana 46204

ARTICLE 2
Membership

Section 2.01. Qualification of Members. The Board's members are appointed pursuant to IC 10-21-1-3(b). The Board consists of seven (7) voting members comprised of (1) the Executive Director of the Department of Homeland Security or his or her designee, (2) the Attorney General or his or her designee, (3) the Superintendent of the State Police Department or his or her designee, (4) the State Superintendent of Public Instruction or his or her designee, (5) the Director of the Criminal Justice Institute or his or her designee and (6) a local law enforcement officer and (7) an employee of a local school corporation or charter school the last of which are appointed by the governor.

Section 2.02. Rights of members. The right of a member to vote and all his or her right, title and interest in or to the Board shall cease on the termination of his or her membership. No Member shall be entitled to share in the distribution of the Board assets upon the dissolution of the Board.

Section 2.03. Rights of Designees. The rights of a designee shall be the same as the voting member who authorized the designee to act in his or her stead.

Section 2.04. Resignation from Membership. Members appointed by the Governor may resign at any time by giving written notice of such resignation to the Chairperson of the Foundation, or the Governor. Such resignation shall be made in writing and shall take effect at the time specified therein, and, if no time be specified, at the time of its receipt by the Chairperson, or the Governor. The acceptance of a resignation shall not be necessary to make it effective.

Section 2.05. Termination of Membership. Membership in the Foundation terminates

at the time an appointed Member resigns, upon the appointment of an appointed Member's successor by the Governor, or when a successor fills any member position held by virtue of title.

Section 2.06. Chairperson. The executive director of the department of homeland security or the executive director's designee shall serve as the chairperson of the Board pursuant to IC 10-21-3(b)(1).

ARTICLE 3
Meetings of Members

Section 3.01. Place of Meetings. All meetings of Members shall be held either at the principal office of the Board in the State of Indiana, or at such other place centrally located within the State of Indiana and shall be specified in the respective notices for the meeting.

Section 3.02. Annual Meetings. There shall be three annual meetings of the Members.

The first shall be held at 1:00 PM on the second Tuesday in January of each Calendar year; provided, however, that the Chairperson of the Board, or a majority of the Members may designate another day and time for the annual meeting. The first annual meeting shall establish criteria to be used in evaluating applications for matching grants from the Secured School Safety Fund (hereinafter referred to as the "Fund") pursuant to IC 10-21-1-3(c). This criteria

The second annual meeting shall be held at 1:00PM on the second Tuesday in June of each Calendar year; provided, however, that the Chairperson of the Board, or a majority of the Members may designate another day and time for the annual meeting. The second annual meeting will be held for the Board to approve or disapprove applications for matching grants to fund programs as described in IC-21-2(a).

The third annual meeting shall be held at 1:00PM on the second Tuesday in October of each Calendar year; provided, however, that the Chairperson of the Board, or a majority of the Members may designate another day and time for the annual meeting. The third annual meeting shall be held for the Board to review compliance reports from recipients, review analyzed data regarding the use of the funds, or for any other purpose related to the Fund.

Section 3.03. Special Meetings. Special meetings of the Members may be called by the Chairperson, or by a majority of the Members. Upon a request in writing delivered to the Chairperson by a person or persons entitled to call a special meeting, it shall be the duty of the Chairperson to give notice of such meeting to the Members, and, if such request is refused, the person or persons making such request may call a meeting by giving notice in the manner hereinafter provided. Business transacted at all special meetings shall be limited to the subjects stated in the call or waiver of notice, and matters germane thereto.

Section 3.04. Notice of Meetings. A written or printed notice stating the place, day and hour of the meeting, and, in case of a special meeting, the purpose or purposes for which such meeting is called, shall be delivered (whether by hand, email, or post) by the Indiana department of homeland security administration staff or by the Chairperson or persons calling the meeting to each Member of record of the Board at such address as appears on the records of the Board not less than ten (10) days before the date of the meeting. Public notice of any such meeting shall also be given in compliance with IC 5-14-1.5.

Section 3.05. Quorum. The quorum shall consist of four (4) voting Members of the Board. An individual from the Indiana department of Homeland Security administrative staff shall certify the number of Members attending each scheduled meeting in the minutes prepared with respect to such meeting.

Section 3.06. Voting Rights. Each voting Member present shall be entitled to cast one (1) vote upon each question voted upon at all meetings of the Members.

Section 3.07. Number of Voting Members Needed For Action. Notwithstanding any other provision in these Bylaws, the affirmative vote of at least four (4) voting members is necessary for the Board to take action.

Section 3.08. Committees. The Board by resolution adopted by a majority of the voting Members, may designate one or more committees each of which shall consist of one or more voting Members and any number of non-voting Members, which committees, to the extent provided in said resolution, shall be formed to advise the committee of any topics related to the subject matter and purpose of the Fund. The designation of any such committee shall not operate to relieve the Members, or any individual Member, of any responsibility imposed upon him/her by law.

Section 3.09. Official Minutes. The approved minutes of the Board shall be the official records of actions taken by the Members. Notes or electronic recordings of a meeting shall not be an official record of the Members' actions. The books and records of the Board shall be kept within the Department of Homeland Security.

ARTICLE 4
Administration of the Fund and Support Staff

Section 4.01. Administration of the Fund. The fund shall be administered by the Indiana department of homeland security pursuant to IC 10-21-1-2(c).

Section 4.02. Support Staff. The Indiana department of homeland security shall provide support staff to assist the Board with its duties.

ARTICLE 5
Scoring of Applications

Section 5.01. Scoring of Applications, In General. All applications applying for grant funding shall be evaluated through a process as established by the Fund administrators and guided by the Board.

Section 5.02. Representation of Scorers from Each Agency. Each Board Member who is not appointed at the pleasure of the governor shall ensure that at a minimum two (2) individuals from that Member's agency or department shall assist in the scoring of applications requesting assistance from the Fund. Each Board Member serving by virtue of title shall provide the names of such individuals upon request by the support staff. Such individuals shall not receive compensation through the Fund for her or his participation as a scorer.

Section 5.03. Additional Scorers. The Fund administrators may request and secure the assistance of additional individuals who are competent and qualified to score applications requesting grant funding. Such individuals will not receive compensation through the Fund for her or his participation as a scorer. Such individuals shall not have a conflict of interest that would bias any decisions in favor or against applicants. In the event an additional scorer is found to have a conflict of interest of bias, that additional scorer shall not score the application of the applicant(s) with which there is a conflict and shall physically remove his or herself from any discussion regarding such applicant's application. Any application(s) already scored shall be re-scored by a scorer without a conflict of interest.

ARTICLE 6
Loans to Members

The Board shall not make any advancement for services to be performed in the future to any of its Members. Nor shall it make any loan of money or property to any Member of the Board or individual other than those applications for the Fund which were approved by the Board.

ARTICLE 7
Financial Affairs

Section 7.01. Contracts. (A) The Chairperson of the Board is authorized to execute any contract, purchase order, grant agreement or any other legal instrument on behalf of the Board; provided however, that the expenditure or grant must have been approved by the voting members of the Board at a meeting of the Board prior to the execution of the contract, purchase order, grant agreement or other legal instrument and must have followed the proper State of Indiana Procurement guidelines.
(B) No other Member, agent or employee shall have any power or authority to bind the Foundation by any contract or engagement; or to pledge its credit or render it liable for any purpose or to any amount.

Section 7.02. Investments. The treasurer of state shall invest the money in the fund not currently needed to meet the obligations of the fund in the same manner as other public money may be invested. Interest that accrues from these investments shall be deposited in the fund pursuant to IC 10-21-1-2(e).

Section 7.03. Fiscal Year. The fiscal year of the Board shall begin on the first day of July of each year and end on the last day of June of each year.

ARTICLE 8
Prohibited Activities

Notwithstanding any other provision of this Code of Bylaws, no Member, employee or agent of this Board shall take any action or engage in any activity by or on behalf of the Board not permitted to be taken or carried on by the Board under IC 10-21-1 *et seq*.

ARTICLE 9
Limitation of Liability; Indemnification

Section 9.01. Scope of Article. The provisions of this Article apply with respect to liability and indemnification of a Member, support staff or agent (collectively, "State Appointees," and individually, a "State Appointee") of the Board for any loss or damage suffered on account of any action taken or omitted to be taken by a State Appointee.

Section 9.02. General Limitation of Liability. No Member or support staff shall be liable for any loss or damage if, in taking or omitting to take any action causing such loss or damage, either such Member or support staff acted (i)(A) in good faith, (B) with the care an ordinarily prudent person in a position would have exercised under similar circumstances, and (C) in a manner such Member or support staff reasonably believed was in the best

interests of the Board, or (ii) such Member's or support staff's breach of or failure to act in accordance with the standards of conduct set forth in this section clause (i)(A-C) (the "Standards of Conduct") did not constitute willful misconduct or recklessness. The Members may apply the limitation of liability set forth in this Section to other State Appointees of the Board, either generally or in particular cases.

Section 9.03. Reliance on Corporate Records and Other Information. Any State Appointee of the Board shall be protected under the extent of the Indiana Tort Claims Act, and shall be deemed to have complied with the Standards of Conduct, in relying in good faith, with respect to any information contained therein, upon (i) the Board Records, or (ii) information, opinions, reports or statements (including financial statements and other financial data) prepared or presented by (A) one or more other State Appointees whom such State Appointee reasonably believes to be competent in the matters presented, (B) legal counsel, public accountants or other persons as to matters that such State Appointee reasonably believes are within such person's professional or expert competence, (C) a Committee or an Appointed Committee, of which such State Appointee is not a Member, if such State Appointee reasonably believes such Committee or Appointed Committee merits confidence, or (D) the Members, if such State Appointee is not a Member and reasonably believes that the Members merits confidence.

ARTICLE 10
Amendments

The power to make, alter, amend or repeal the Code of Bylaws is vested in the voting Members, which power shall be exercised by affirmative vote of at least four (4) of the voting Members present at any meeting; provided, however, that the proposed amendment shall be included in the notice of such meeting. If notice of a proposed amendment to the Code of Bylaws is included in the notice of any meeting of the Members, it shall be in order to consider and adopt at that meeting any amendment to the Code of Bylaws dealing with the subject matter with which the proposed amendment is concerned.

CHILD CARE
EMERGENCY RESPONSE GUIDE

INDIANA

EMERGENCY RESPONSE

PLANNING GUIDE

FOR

CHILD CARE PROVIDERS

STATE OF INDIANA

OPEN LETTER TO THE CHILD CARE PROVIDER INDUSTRY
CONCERNING
EMERGENCY PREPAREDNESS PLANNING

The Indiana Department of Homeland Security and the Family and Social Services Administration, Bureau of Child Care and other partner agencies have collaborated to provide the Indiana Emergency Response Planning Guide for Child Care Providers.

The preparation and involvement of child care staff, parents, and the community can directly affect the outcome of an emergency. This guide identifies the hazards common to Indiana and offers practical information on how to prepare your child care program for emergency situations. Further, the guide offers examples from other organizations and input from subject matter experts to equip you with the tools needed to develop plans for emergency situations.

This guide provides basic preparedness and planning information for use in a variety of child care settings. The information can be tailored to meet the needs of your facility and you should consult with key representatives within your area to ensure compliance with state and federal laws.

Every effort has been made to provide accurate, up-to-date information. New hazards can emerge and procedures change over time, so emergency preparedness information is in constant development. Child care providers should routinely update plans and, if necessary, seek additional resources.

We appreciate the time and efforts you use every day to ensure the children of Indiana are cared for in a safe and secure manner.

Thank you for all that you do.

John H. Hill, Executive Director
Indiana Department of Homeland Security

Michael A. Gargano, Secretary
Family and Social Services Administration

Indiana Emergency Response Planning Guide for Child Care Providers
Version 1.0

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ACKNOWLEDGEMENTS

BACKGROUND

Indiana has more than 4,500 child care facilities serving over 100,000 Hoosier children. For these children, their parents, and facility staff, it is imperative to be prepared if disaster strikes. Recent events show programs with a well developed and regularly practiced emergency plan are better able to protect lives and return to normal operation in a shorter time period.

In recent years, Indiana child care providers have experienced emergencies and disasters including floods, fires, ice storms, tornadoes, extreme weather conditions, and hazardous material spills either within the child care facility or in the vicinity of the facility. In the event of an emergency, the child care facility may close temporarily, and may evacuate and relocate children to an alternate location. In such emergencies, children may or may not understand what is happening, or may be physically or developmentally unable to rescue or protect themselves.

The term "facility" used throughout this guide refers to any location (center, ministry or home) that cares for children, is non-medical, and is for less than 24 hours.

PURPOSE

This guide provides basic preparedness and planning information to enhance the safety of children and staff in any child care setting. Child care providers may use this guide as a planning tool as it also includes forms and additional resources. Forms may be reproduced as needed. Plans should be easily understood rather than complex with multiple steps, which staff, parents, and town officials will not be able implement when faced with an emergency situation.

The five goals of the guide are to educate providers in developing an emergency response plan in the following areas:

1. Creating and executing an emergency evacuation plan.

2. Collecting and posting emergency numbers.

3. Reviewing and posting guides on how to handle an emergency within the child care setting.

4. Training staff on specific roles and responsibilities during an emergency.

5. Reviewing special considerations for children with health needs and disabilities during an emergency.

This guide outlines the roles and responsibilities of the Incident Command System (ICS), which is also part of the National Incident Management System (NIMS). NIMS provides an efficient, practical approach that helps guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from and mitigate the effects of incidents regardless of cause, size, location, or complexity in order to reduce the loss of life and property and harm to the environment. ICS provides a chain of command and lays out the roles and responsibilities during an emergency.

SCOPE

This planning guide allows Indiana child care facility managers to be better prepared and continue to provide care for children in a safe and effective environment during emergency conditions. Information in this guide supplements and is consistent with state statutes, laws, and regulations. It applies to a provider's preparation for emergencies regardless of type of child care facility, i.e., center, ministry or home.

This guide should be part of an overall comprehensive emergency preparedness planning and training program. While every disaster cannot be described in this document, child care providers are encouraged to incorporate information in this guide to meet the specific needs of their respective organization or business during any emergency that may arise.

INFORMATION FROM THE THREAT AND HAZARD INDEX RISK ASSESSMENT

The Indiana Department of Homeland Security (IDHS) has identified threats and hazard risks for the State of Indiana in the 2010 Hazard Identification and Risk Assessment. This comprehensive study was completed in 2010 and surveys the most common incidents that pose a risk to the state. The hazards are categorized by natural, man-made and technological occurrences.

These threats and hazard risks are based on a study of disasters and other emergencies in Indiana. Below is a description of each threat and hazard risk which provides suggested planning considerations for each one to help guide a facility director in the decision-making process.

1. **Severe Thunderstorm**

   a. **Description:** A severe thunderstorm is a term designating a thunderstorm that has reached a predetermined level of severity. Often, this level is determined by the storm being strong enough to inflict wind or hail damage. According to the National Weather Service, a storm is considered severe if winds reach more than 58 miles per hour and hail is one inch in diameter or larger.

   b. **Planning Considerations:** Severe thunderstorms can produce heavy rain, damaging straight-line winds, large hail, cloud to ground lightning, and tornadoes. These storms can cause significant damage over a large geographical area. Lightning is responsible for many fires as well as causing deaths when people are struck. Under the right conditions, rainfall from thunderstorms can cause flash flooding, which can change small creeks into raging torrents in a matter of minutes, washing away large boulders and most man-made structures. Hail up to the size of softballs damage cars and windows, and kill wildlife caught out in the open. Strong (up to more than 120 mph) straight-line winds associated with thunderstorms can knock down trees and power lines.

2. **Tornado**

   a. **Description:** A tornado is a funnel shaped, rapidly rotating column of air that passes in a narrow path over land. The size of a tornado can range from a few yards wide to a mile across. Tornadoes can strike with little or no warning. The average forward speed of a tornado is 30 mph, but may vary from stationary to 70 mph. Winds within the funnel can reach 300 mph. Tornadoes are rated according to the Enhanced Fujita Scale, which measures the amount of damage a tornado causes. Tornadoes are rated from EF-0 to EF-5. EF-0 tornadoes cause only minor damage and have winds up to 85 mph. An EF-5 tornado can cause catastrophic damage with winds greater than 200 mph. Approximately 95 percent of all tornadoes in the United States are EF-2 intensity or below. The remaining five percent, consisting of EF-3 to EF-5 tornadoes, are considered very strong to violent. Around 0.1% of all tornadoes reach EF-5 intensity.

   b. **Planning Considerations:** On average, Indiana experiences 22 tornadoes per year, including seven strong to violent tornadoes (EF-2 to EF-5). Indiana is second only to Oklahoma in the number of strong to violent tornadoes per 10,000 square miles. Indiana is also ranked second, behind Texas, for tornado damage costs. Indiana has an average of seven people killed by tornadoes every year. Only two states, Texas and Mississippi, have higher annual tornado fatality averages. Indiana is ranked sixth in the U.S. for tornado injuries and fatalities since 1950.

3. **Flash Flood**

   a. **Description:** Flash flooding is the rapid flooding of low-lying areas following heavy rain, ice jam collapses, dam releases or failures, and levee failures. Flash floods are distinguished from a regular flood by a timescale of fewer than six hours.

   b. **Planning Considerations:** Flash flooding can be extremely dangerous. More than half of the fatalities attributed to flash floods are people swept away in vehicles when trying to cross flooded intersections. As little as two feet of water can be enough to carry away most vehicles. Fast moving water can also severely damage buildings and can even move them off their foundations.

4. **Flood**

   a. **Description:** A flood is an overflow or accumulation of an expanse of water that submerges land. Flooding may result from an excess volume of water within a stream, river or lake, which overflows and runs over its usual confinements. Flooding may also result from the failure of dams and levees. Indiana is vulnerable to river, lake, regional, urban, and catastrophic flooding.

   b. **Planning Considerations:** Floods are one of the most common hazards in the United States. The effects of flooding can be localized, impacting a neighborhood or community, or very large, affecting entire river basins and multiple states. Most floods develop slowly, sometimes over a period of days. Floods can last for a long period of time, creating more damage as time passes. Floods can damage any type of structure, including bridges, cars, buildings, sewer systems, roadways, and flood control infrastructure.

5. **Major Earthquake**

   a. **Description:** An earthquake is the result of a sudden release of energy in the Earth's crust that creates seismic waves. Earthquakes are caused mostly by rupture of geological faults. Two major fault systems are located in or adjacent to Indiana; the New Madrid Seismic Zone and the Wabash Valley Seismic Zone. Sections of these fault systems are located in southwestern Indiana.

   b. **Planning Considerations:** The U.S. Geological Survey (USGS) estimates there is a 7 to 10 percent chance, in the next 50 years, of a repeat of a major earthquake like those that occurred in 1811-1812, which likely had magnitudes of between 7.5 and 8.0. There is a 25 to 40 percent chance, in a 50-year timespan, of a 6.0 magnitude or greater earthquake. According to a report released by FEMA: "…a 7.7 magnitude quake or greater would cause damage to tens of thousands of structures affecting water distribution, transportation systems, and other vital infrastructure. A major earthquake could result in thousands of deaths and tens of thousands of injuries across areas of southwestern Indiana."

6. **Public Utility Failure**

   a. **Description:** Incidents that involve the loss or disruption of essential public utility services. These essential lifelines include power, water, wastewater, and natural gas systems. Though they may appear to operate independently, these utilities are part of a complex, interconnected, and interdependent network of systems. A failure of one system, particularly power, can have cascading effects across all systems. Public utilities are vulnerable to a variety of hazards, both natural and man-made.

   b. **Planning Considerations:** The interconnected nature of public utilities means the impacts of system failures can be numerous and widespread. A major vulnerability lies in the fact that critical infrastructure is often geographically concentrated. Power lines, water lines, sewers, and gas pipelines are often located in close proximity to one another. If struck by a disaster, the direct effect on this clustered infrastructure is they could suffer major damage, which in turn would affect not only local areas, but could also have statewide and national impacts. The primary impact of public utility system failures is the immediate loss of essential services. Blackouts, loss of water pressure, water contamination, sewer backups, and natural gas service shutdowns have an immediate effect on quality of life. Prolonged outages can disrupt commercial food and fuel distribution, interfere with emergency response operations, and lead to public disorder.

7. **Winter Storm**

   a. **Description:** A blizzard is a severe storm condition characterized by low temperatures, strong winds, and heavy snow. The National Weather Service defines a blizzard as sustained winds or frequent gusts reaching or exceeding 35 mph which lead to blowing snow and cause visibility of 1/4 mile or less, lasting for at least three hours. By definition, the differ-

ence between a blizzard and a snowstorm is the strength of the wind. Ground blizzards are a variation on the traditional blizzard, which require high winds to stir up snow that has already fallen, rather than fresh snowfall. Regardless of the variety of blizzard, they can bring near-whiteout conditions, restricting visibility to close to zero. Another type of severe winter weather is ice storms. The U.S. National Weather Service defines an ice storm as a storm that results in the accumulation of at least 1/4 inch of ice on exposed surfaces.

b. **Planning Considerations:**

i. Blizzards create extremely hazardous driving conditions. High winds and snow often create whiteout conditions, reducing visibility to near zero. Deep snow often makes roads impassable, disrupting transportation systems, and delaying fire, law enforcement, and emergency medical responses. Heavy snow accumulation on roofs can also cause structural collapse.

ii. Ice storms also result in hazardous driving conditions. Branches or even whole trees may break from the weight of ice. Falling branches can block roads, tear down power and telephone lines, and cause other damage. Even without falling trees and tree branches, the weight of the ice itself can easily snap power lines, break and bring down power/utility poles; steel frame transmission line towers have been sent crashing to the ground by the weight of the ice. This can leave people without power for anywhere from several days to a month. Damage from ice storms is highly capable of shutting down entire regions of the state.

8. **Human Disease Outbreak**

a. **Description:** Outbreaks of infectious diseases in the last 25 years have resulted in new risks to humans. New infections have been discovered and old pathogens have re-emerged as new threats. Diseases can spread rapidly, due to the mobility of people, increased travel and immigration, and the movement of goods and products.

b. **Planning Considerations:** Disease outbreaks can be devastating to human populations, the economy, and can disrupt the operations of critical infrastructure, key resources, and essential services. The healthcare and medical sector could be overwhelmed as healthcare providers are faced with increased demand for services and a shortage in personnel, supplies, and equipment. Workplace absenteeism could also impact public utilities and lead to interruptions in service.

Reducing the Potential Threat of Emergencies

Emergency managers or EMAs are responsible for helping a community prepare for, protect against, respond to, and recover from a disaster or emergency. In Indiana, every county has an appointed emergency manager. The EMA is responsible for varying components of an emergency management system that typically includes fire, law enforcement, emergency medical services, public works, volunteers and other groups that contribute to the community's management of emergen-

cies. For further information about specific hazards in your area, or to contact your EMA, please visit your county website or see www.in.gov/dhs. The IDHS website has a section with information about emergency managers in each county.

Focusing on all of the potential hazards can be overwhelming. Dwelling on all of the everyday hazards is unrealistic. Child care facility directors need situational awareness of hazards to develop strategies to prevent, prepare, and/or minimize their impact. Awareness of potential hazards that can affect a facility will assist in a prioritization of tasks and appropriate actions. Consulting with the subject matter experts from your local area about the threats and hazards unique to the area is part of the facility's vulnerability assessment. These are individuals who will provide valuable information to assist in developing the facility's emergency action plans. They include:

- County emergency manager
- Parents
- First responders (i.e., law enforcement, fire, EMS, EMA Directors)
- Local schools and districts
- Local Health Departments
- Child care insurance carrier
- Utility company personnel
- Local business and industry personnel (if applicable)
- Other child care organizations

ILLNESS PREVENTION

Controlling the spread of communicable disease in the community is the legal responsibility of the Indiana State Department of Health (ISDH) and local health departments (LHDs); however, public health officials rely upon the cooperation of schools, child care providers, health care providers, and parents to prevent the spread of disease. A select list of communicable illnesses and their characteristics may be found in Tab 5 of this document. For information on additional illnesses, you may refer to the ISDH Communicable Disease Reference Guide for Schools: 2012 Edition. This document may be found at http://www.in.gov/isdh/23291.htm.

Hand washing is the single most effective means of preventing the spread of infections. Many diseases, such as the common cold, influenza (flu), ear infections, strep throat, diarrhea, and other intestinal infections, can be spread by unwashed or improperly washed hands. Bacteria and viruses that cause disease can get on your hands in many ways, such as handling food or animals, touching doorknobs, shaking hands, using phone receivers or computer keyboards, and using the toilet. Properly washing hands with soap and water can reduce the spread of many bacteria and viruses. Additional information regarding hand washing can be found on the ISDH website at http://www.in.gov/isdh/21926.htm.

EMERGENCY ACTION PLANS (EAP)

Below is a table listing the potential threats and hazards that may occur at a child care facility. The list is not all inclusive. Response to these threats and hazards falls into one of four types of emergency actions: lockdown, shelter-in-place, temporary evacuation, and permanent evacuation.

An "X" indicates the recommended action to take. Some threats and hazards have more than one "X" marked because the situation's severity may require additional actions. Gray-shaded areas indicate actions that may not be necessary.

Threats & Hazards	Lockdown	Shelter- in- Place	Temporary Evacuation	Permanent Evacuation
Fire			X	X
Severe Weather		X		
Tornado		X		
Flash Flood/Flood		X	X	X
Earthquake			X	X
Winter Storm		X	X	X
Temporary Utility Disruption		X	X	X
Hazmat Spill On-Site		X	X	X
Hazmat Spill Off-Site		X		X
Physical/Verbal Threat	X		X	X
Potential Violent Threat (Intruder/Hostage Situation)	X	X	X	X
Missing or Abducted Child Care Attendee	X			

These threats and hazards are discussed throughout this document to provide additional understanding of the issues and provide guidance during the planning process and the development of Emergency Action Plans. While every incident is not covered in this document, facilities are encouraged to consult with local EMAs, first responders, and other community leaders to assist in developing the facility's Emergency Action Plans.

A facility's preparedness could become part of the county EMA's larger comprehensive emergency management plan. A facility may want to notify local officials of the willingness to have the facility available to assist other children and families who may need immediate shelter. Additionally, there may be an immediate need to provide child care for emergency responders. Indiana state statute 470 IAC 3-4.8 has a list of emergency or temporary conditions that require a child care facility to close due to various measures that could occur during a disaster. (See Tab 1.)

Lockdown

A hazard may create conditions to make it necessary to lockdown the facility to protect staff and children. If the safety and health of children and staff are in danger, then a message should be communicated to alert the staff of the potential danger. The alert should be simple statements such as "lockdown" or "intruder" instead of code words. The use of code words or phrases is not recommended as this can be confusing to parents, visitors, or new staff members. The announcement should be calm and clear.

Much like shelter-in-place listed below, the primary goal is to stay in place until proper authorities initiate the "all-clear". Staff should swiftly check halls and get any children, visitors, staff members or other individuals into the child care rooms. Staff should quickly lock the doors, close the blinds, and if time allows, cover the interior windows and room door. Children who use wheelchairs should remain in their wheelchairs. At the time of lockdown, an effort should be made to help the child into the wheelchair if the child is out of the wheelchair, unless this jeopardizes the child's safety. It is important to maintain a calm atmosphere in the room, keeping alert to any emotional needs of the children.

Shelter-in-Place

Shelter-in-Place keeps the occupants inside a building and out of danger. Local authorities may issue orders for shelter-in-place during an accidental release of toxic chemicals or other emergencies that threatens air quality. Severe or threatening weather conditions, like severe thunderstorms or tornado warnings, may also prompt a facility to shelter-in-place. Once the order to seek shelter immediately is given either from emergency officials or received through other means:

- Do not leave the building until official notification that the danger has passed is given or it is obvious the storm has passed through the area.
- Do not call 9-1-1 unless you have an emergency.

Temporary Evacuation

Evacuation for on-site simply means temporarily leaving the facility because an emergency condition warrants it. Situations could include a small fire, unusual odors, or other incident which will force staff and children to temporarily leave the premises. No one should go back into the facility until proper authorities give the "all-clear." Evacuation plans should be in accordance with the local and state fire codes for Indiana and should have the following elements:

- Emergency exits or escape routes.
- How everyone will be accounted for once out of the building.
- Methods used to alert staff and children for the need to evacuate.
- Location of the evacuation point (meeting location).
- List the primary and alternate person that can provide information to the fire department or other emergency response organization.

Permanent Evacuation and Off-Site Sheltering

If the hazard is more widespread, it may be necessary to relocate staff and children to a pre-identified shelter area. A child care facility director needs to identify evacuation sites prior to the emergency. The alternate facility management will need to understand the conditions to use the facility. The alternate facility is a building or site open to the public during the child care facility's hours of operation and within walking distance. Contact the owner or other appropriate person to determine its availability for possible sheltering. In the event that a disaster would strike a large area surrounding your facility, it is wise to identify another alternate site. Unless proper authorities have given an "all-clear," the facility, by Family & Social Service Administration, Bureau of Child Care policy, is unable to reopen until the building is properly inspected.

CHILD CARE PROGRAM PLANNING CONSIDERATIONS

Listed below are best practices on handling diverse types of emergencies which are a potential threat or hazard to Indiana and child care settings. These guides provide recommended planning considerations for each event.

Fire

The Indiana Fire Code IC 404.3 outlines fire evacuation and safety plans. In the event of a fire, the area should be evacuated immediately, the fire alarm pulled and 9-1-1 or the local fire department called. An evaluation of the situation should be conducted by the facility director, paying close attention to determining where the fire is located, within proximity to the facility, the size and nature of the fire.

Life safety should be the first priority. No matter how small or large the fire appears, notify the local fire department and begin evacuation. If the fire is small and is not located in a room where children are present, a fire extinguisher may be used to put out the fire. This should only be done if the responding staff has received proper training, and there is not an imminent safety threat.

An accountability of the child care attendees and staff should be taken to ensure everyone is out of the building. If there is any threat to the children and staff at the designated evacuation site, it may be necessary to immediately move to a different location or area.

Severe Weather

The National Oceanic and Atmospheric Administration (NOAA) sends out alert tones and messages through a weather alert radio which can help in the preparedness of severe weather. A facility should consider purchasing an NOAA Weather Radio. These radios are particularly important in areas where there may not be siren alerts for approaching storms or tornadoes, especially at night. The basic thing to remember is to put as many internal walls between you and the outside as possible, stay away from doors and windows, and get to the lowest floor possible.

NOAA Weather Radios send out notices for the following:

- **Severe Thunderstorm Watch** – *Conditions are favorable for a severe thunderstorm within the next several hours.*
  - All staff should be advised of the Severe Thunderstorm Watch and approaching conditions.
  - A facility representative or director should monitor the radio, television, or NOAA Weather Radio for additional weather updates.
  - Outdoor activities should be modified to ensure that quick access to shelter is available.

- **Severe Thunderstorm Warning** – *Issued when severe weather hazard is imminent or occurring.*
  - Outdoor activities should be terminated; begin seeking shelter.
  - The facility director or staff representative will monitor sky conditions as best and safely as possible. If a dark/funnel cloud is seen, seek shelter immediately. If possible, call 9-1-1 to report a tornado.

- **Tornado Watch** – *Conditions are favorable for a tornado within the next several hours.*
  - Facility director or staff representative will advise other staff members of the weather conditions.
  - A facility representative or director should monitor the radio, television, or NOAA Weather Radio for additional weather updates.
  - Outdoor activities should be modified to ensure that quick access to shelter is available.
  - Upon the approach of thunderstorms, outdoor activities should be stopped to ensure access to quick sheltering.
  - The facility director or staff representative will monitor sky conditions as best and safely as possible. If a dark/funnel cloud is seen, seek shelter immediately. If possible, call 9-1-1 to report a tornado.

- **Tornado Warning** – *Issued when a tornado is imminent or occurring.*
  - All items listed above **AND:**
  - If time permits and it can be done in a safe manner, turn off all utilities.
  - Staff and children will move to their designated shelter area.

Flash Flood/Flood

According to the National Weather Service, floods and flash flooding kill more people in the United States than any other type of severe weather. Because of its rivers, creeks, and streams, and the fact that approximately 24 percent of the state was historically covered by wetlands, a large amount of Indiana is at risk to be flood prone under the right circumstances. Flooding may be caused by heavy or excessive rains, fast snow melts, or dam failures. When this occurs, waterways can become raging torrents capable of great destruction.

A flash flood is a rapid rise of water along a stream or low lying area. Flash floods tend to form quickly in areas adjacent to streams and can be because of a combination of heavy rain, dam or levy failure, as well as rapid snowmelt and ice jams. Since flash floods occur mainly along streams, a facility can determine its risk based on its proximity to streams, rivers, creeks and other low-lying areas.

Except in cases of flash flooding, most floods are a relatively slow process where the build up can be several days. Reports from the National Weather Service should be monitored through the NOAA Weather Radio for changing conditions of lakes, rivers, and streams. Child care facility directors should know the proximity to where the lakes, rivers, creeks and streams are in relationship to the location of the facility.

Child care facilities that provide their own water supply (such as those on wells) must contact the Indiana Department of Environmental Management when flooding occurs to determine if water testing is necessary.

The facility director should advise staff of the weather conditions that are approaching. Records and valuable equipment should be moved to higher floors and chemicals in the facility should be stored to avoid contact with potential floodwaters. Transportation preparations to move children and staff should be considered in the event of the need to evacuate.

Earthquake

All persons including adults should be instructed to **DROP, COVER AND HOLD** as soon as the shaking starts. As soon as the shaking stops, evacuate the facility and begin a basic damage assessment of the facility. Evacuations should be done in a calm and orderly fashion. If you are unable to re-enter the building, evacuate to an alternate location. Injuries should be handled by those trained in first aid. If the injuries are severe and the decision is made not to move the victim, assign a staff person to stay with the individual(s) until qualified medical personnel arrive. The lead staff person should make any assessment as to the next steps that would need to be taken. This decision will be based on present danger, weather, as well as any other factors.

Emergency kits should be made and have supplies for all children. The provider should take a portable/cellular telephone outside that enables him/her to change voice mail. Below are messages for the facility's voice mail system to reassure parents and provide further instructions, if necessary:

"You have reached (___*name of child care facility*___). We are all safe; no one is hurt. We have evacuated the building to check for structural damage. Please pick up your child (at your regular time)/(as soon as you are able)/(immediately)."

<div align="center">OR</div>

"You have reached (___*name of child care facility*___). We are all safe; no one is hurt. I have checked the building for safety. I am now spending time reassuring the children that everything is OK. Please pickup your child at your normal pick-up time."

Utility Disruption

The measures listed below are if the condition is only temporary or until a parent/guardian can be reached to make pickup arrangements. Indiana state statute 470 IAC 3-4.8 has a list of emergency or temporary conditions that require a child care facility to close due to various measures that could occur during a disaster. (See Tab 1.)

Loss of electricity is likely in many disaster situations. Planning ahead and being prepared will minimize disruption to child care. Adequate flashlights and battery-operated lanterns should meet needs for a short time. Facilities should check the flashlights on a regular basis and keep extra batteries on hand.

If the facility obtains water from a well, the facility will lose water in the event of a loss of electricity. Facilities should ensure enough water is on hand for each person in your facility. The water must be replaced every three to six months or as indicated by the expiration date.

According to the Indiana Family & Social Services Administration, Bureau of Child Care, if a facility loses electricity, as long as public water and sewage are working properly, children can stay in the building until parent/guardian picks them up. Parents/guardians should be notified as soon as possible of the situation. This allows parents/guardians to decide on whether to leave the children or pick them up. Loss of electricity prevents the facility to do proper food cleanup without hot water and must use disposable dishes and utensils. If power is not restored by the next day, the facility **cannot open**.

For facilities with well water, parents must pick up children within two hours of the loss of electricity. If power is not restored by the next day, the facility **cannot open**.

Along with loss of water, loss of heat will occur likely even if the heat source is not electrical. The fans blowing heated air are electrically operated; therefore, the heat system will not operate.

 If the facility has a generator to run electrical heat, it may be used. Child care facilities may not use a gas or kerosene alternate heat source.

Cellular phones could be inoperable for some time after any type of disaster. Overuse will limit cellular networks to provide timely service. In certain disasters, cell towers could be destroyed which would disrupt cell phone service for a period of time.

Landlines (telephone lines that come into our homes and businesses) will be unavailable because of overuse. After an emergency, check to see if your telephone is on the cradle and properly hung up. Only use telephones in the event of an emergency.

Physical or Verbal Threats

The following information is a general response to physical threats that may present itself in a child care facility. These include threats from outside the facility as well as inside the facility. In every situation, the facility director and facility staff members should evaluate the situation, and only address the situation when personal safety is not compromised. If any person in the facility does not feel safe in the situation, 9-1-1 should be contacted if it can be done in a safe manner.

- Any physical threats made inside or outside the child care facility should be taken seriously.

- Physical threats directed towards the children or staff members in the child care setting should be reported to the authorities and the facility director for documentation.

- When the threat comes from within the facility, the facility director should notify law enforcement of the incident and communicate with staff members who were involved in the incident.

- When staff members are involved in an altercation, they should be separated. Appropriate administrative actions should be taken to ensure the safety and well-being of the children. Children should be removed from the area in which the altercation is taking place and should return only after the situation has been resolved if it can be done in a safe manner.

- When the physical threat comes from outside the facility, the facility director should be notified of the incident and the facility director should notify law enforcement of the incident.

- Child care attendees should be removed from the area in which the altercation is taking place and should return only after the situation has been resolved if it can be done in a safe manner.

- Verbal threats should be treated the same way as physical threats.

- Follow Family & Social Services Administration, Bureau of Child Care's mandatory reporting procedures if a child is threatened.

Potentially Violent Situations (Intruder/Hostage Situation)

A potentially violent situation such as a hostage situation, disgruntled person, or an unstable custody matter may be cause for a lockdown or evacuation. The premise behind a selective evacuation is that it enables large numbers of children and staff to stay out of harm's way when an individual who is potentially violent is on-site.

If a potentially violent individual gains access to your facility and leaves:

- Immediately call 9-1-1 law enforcement.

- Indicate to law enforcement and another facility representative that a condition may exist for a lockdown.

- If the individual cannot be isolated and chooses to leave the premises, allow them the freedom to exit, making sure to note car make and model, license plate, and the directions of their travel.

- Communicate this immediately to the 911 dispatcher.

Note: If the individual is leaving and taking a child or staff member, it is still often better to let the individual leave rather than prompt a confrontation that would increase the risk of injury.

If a potentially violent individual gains access to your facility and remains:

- Immediately call 9-1-1 law enforcement and seek advice on how to handle the situation.

- Indicate to another facility representative a condition may exist for a lockdown. If there is reason to suspect that the individual has a weapon, then order a lockdown as soon as possible.

- Try to isolate the potential aggressor from as many adults and children as possible. Seek to move the individual(s) to an office, break room, conference room, or other less populated area.

- If the individual entered a classroom, seek to move them into the least utilized portion of the room.

- Remain calm and be polite.

- Do not physically restrain or block their movement.

- While talking to the potentially violent individual, others should direct unaffected classrooms to move to locations around the facility that are farthest from the incident point. The lockdown and possible evacuation should precede room-by-room and as orderly and quietly as possible, being careful to use routes not visible to the incident point.

- Upon arrival, law enforcement will assume control of the situation.

- If a decision is made to relocate to the alternate site, follow the appropriate evacuation procedures.

Missing or Abducted Child

The following information is a general response to a missing or abducted child.

- If a child is not accounted for at any time, the staff member responsible for the child should search the premises for him/her. Each area that a child could potentially hide should be searched, as well as the outdoor areas of the facility.

- If the child is not located after all potential hiding spots and immediate outdoor areas have been searched, the facility director should be notified that the child is missing.

- A staff member should also double-check to confirm the child such was not picked up by a parent or guardian.

- Begin lockdown procedures, monitoring all exits and letting no one in or out of the facility.

- The staff member responsible for the child will call 9-1-1, since he/she will have the best knowledge of what the child was wearing that day, along with other distinctive features. The following information should be written down.

  ◆ Child's name, age, height, weight, date of birth, and hair color.

  ◆ Child's clothing that he/she was wearing that day, along with any other identifying features.

  ◆ The time at which the child was noticed missing.

  ◆ If child abduction is suspected, were there any suspicious vehicles or persons located around the child care facility? If so, what was the appearance of the person or vehicle?

  ◆ The facility director will notify the parents/guardians of the child that the child is missing from the facility.

  ◆ While law enforcement is en route to the facility, staff of the child care facility will continue

to search the facility for the missing child. The staff should look in every cabinet, closet, cubby, and location where a child may hide.

◆ The facility director will stay on the facility premises at all times to be the contact person for law enforcement as well as the missing child's parent/guardian.

Hazardous Material (In the facility)

Material Safety Data Sheets (MSDS) are an important component for hazardous materials. MSDSs provide workers and emergency personnel procedures for handling, working and storing the substance in a safe manner. MSDSs also provide information on proper procedures to clean up and, if necessary, contact emergency personnel.

 If there is a hazardous spill within your facility, the facility director should consult the MSDS and determine if it is safer to shelter-in-place or evacuate the facility. If it's necessary to evacuate the area, move away from the spill area and call 9-1-1. Begin evacuation procedures and wait until appropriate authorities give the all-clear.

Hazardous Material Spill (Outside facility)

 During an accidental release of toxic chemicals or other emergencies where air quality is threatened, a facility should shelter-in-place. This ensures building occupants remain inside a building and out of danger. Local authorities issue orders for shelter-in-place during chemical emergencies. Local officials will relay emergency action steps to the media on a continual basis until the crisis is over.

Once the order for shelter-in-place has been issued, do not leave the building location until official notification is received that the danger has passed. Close and lock all the doors and windows to the outside. (Windows often seal better when locked. Turn off HVAC and switch intakes to the closed position. Seal any gaps around window-type air conditioners with towels, or other cloth materials.

In addition, turn off all exhaust fans in kitchens, bathrooms and any other spaces, close all fireplace dampers, and close as many nonessential and internal doors as possible. Use tape and plastic food wrapping, wax paper or aluminum wrap to cover and seal fireplaces, bathroom exhaust and grilles, range vents, dryer vents, and other openings to the outdoors to the extent possible. Seal any obvious gaps around external windows and doors. Close the drapes, curtains or shades for additional protection. Go to an above-ground room (not the basement) preferably with the fewest doors and windows.

If the vapors begin to bother the staff and children, hold wet handkerchiefs or cloths over the nose and mouth. For a higher degree of protection, go into the bathroom(s), close the door(s) and turn on the shower(s) in a strong spray to "wash" the air. Do not worry about running out of air to breathe, as this is very unlikely in normal homes and buildings. If anyone is experiencing medical issues, notify emergency officials.

ROLES AND RESPONSIBILITIES OF STAFF

During an emergency, it is paramount for each staff member to understand the individual roles and responsibilities to minimize chaos and confusion. Specific staff member roles and responsibilities are listed in Tab 2.

EMERGENCY SUPPLIES

- Maintain an inventory of at least 24 hours of emergency supplies. (See Tab 3 for a complete list of recommended supplies.)
- Ensure availability of first aid supplies. (See Tab 4 for a complete list of recommended supplies.)
- Consider any child's medical needs when creating the supply inventory.
- Keep on hand portable radios with extra batteries and check battery expiration date periodically.
- Provide multiple flashlights with extra batteries and bulbs within each room.
- Maintain an adequate supply of personal hygiene and sanitation supplies including toilet paper, paper towels, disposable diapers, wipes and resealable plastic bags.
- Instruct staff to keep personal necessity items safely stored at the facility
- Store extra bedding and blankets to provide warmth and comfort, in case utilities fail.
- Include any items necessary to meet the needs of staff and children.

Water

- Provide an adequate supply of commercial bottled drinking water, a minimum of 24 hours for the staff and children. (Ideally, the supply should be one gallon for each child and adult per day.)
- Date the bottled water supply, and replenish it at least once per year to keep it fresh. If your water supply has an expiration date, you may have to check it more often than once a year.
- Additional water may be needed for flushing toilets. Identify an available source in your area.

Note: Water from a potentially contaminated source can be purified for storage by adding eight drops of chlorine bleach to every one gallon of water.

Food

- Maintain a dated 24-hour emergency supply of nonperishable food. Consider any child's food allergies when acquiring nonperishable food items. Use and replace food on a regular basis.
- Maintain a supply of disposable bowls and eating utensils and a manually operated can opener.
- Maintain a supply of ready-mixed formula, or other infant nutritional supplements brought in as part of the child's emergency kit by parent or guardian.

Emergency Backpacks

Emergency backpacks should be kept ready to go. For larger programs, there should be a backpack for each classroom. The backpack should include emergency supplies in portions to meet the evacuation needs of the number of children. Backpacks should not be so cumbersome and heavy as to hinder the evacuation process. Emergency information on children, medication, first aid supplies, sanitary items, flashlight, portable radio, and comfort items should be included, as well as food, water, diapers, and other items.

A checklist to help determine what items may need to go in the bags is provided (See Tab 3: Ready to Go Emergency Kit Supply List.)

EVACUATION

- Post a current and accessible written evacuation plan with at least two escape routes.
- Determine which children or staff may require additional assistance to evacuate during a drill or actual emergency.
- Always ensure that you have a system in place to account for children and staff at all times.
- Count children often. Be sure staff knows the children for which they are responsible.

TRANSPORTATION

- Obtain permission from parents to transport their children in an emergency.
- Develop a plan to supplement transportation by the use of volunteers, additional staff, nearby schools, or neighbors.

COMMUNICATION OF EMERGENCY ACTION PLAN

Communication is important and a facility should have effective methods for communicating changes or updates to the facility's EAP. Newsletters, e-mails, and parent meetings are all excellent means for communicating changes in policies to a parent/guardian. Other methods for a more immediate situation or emergency should be contacting a local radio or television station to broadcast information if the facility closes due to an emergency.

Child care facilities should consider a phone which does not require electricity and plugs directly into the phone jack. These types of phones include older model telephones or inexpensive, plug-in phones that do not require batteries.

Reunification

Before evacuating the facility to the evacuation point, it is recommended a representative from the child care facility take the sign-in log of all the children present in the facility. Staff members should carry the emergency evacuation bag located in the classroom or nursery. Once at the designated relocation site, a representative from the facility should set up in a designated area to greet parents/guardians.

The parents/guardians should provide the child care provider staff member with the child's name and be able to present a photo ID. This allows the staff member to reference with the emergency files in the ready to go book to verify the child's parents/guardians. When the child is located and brought to the parents/guardians, the parents/guardians will sign the child out of the building/location serving as the evacuation point. This procedure is not different than the facility's normal pickup procedures.

Each child should have a completed emergency consent form (Form 4) with an attached recent photograph, if they are prescribed any medications, require any medical treatments, or have any underlying medical health conditions, to verify reunification. If a child is prescribed any medications, requires any medical treatments, or has any underlying medical health conditions, a completed American Academy of Pediatrics Emergency Information Form (Form 8) with an attached recent photograph should be utilized to verify reunification.

Emergency Drills and Procedures

An approved fire safety and evacuation plan should be prepared and maintained for all child care facilities as per Indiana Fire Code 404.3.1. Child care facilities need to consider provisions in the event of fire, shelter-in-place, lockdown, relocation and evacuation. Drills should be conducted for each type of emergency. Staff should know what to do for each type of emergency. Plans should be developed and practiced for relocating to more than one alternate site if necessary.

Below are items to consider when developing drills and procedures:

- In case the electrical system is not functioning, establish an alternative way to communicate an immediate message to all staff in all areas that they need to shelter-in-place, lockdown, or evacuate immediately.

- Consider including neighbors, the governing board, local emergency officials, and local emergency planning committees, businesses, and volunteers in your planning.

- Contact local Emergency Management Director, fire department, or local Chapter of the American Red Cross to assist with training for your program.

- Ensure staff members are prepared at home, and have a family plan, as necessary.

- Involve parents and emergency personnel in drills and rehearsals. Emergency personnel are usually willing to assist and provide information on improving the speed and efficiency of the facility's evacuation. After a practice session conduct a debriefing session with parents and emergency personnel to talk about what worked well and where you need to adjust and update the plan.

GUIDE ON HANDLING MEDICAL ILLNESS EMERGENCIES AND DISEASE OUTBREAKS

For more detailed information on Medical Illnesses and Disease Outbreaks, please refer to Tab 5 Communicable Disease Symptoms Chart

Special Considerations for Children With Health Care Needs

Academy of Pediatrics provides the following information:

"The American Academy of Pediatrics recommends that a summary of information important for hospital or pre-hospital management of a child with special health care needs or disabilities be formulated, updated regularly and maintained in an accessible and usable format. Parents and other caregivers should be educated to optimize the use of the summary for all health care encounters. Mechanisms to quickly identify children with special health care needs in an emergency should be established and made available to local EMS and hospital personnel. A universally accepted, standardized form should be used for summaries." Children with a medical condition that requires specific care or medication should be included. This includes children with asthma, ADHD, and etc.

For your convenience, the recommended form for use from the American Academy of Pediatrics is included in this guide. (See Form 8.) Confidentiality of this form should be carefully maintained. Parental permission to establish the emergency information form and distribute it to appropriate agencies should be obtained and kept on file.

RECOVERING FROM AN EMERGENCY

A child care facility prepared for emergencies has a shorter recovery time. Recovery involves efforts to return the program, staff, and children to a normal routine as soon as possible. Depending on the amount of damage, returning to normal operations could be a long-term process. If necessary, the facility may require an inspection prior to re-entry to ensure the facility had not sustained structural damage.

The cumulative crisis-related stress of an emergency may impact the psychological and physical well-being of children and adults. Develop reasonable expectations for staff and children during the emergency when coping ability is low and frustrations are high. Despite best efforts to provide support and reassurance, children and adults may continue to experience symptoms and reactions which may indicate a need for professional consultation. These symptoms may include:

Children: Withdrawn behavior, depression, helplessness, generalized fear, loss of verbal skills, sleep disturbance, loss of toileting skills, anxious attachment and clinging, uncharacteristic hostility or acting out.

Adults: Withdrawal or depression, feelings of inadequacy and helplessness, difficulty in concentration, slowness to respond, substance abuse, psychosomatic or real physical symptoms (headache, bladder/ bowel problems, chest pains, cramps, sleep disturbance, change in food consumption patterns.)

Program staff can assist in psychological recovery by giving children and adults correct information about the emergency or event. Provide opportunities to talk and share feelings with others, facilitating communication with loved ones or family members outside of the program.

After a disaster, children, parents, and staff may need to meet with crisis counselors. For assistance in locating crisis counselors or for more information on mental health issues, visit the Family & Social Services Administration, Division of Mental Health & Addiction's website http://www.in.gov/fssa/dmha/index.htm.

STAFF TRAINING RESOURCES

The following are recommended courses to consider learning more about emergency planning and how to prepare for emergencies. This list is not all-inclusive and courses are provided by the Federal Emergency Management Agency's Emergency Management Institute at no additional cost. These are in addition to the required training for licensure from the Indiana Family and Social Services Administration, Bureau of Child Care.

- IS-36 Multihazard Planning for Childcare
- IS-100.SCa Introduction to the Incident Command System for Schools
- IS-230.b Fundamentals of Emergency Management
- IS-366 Planning for the Needs of Children in Disasters
- IS-700.a National Incident Management System
- IS-909 Community Preparedness: Implementing Simple Activities for Everyone

RESOURCES

There are many resources and agencies available to assist in your emergency planning efforts. Some of the resources and agencies you may want to contact for further information on emergency planning follow.

- County Emergency Managers
- Local and County First Responders
- Local Chapters of the American Red Cross
- Indiana Department of Homeland Security: www.in.gov/dhs
- Indiana Department of Child Services. 800-840-8757: www.in.gov/dcs
- Indiana Family & Social Services Administration, Bureau of Child Care: www.in.gov/fssa/carefinder/2728.htm
- Indiana State Department of Health: www.in.gov/isdh/index.htm
- Indiana Family & Social Services Administration, Division of Mental Health and Addiction: www.in.gov/fssa/dmha/index.htm
- Federal Emergency Management Agency (FEMA): www.fema.gov
- Federal Small Business Administration: www.sba.gov
- American Red Cross: www.redcross.org
- The American Academy of Pediatrics Family Readiness Kit offers concrete advice for what families can do in advance to prepare for the disruptions and possible dangers presented by a disaster: www.aap.org/family/frk/frkit.htm

- Institute for Business and Home Safety: www.ibhs.org

- National Child Care Information Center: www.nccic.org

- Small Steps toward being prepared for an emergency: www.Do1thing.com

- Emergency assistance agency internet website addresses (check your local phone book for phone numbers.)

- Provider groups/associations to share information on emergency planning and emergency resources in your community.

References

The following is a list of the organizations and agencies whose information and plans were used in the development of these guides and template:

- *American Academy of Pediatrics: Emergency Preparedness for Children with Special Health Care Needs, Pediatrics*; Vol 104 No 4 (October 1999)

- *Communicable Disease Reference Guide for Schools*; 2012 Edition, Indiana State Department of Health (2012)

- *Comprehensive All-Hazard Daycare Planning Guide and Model Plan*; Kitsap County Department of Emergency Management, 1720 Warren Ave, Bremerton, WA 98337(Fall, 2002)

- *Disaster Preparation*; National Association of Child Care Resource and Referral Agencies, 3101 Wilson Blvd, Suite 350, Arlington, VA 22201 (2006)

- *Emergency Response Planning Guide for Child Care*; Child Development Division 103 South Main, 2 North Waterbury, VT 05671 (Fall 2002)

- *Indiana Family Disaster Readiness*; http://www.indianaemsc.org/resources/parent/documents/BePreparedIndiana8_20_12.pdf

- *It Pays to Prepare: An Emergency Preparedness Guide for Child Care Providers*; Virginia Department of Health, Division of Child and Adolescent Health, Healthy Child Care Virginia (2006)

- *Keeping Kids Safe: Your Home Child Care Emergency Plan*; Minnesota Department of Human Services, PO Box 64962, St Paul, MN 55164-0962 (Jan 2008)

- National Association of Childcare Resource and Referral Agencies; 1515 N. Courthouse Rd, 11th fl, Arlington, VA 22201

- *Public Health - Seattle and King County Emergency Preparedness for Childcare Centers*; 401 5th Ave, Ste 1300, Seattle, WA 98104 (Mar 2009)

Tab 1: Emergency or Temporary Closure List of Conditions

Rule 4.8. Emergency or Temporary Closure of Child Care Centers and Child Care Homes
470 IAC 3-4.8-1 List of conditions
Authority: IC 12-13-5-3; IC 12-17.2-4-18.7; IC 12-17.2-5-18.7
Affected: IC 4-21.5-4; IC 12-17.2-4; IC 12-17.2-5
Sec. 1. (a) The following are the list of conditions that pose immediate threat to the life or well-being of a child in the care of a child care provider that may subject a child care facility or child care home to emergency or temporary closure order:

  (1) Building damage due to:
     (A) earthquake;
     (B) Flooding or water damage;
     (C) Tornado;
     (D) Severe wind;
     (E) Ice storm;
     (F) Fire;
     (G) Lead contamination; or
     (H) Asbestos.
  (2) Sewage problems as follows:
     (A) Sewage backup.
     (B) Toilets cannot be flushed or are overflowing.
     (C) Sewage system is not operating properly.
  (3) Inadequate or unsafe water supply as follows:
     (A) Contaminated water supply.
     (B) Water supply not functioning.
  (4) No electricity in the building.
  (5) Heating system problems.
  (6) Gas, carbon monoxide, or other noxious gases leak.
  (7) Filthy conditions.
  (8) Rodent, roach, or vermin infestation.
  (9) Building renovation occurring in a room or area occupied by children.
  (10) Lack of supervision, which results in the death or serious injury of a child.
(b) If an employee or agent of the division determines that a violation in subsection (a) exists, the division shall:
  (1) issue an emergency or another temporary order under IC 4-21.5-4 requiring the licensee to immediately cease operations of the child care facility or home; and
  (2) Contact the parent or guardian of each child enrolled in the child care facility or child care home to inform the parent or guardian:
     (A) That the division has issued an order to require the licensee to cease operations of the child care facility or child care home; and
     (B) The reason for the order to cease operation.
(Division of Family Resources; 470 IAC 3-4.8-1; filed Aug 11, 2004, 11:05 a.m.: 28 IR 196; readopted filed Oct 24, 2007, 11:25a.m.: 20071121-IR-470070448RFA)

Tab 2: Suggested Roles and Responsibilities Checklist

The Child Care Provider or Facility Manager:

- Develops the facility Emergency Action Plan (EAP) with the help from a planning team and coordinates with the county emergency management agency to ensure they have identified potential disaster situations for their area.

- Provides copies of the Emergency Action Plan to the county emergency manager and necessary first responders.

- Coordinates repairs of potential dangers identified with management and facility maintenance personnel.

- Assures that staff and children are trained on the emergency action plan.

- Assigns emergency responsibilities to staff members. (Assign a specific person to maintain and transport pertinent files, which include children's names and contact information, medical information including medicines, photos as well as employee emergency information in the event of an evacuation.)

- Obtains necessary training for staff members (CPR and first aid) or other training required by law or policy or as applicable.

- Conducts drills and initiates plan revisions based on drill evaluations.

- Keeps parents and staff members informed of emergency plan revisions.

- Conducts periodic safety checks of the physical facility, equipment and vehicles.

The Facility Staff:

- Participates in developing the emergency plan.

- Knows and understands their roles and responsibilities during an emergency situation.

- Participates in emergency preparedness training and drills.

- Assumes responsibility for taking emergency supply packs with them in the event of an evacuation.

- Helps children develop confidence in their ability to care for themselves.

- Knows locations of the main shut-off valve for main gas valve, oil, water and electricity or main utility box for electricity.

Facility Maintenance Personnel (if applicable):

- Conducts periodic safety inspections of the facility according to policy.

- Identifies shut-off valves and switches for gas, oil, water and electricity.

- Shuts off ventilating system in an emergency.

- Practices lockdown procedures.

Facility Food Service Personnel (if applicable):

- Maintains 72 hours of supplies of nonperishable food and water for emergency use.
- Labels stockpiled food/water with date stored. Replenishes stocked supplies every six months.

Parents:

- Become familiar with the emergency plan and procedures they need to follow.
- Assist facility manager in developing the plan.
- Provide facility with emergency phone numbers and information regarding time required to pick up child in the event of an emergency evacuation.
- Provide medical care information for child, including list of medications and other special instructions, if necessary.
- Provide school with unexpired emergency supply of medications if applicable.
- Provide recent photo of child for providers' records.

Tab 3: Ready-to-Go Emergency Kit Supply List

Be sure this is located somewhere you can grab it on the way out the door – **The Ready-to-Go Kit should be taken whenever you evacuate the building, even for drills**. Items in this list are FEMA suggested items as part of an overall survival plan and may not be all-inclusive.

These suggested items are for a 72- hour or three-day supply. Develop a supply rotation system that allows you to use perishable supplies in your normal operations before the expiration date.

- **Bag, backpack, cart on wheels, etc., for easy identification containing:**
  - Emergency forms for children and staff
  - Rescue medications with authorization forms (i.e., epi-pens, insulin, seizure medications or other lifesaving medications)
  - First aid kit
  - Flashlight and batteries
  - Whistle
  - Water
  - Age-appropriate snacks/infant formula
  - Paper cups and infant bottles
  - Permanent marker for putting names on cups
  - Tarp or ground cover and emergency blankets
  - Tissues, toilet paper, wipes, and diapers
  - Hand sanitizer
  - Notepad and pencil/pen
  - Paper towels
  - Plastic bags (one gallon and trash bags that can be used as rain ponchos)
  - Safety pins
  - Scissors
  - Charged cell phone and chargers
  - Cash, including change in case cell phone doesn't work
  - Enough slipper socks or tube socks for every child (should you need to evacuate without stopping for shoes)
  - NOAA Weather Radio or a battery powered or hand-crank radio
  - Age-appropriate time passers (books, crayons, paper, small stuffed animals to cuddle, etc.)

Tab 4: First Aid Kit Supply List

- Disposable, non-porous gloves
- Adhesive Band-Aids of assorted sizes
- Sealed packages of alcohol wipes or antiseptic wipes
- Scissors
- Tweezers
- Thermometer
- Bandage tape
- Sterile gauze pads (2" and 3")
- Flexible roller gauze (1" and 2")
- Triangular bandages
- Small splints
- Cold pack
- Safety pins
- Eye dressings
- Insect sting preparation
- Water
- Soap
- Resealable plastic bags (one gallon size) for soiled materials)
- Pen/pencil and notepad
- Current First Aid Guide (Academy of Pediatrics or American Red Cross) or American Red Cross booklet "First Aid Fast"
- Emergency phone numbers
- Emergency medications or supplies prescribed for each child with special health needs

Tab 5: Communicable Disease Symptoms Chart

Disease/Condition	Signs/Symptoms	Incubation Period	Mode of Transmission	Period of Communicability	Exclusion/ Attendance	Prevention
Aseptic (Viral) Meningitis	Fever, severe headache and stiff neck.	Varies depending on virus or cause. For enteroviral meningitis, 3-6 days	Person to person by airborne droplets and direct contact with nose and throat discharges.	Varies depending on virus or other organism.	Patients generally too sick to attend school and can return when recovered.	Hand washing and avoid direct contact with nasal and throat discharges.
Conjunctivitis (Pink Eye)	Redness of eye involving tearing, irritation, swelling and discharge.	Bacterial: 1-3 days Viral: 12 hours-3 days	Contact with discharge from conjunctivae or upper respiratory tract of infected persons. Fingers and inanimate objects can also be sources of transmission.	Possibly up to 14 days but depending on cause.	Exclusion recommended until examination by physician and then approved for readmission.	Use precautions in handling eye discharge and hand washing.
Hand, Foot and Mouth Disease	Fever, malaise, sore throat and red blister spots that turn into ulcers in the mouth.	3-5 days	Fecal-oral or direct contact with infectious respiratory secretions.	During illness up to several weeks.	Exclude during acute illness or while child who has blisters drools from the mouth or has weeping lesions on hands.	Hand washing and avoid direct contact with nasal and throat discharges.
Influenza	Fever greater than 100 degrees F, headache, tiredness, cough, sore throat, runny or stuffy nose, and muscle aches. Nausea, vomiting, and diarrhea also can occur in children.	1-3 days	Person to person by direct contact with infected secretions or via large or small droplet aerosols.	1 day prior to symptoms through 7 days from clinical onset.	Exclusion of the student should be based on the condition of the child and if there is a school policy that warrants exclusion for symptoms of influenza.	Immunizations are available for most students and adults unless contraindicated Cover the mouth and nose in the nook of your elbow and discard tissues immediately.

Communicable Disease Symptoms Chart, continued

Disease/Condition	Signs/Symptoms	Incubation Period	Mode of Transmission	Period of Communicability	Exclusion/ Attendance	Prevention
Measles	Fever, runny nose, cough, rash by 3rd day.	10-14 days (range of 7-18 days)	Contact with respiratory droplets.	4 days before rash onset to 4 days after rash onset.	**Index Case:** Excluded until 4 days after rash onset **Contacts:** Contacts who are not immunized excluded until 14 days after last case.	**Vaccine Available** 2 doses of measles-containing vaccine (MMR)
Pediculosis (Lice)	Main symptom is itching of scalp. Lice (or eggs) can be identified by close examination of scalp.	Eggs hatch in a week with resultant lice able to multiply within 8-10 days.	Direct contact with person who has live infestation or sharing personal belongings that are harboring lice (i.e., hats, scarves).	As long as live lice are present or eggs in hair are within ¼ inch of scalp.	No applicable state laws for exclusion. Follow school policy.	Inform parents of infestations and proper control measures for home elimination.
Pertussis (Whooping Cough)	Initial cough, coryza, eye irritation, leading to a progressive cough that comes in bursts, may be followed by a "whoop."	10 days (range of 4-21 days)	Direct contact with infectious respiratory secretions.	From onset of cough and cold-like illness through 5 days of appropriate antibiotic therapy. If not on antibiotics, 21 days from the onset of the cough.	Exclude for 5 days while receiving appropriate antibiotic therapy.	**Vaccine Available** Age appropriate vaccination: DTaP, Tdap. Antibiotic prophylaxis for direct contacts.

Note: Children under 5 years of age may experience quicker onset and more severe symptoms due to weaker immune systems.

FORMS

These forms are based on best practices and should be considered for incorporation into provider emergency planning to create a more effective and efficient response.

Form 1: Emergency Information

Facility Information
Address:
Nearest Cross Streets:
Phone Number:
Emergency Contact Name & Phone Number:
Alternate Off-Site Evacuation Location:
Building Information
Fire Extinguisher locations:
Gas Shut-Off:
Water Shut-Off:
Electrical Pane:

Form 2: Emergency Contact List

	Name	Phone Number (24 hour when available)	E-mail
Facility Emergency Contact			
Hospital Emergency Department			
Police			
Fire			
Rescue			
Hospital			
Poison Control			
Local Emergency Management			
State Emergency Management	Indiana Department of Homeland Security (IDHS)	317-232-3980	
Electric Company			
Gas Company			
Water Company			
For Facilities on Wells	Indiana Department of Environmental Management (IDEM)	317-234-7418	
Property Manager			
Waste Disposal			
Newspaper			
Television Station			
Radio Station			
Cable TV			

Emergency Contact List, continued

	Name	Phone Number (24 hour when available)	E-mail
Child Care Resource & Referral			
State Child Care Resource & Referral Network			
Licensing Consultant			
Department of Social Services			
Local Health Department			
Building Inspector			
Bank			
Insurance Agent • Policy # _____ • Auto Policy # _____			
Creditors			
Accountant			
Payroll Services			
Milk Supplier			
Food Supplier			
Laundry Service			
Child Care Food Program			
Medical Advisor/ Public Health Nurse			
Crime Victim Services			
Post-Crisis Mental Health Hotline			
Child Protective Services			

Form 3: Parent Contact Card

PHOTO OF CHILD INSERTED HERE

Child's Name:	
Date of birth:	
Child's special needs, chronic medical condition and/or long-term medications:	
Parent/guardian 1 name:	
Employer:	
Work phone:	Cell phone:
Home phone:	
Home address:	
Parent/guardian 2 name:	
Employer:	
Work phone:	Cell phone:
Home phone:	
Home address:	
Other adult(s) authorized to pick up child from child care:	
Other emergency phone 1:	
Other emergency phone 2:	
Other emergency phone 3:	

Form 4: Emergency Consent Form

If your child needs emergency medical care and you are not available to give formal consent to medical authorities, care may be unnecessarily delayed. To protect your child, complete and return this EMERGENCY CONSENT FORM to your child care provider. In the event of a medical or other emergency, the form should accompany your child to the hospital so that medical treatment can be rendered. You may want to keep a completed form (authorizing a licensed medical doctor to give consent) in your baby's diaper bag for extra measure of safety. Make copies of this blank form to share with a friend, and to have extras available.

I/We hereby authorize _____ to give consent for all medical and/or surgical treatment that may be required for our child during our absence from _____ until _____. (Consent expires one year from this date.)

Child's name:	
Chronic illnesses:	
Allergies:	
Current medications:	
Date of last tetanus immunization:	
Other health information:	
Physician:	Phone:
Health insurance company:	
Member number:	Group number:
Home address of parent/guardian:	
Phone number of parent/guardian:	
Additional phone numbers:	
Parent/guardian employer:	Phone:
Nearest relative:	Phone:
Additional relative:	Phone:
Signed, parent/guardian:	Date:

Form 5: Emergency Information for Parents

Emergency Plan for _____ PROVIDER NAME
Address:
Phone: Alternate phone:
Name of emergency contact for provider:
Phone number for emergency contact: Cell phone:
If necessary, children will be transported to this health care facility:
Address of health care facility: Phone number:
When we need to evacuate from the building
Where we will meet outside the building (describe corner of yard, landmark on property):
In the event the facility must be evacuated because of an emergency in the immediate area, the children and staff will be transported by _____ to: Alternate child care location name 1: Address: Phone: Cell phone:
Alternate child care location name 2: Address: Phone: Cell phone:
When we need to take shelter inside the building
Where we will be inside the building (describe by floor, corner, room, etc.)
Plan for infectious disease
Policy if child is sick:
Policy if provider is sick:

Form 6: Parent Wallet Cards

Make copies of the page; fill out, cut, fold, and laminate.

Child Care Provider:

Name:_____

Phone:_____

Alt. Phone:_____

Out of area contact:

Name:_____

Phone:_____

Alt. Phone:_____

City:_____ State:____

Evacuation message location:

_____

Evacuation Location 1:

Location:_____

Phone:_____

Alt. Phone:_____

Address:_____

_____

Evacuation Location 2:

Location:_____

Phone:_____

Alt. Phone:_____

Address:_____

_____

Form 7: Transportation Authorization

Emergency Transport Permission Form

This form authorizes emergency transportation for a child. This form does not authorize or guarantee treatment.

I, _____ ❑ give ❑ do not give
    (PARENT OR GUARDIAN NAME)   (CHECK ONE)

permission to _____ to
                  (NAME OF CHILD CARE PROVIDER)

transport my child, _____ to
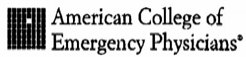   (CHILD'S NAME)

_____ or the nearest
              (HOSPITAL NAME)

emergency location for emergency medical care.

Parent/Guardian Signature: _____

Date: _____

Form 8: Children With Special Health Care Needs

Emergency Information Form for Children With Special Needs

American College of Emergency Physicians®

American Academy of Pediatrics

Date form completed	Revised		Initials
By Whom	Revised		Initials

Name:	**Birth date:** **Nickname:**
Home Address:	**Home/Work Phone:**
Parent/Guardian:	**Emergency Contact Names & Relationship:**
Signature/Consent*:	
Primary Language:	**Phone Number(s):**

Physicians:

Primary care physician:	**Emergency Phone:**
	Fax:
Current Specialty physician:	**Emergency Phone:**
Specialty:	**Fax:**
Current Specialty physician:	**Emergency Phone:**
Specialty:	**Fax:**
Anticipated Primary ED:	**Pharmacy:**
Anticipated Tertiary Care Center:	

Diagnoses/Past Procedures/Physical Exam:

1.

    Baseline physical findings:

2.

3.

    Baseline vital signs:

4.

Synopsis:

    Baseline neurological status:

*Consent for release of this form to health care providers

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Children With Special Health Care Needs, continued

Diagnoses/Past Procedures/Physical Exam continued:

Medications: **Significant baseline ancillary findings (lab, x-ray, ECG):**

1. _____

2. _____

3. _____

4. _____   **Prostheses/Appliances/Advanced Technology Devices:**

5. _____

6.

Management Data:

Allergies: Medications/Foods to be avoided   **and why:**

1.

2.

3.

Procedures to be avoided   **and why:**

1.

2.

3.

Immunizations (mm/yy)

Dates					Dates				
DPT					Hep B				
OPV					Varicella				
MMR					TB status				
HIB					Other				

Antibiotic prophylaxis: Indication: Medication and dose:

Common Presenting Problems/Findings With Specific Suggested Managements

Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:

Physician/Provider Signature: **Print Name:**

Last name:

FEDERAL FUNDING FOR SCHOOL SAFETY RESOURCES

The Federal Consolidated Appropriation Act of 2018 provided numerous sources of funding for activities that directly or indirectly enhance school safety. Most of the strategies outlined in this document should fall within the eligible uses of these federal funds. The Governor's Office will continue to work with the Texas Congressional delegation and our federal partners to ensure these federal dollars can be put to use protecting the students of Texas.

U.S. Department of Education:
- $90 million for school safety activities, with at least $5 million for School Emergency Response to Violence (SERV) grants. Examples of activities that may be funded by Project SERV include mental health services, overtime for teachers, counselors and security staff, and payment of substitute teachers.
- $1.1 billion for Student Support and Academic Enrichment Grants. Of this amount, $98.4 million is estimated to be allocated to Texas. Allowable uses include counseling and mental health programs, addressing ways to integrate health and safety practices into school or athletic programs, and disseminating best practices and evaluating program outcomes relating to any local educational agency activities to promote student safety and violence prevention.

U.S. Department of Justice:
- $75 million for STOP School Violence Act. These grants can fund training, anonymous reporting systems, intervention teams, mental health training, training law enforcement, metal detectors, locks, lighting, technology for expedited notification of law enforcement, etc.
- $10 million for VALOR (the Officer Robert Wilson III Memorial Initiative on Preventing Violence Against Law Enforcement Officer Resilience and Survivability) grants. Includes delivering no-cost training (professional education), conducting research, developing and providing resources, and establishing partnerships that benefit law enforcement officers.
- $10 million for POLICE Act grants. Active shooter training programs that offer scenario-based, integrated response courses designed to counter active shooter threats or acts of terrorism against individuals or facilities
- $94 million for Youth Mentoring grants
- $20 million for Violent Crime and Gun Crime Reduction. These grants fund competitive and evidence-based programs to reduce gun crime and gang violence.
- $4 million for Gang and Youth Violence grants. These grants fund gang and youth violence education, prevention and intervention, and related activities.

U.S. Department of Health and Human Services:
- $71 million for Project AWARE to provide state educational grants, grants to promote resilience in communities facing civil unrest, and mental health first aid grants.
- $26 million for Healthy Transitions to provide grants to states to improve access to mental disorder treatment and support services for young people facing mental health conditions
- $13 million for SAMHSA's Minority Fellowship program to improve behavioral health care outcomes for racial and ethnic minority populations
- $75 million to help expand the behavioral health workforce, including rural and medically underserved areas, and increase access to child and adolescent services