

RYAN A. BIZZARRO, CHAIRMAN

414 MAIN CAPITOL BUILDING
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HOUSE DEMOCRATIC POLICY COMMITTEE

WEBSITE: WWW.PAHOUSE.COM/POLICYCOMMITTEE

EMAIL: POLICY@PAHOUSE.NET

[Twitter](#) [Facebook](#) [Instagram](#) @PADEMPOLICY

HOUSE OF REPRESENTATIVES

COMMONWEALTH *of* PENNSYLVANIA

House Democratic Policy Committee Hearing

Safe Schools

Wednesday, February 16, 2022 | 12:00 p.m.

G-50 Irvis Office Building and Virtual

Representative Joe Ciresi and Senator Jim Brewster

PANEL ONE

12:00p.m.

Max Schachter, Founder and Executive Director

Safe Schools for Alex

Tony Montalto, President

Stand with Parkland – The National Association of Families for Safe Schools

Q & A with Legislators

PANEL TWO

12:30p.m.

Dr. Sherri Smith, Deputy Secretary of Elementary & Secondary Education

Pennsylvania Department of Education

Dr. Scott Kuren, Director

Pennsylvania Department of Education Office of Safe Schools

Dr. Dana Milakovic, Mental Health and AOD Specialist

Pennsylvania Department of Education Office of Safe Schools

Q & A with Legislators

PANEL THREE

1:00p.m.

Mike Vereb, Director of Government Affairs

Office of the Attorney General

Brittney Kline, Director

Safe2Say Something Program, Office of the Attorney General

Q & A with Legislators

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COMMONWEALTH *of* PENNSYLVANIA

PANEL FOUR

1:30 p.m.

**David Boyer, MS, Chief of School Police and Coordinator of Safety,
Security and Management**
Spring-Ford Area School District

Jonathan Kassa
Director, North Penn School District Board
Chair, Facilities and Operations & Safe Schools Committees

Q & A with Legislators

Turning Agony Into Action

*A Father's Journey to Make Schools Safe
After the Parkland School Shooting*

Presentation by Max Schachter

PA House Democratic Policy Committee

February 16, 2022



ALEX



We will always miss your special smile and dimples, the big hugs you always gave, how you followed your big brother around the house, how you teased your big sister, and how you always let your little sister style your hair. There will never be another one to replace you in our hearts and the love we will always have for you.





Alex Schachter

- 9th grade 14 years old
- Member of the Marjory Stoneman Douglas High School Eagle Regiment Marching Band
- Played on the Parkland rec basketball team
- Murdered in the first classroom attacked Valentine's Day 2018

Max Schachter

- Marjory Stoneman Douglas High School Public Safety Commissioner
- Developed the vision for the Federal School Safety Clearinghouse (SchoolSafety.gov)
- Founded Safe Schools for Alex
- Met with the President of United States
- Member, National Sheriffs Association School Safety & Security Committee
- Member, International Association of Chiefs of Police Mass Violence Advisory Initiative
- Advisor to FBI, U.S. Secret Service



Commission Charge

- Produce a timeline of the incident
- Review interactions between the murderer and all government and school entities
- Identify failures and make recommendations
- Analyze law enforcement response

MARJORY STONEMAN DOUGLAS HIGH SCHOOL PUBLIC SAFETY COMMISSION



Initial Report
Submitted to the Governor,
Speaker of the House of Representatives
and Senate President

January 2, 2019



School Environmental Safety Incident Report
2019-2020, Final Survey 5
School Totals: Alachua-Holmes
10/31/2020

Note - Incident definitions can be found: http://www.fdoe.org/core/fileparse.php/19879/urlt/2021-appendx.xls

Table with columns: District #, District Name, School #, School Name, Type of Incident, Total Incidents, Incidents Reported to Law Enforcement, Gang Related Incidents, Alcohol Related Incidents, Bullying Related Incidents, Hate Crime Related Incidents, Injury Related Incidents, Hazing Related, Weapon Related Incidents, Firearms Involved. Rows include incident data for Westwood Middle School and Gainesville High School.

Applications

- School Safety
- Student Assistance Program
- Profile and User Management

Reports

- School Safety Historic

Welcome to School Safety

Important Reporting Notice

The Safe School Report is now accomplished via PIMS, more information can be found on the department's website at:

<https://www.education.pa.gov/DataAndReporting/PIMS/Pages/default.aspx>

Here are the infraction codes and definitions that are utilized within this report as found within appendix Z of the PIMS manual:

<https://www.education.pa.gov/Documents/Teachers-Administrators/PIMS/PIMS%20Manuals/2018-2019%20PIMS%20Manual%20Vol%202.pdf>

Historic Report – General Section

You can review complete Safe School Reports submitted in previous reporting years and compare data accordingly:

****PLEASE NOTE: Step 1 through Step 5 can be skipped if you're already in the general vicinity of the School Safety Reports.**

- Step 1.** Select **School Safety** in the upper left *Application Bar* area.
- Step 2.** Select **Reports** in the lower left *Panel Bar* area.
- Step 3.** Expand **School Safety Historic**.

Please be advised that the School Safety Historic Reports are categorized by year and then by type of report(s):

The screenshot shows a 'Reports' menu with a tree structure. The 'School Safety Historic' folder is expanded, showing a 'Comparison Report' and a '2011' folder. The '2011' folder is further expanded to show several report types: 'State Report', 'County Report', 'Public School/District Report', 'Charter Report', 'Intermediate Unit Report', 'Vo-Tech Report', 'Non-Public', and 'Other Schools Report'. Below these are folders for the years 2010, 2009, and 2008. A red rounded rectangle highlights the 2011 section.

Applications

-  **School Safety**
-  Student Assistance Program
-  Profile and User Management

Reports

-   **School Safety Historic**
 -  Comparison Report
 -   2020
 -   2019
 -   2018
 -   2017
 -   2016
 -   2015
 -   2014
 -   2013
 -   2012
 -   2011
 -   2010
 -   2009
 -   2008
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View	Item
	Comparison Report
	2020
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	2000

Applications

-  **School Safety**
-  Student Assistance Program
-  Profile and User Management

Reports

-   **School Safety Historic**
 -  Comparison Report
-   2020
 -  State Report
 -   County Report
 -   Public School/District Report
 -   A
 -   B
 -   C
 -   D
 -   E
 -   F
 -   G
 -   H
 -   I
 -   J
 -   K
 -   L
 -   M
 -   N
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 -   P
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View	Item
	A
	B
	C
	D
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	I
	J
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	Y

- Applications**
- School Safety
 - Student Assistance Program
 - Profile and User Management

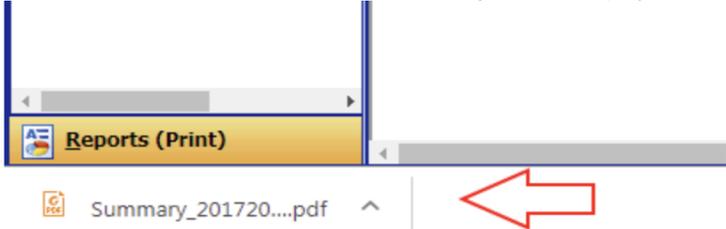
- Reports**
- New Kensington-Arnold SD
 - Newport SD
 - Norristown Area SD
 - North Allegheny SD
 - North Clarion County SD
 - North East SD
 - North Hills SD
 - North Penn SD
 - Bridle Path El Sch
 - General Nash El Sch
 - Gwynedd Square El Sch
 - Gwyn-Nor El Sch
 - Hatfield El Sch
 - Inglewood El Sch
 - Knapp El Sch
 - Kulp El Sch
 - Montgomery El Sch
 - North Penn SHS
 - North Wales El Sch
 - Oak Park El Sch
 - Pennbrook MS
 - Penndale MS
 - Pennfield MS
 - Walton Farm El Sch
 - York Avenue El Sch
 - North Pocono SD
 - North Schuylkill SD
 - North Star SD
 - Northampton Area SD
 - Northeast Bradford SD

How to Download Reports

Find your report by navigating the tree in the left navigation pane. When you select a report from the tree menu, a PDF will be downloaded to your computer. Each browser will display the completion of the downloaded files in a different location.

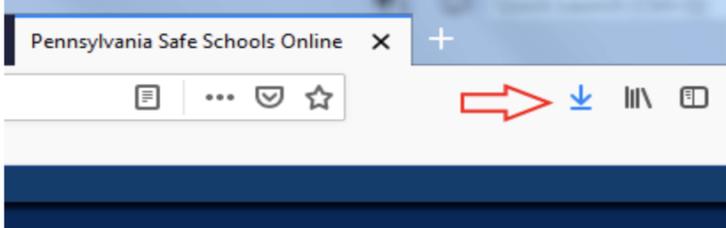
Chrome Browser

After the PDF has been downloaded, a message will be displayed on the lower left as shown below:



Firefox Browser

File download will be indicated at the top right of the browser as show below::



Internet Explorer and Edge Browsers

The PDF will be show at the bottom of the web page:



Safe Schools - School Report

LEA: North Penn SD
School: North Penn SHS
School Year: 2019 - 2020

Enrollment	3,005	Offenders (Acad./Code of Cond.)	78
Incidents (Acad./Code of Cond.)	187	Offenders (All Other Infractions)	114
Incidents (All Other Infractions)	117	Incidents Involving Local Law Enforcement	32
Total Arrests	1	Assignments to Alternative Education	0

Please Note: Starting in the school year 2018-2019, the department requires the reporting of incidents involving lesser infractions A (academic infractions) that result in in-school, suspension, out-of-school suspension, or expulsion; and C (code of conduct infractions) that result in in-school, suspension, out-of-school suspension, or expulsion. These infractions were previously submitted in aggregate and not included in any incident totals. Due to this change, the total number of incidents will show a substantial increase as compared to previous years. You will find a column which includes infraction types 1 to 54 and a column which captures academic and code of conduct infractions to assist in comparison across the years previous.

Misconduct Categories

Discipline Infraction	Incidents Associated with the Misconduct	Percent of Total Incidents	Incidents per 100 Students
Aggravated Assault on Student	0	0.00%	0.00
Simple Assault on Student	3	0.99%	0.10
Aggravated Assault on Staff	0	0.00%	0.00
Simple Assault on Staff	0	0.00%	0.00
Racial/Ethnic Intimidation	0	0.00%	0.00
All Other Forms of Harassment/Intimidati	3	0.99%	0.10
Fighting	9	2.96%	0.30
Minor Altercation	0	0.00%	0.00
Rape	0	0.00%	0.00
Involuntary Sexual Deviate Intercourse	0	0.00%	0.00
Statutory Sexual Assault	0	0.00%	0.00
Sexual Assault	0	0.00%	0.00
Aggravated Indecent Assault	0	0.00%	0.00
Indecent Assault	0	0.00%	0.00
Indecent Exposure	0	0.00%	0.00
Open Lewdness	0	0.00%	0.00
Obscene and other sexual materials and p	0	0.00%	0.00
Sexual Harassment	0	0.00%	0.00
Stalking	0	0.00%	0.00
Kidnapping/Interference with Custody of	0	0.00%	0.00
Unlawful Restraint	0	0.00%	0.00
Threatening School Official/Student	6	1.97%	0.20
Reckless Endangering	0	0.00%	0.00
Robbery	0	0.00%	0.00
Theft	4	1.32%	0.13
Attempt/Commit Murder/Manslaughter	0	0.00%	0.00
Bullying	4	1.32%	0.13
Suicide - Attempted	0	0.00%	0.00
Suicide - Committed	0	0.00%	0.00
Rioting	0	0.00%	0.00
Bomb Threats	0	0.00%	0.00

SCHOOL SAFETY DASHBOARD

The First Step Towards Creating A
Positive Learning Environment for Children

CLICK BELOW TO LEARN MORE



For the first time, parents, schools, legislators, and law enforcement have a user friendly tool that details the incidents of violence and drugs inside each of Florida's public schools. By analyzing the incidents of physical attack, drug use, bullying, sexual assault, weapons possession, and school suspensions this valuable tool will assist stakeholders in their efforts to reduce violence and create a positive healthy learning environment for all children.

With the user-friendly dashboard we've created, parents, law enforcement, legislators, and other education stakeholders will now be able to analyze the levels of violence and drugs and have the important conversations that need to take place between community members, their schools, and government officials.





[VISIT THE FLORIDA SCHOOL SAFETY DASHBOARD](#)



[VISIT THE KENTUCKY SCHOOL SAFETY DASHBOARD](#)



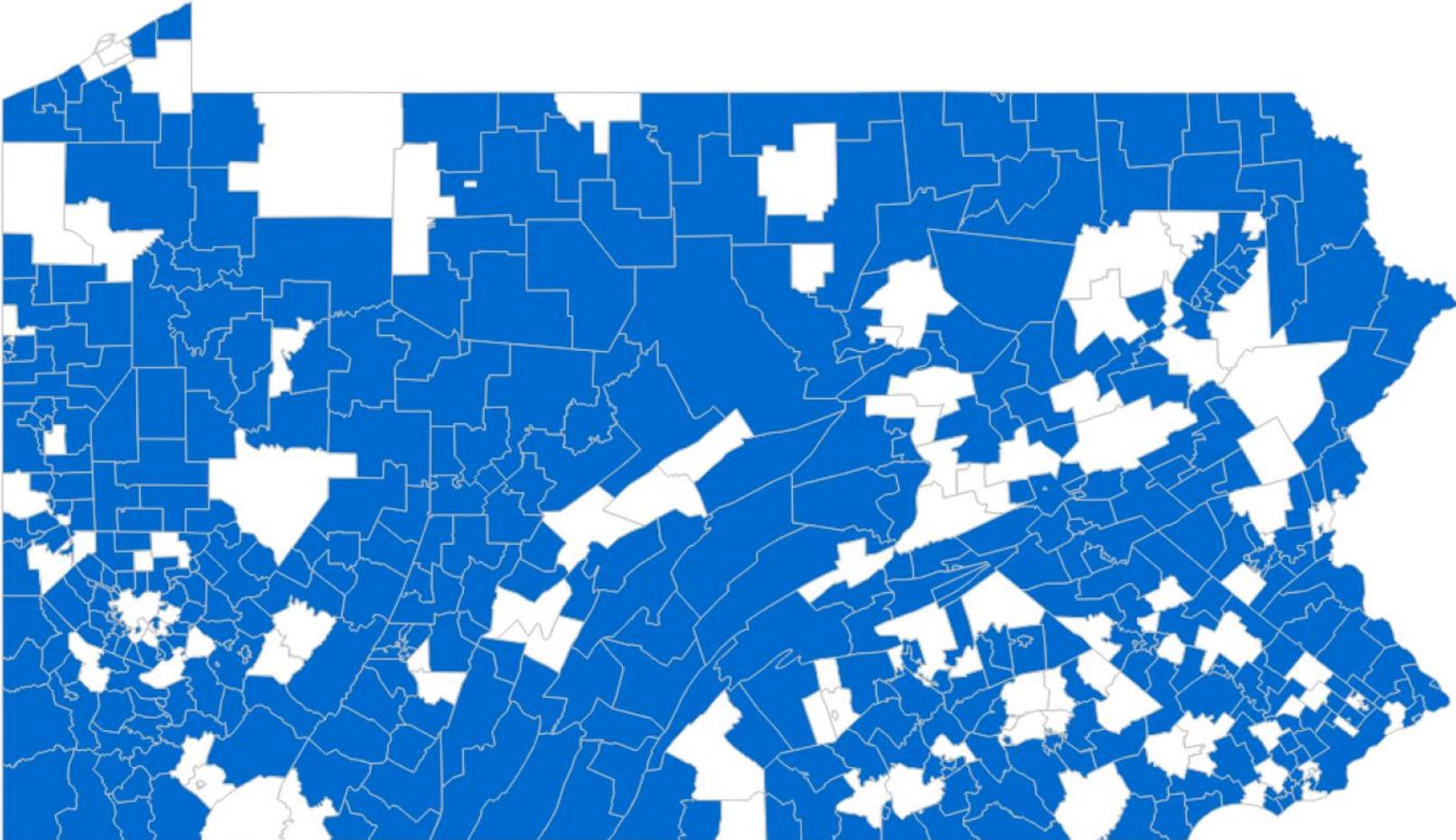
Incidents at Marjory Stoneman Douglas Hs

Incident Type	2014-15	2015-16	2016-17
ALCOHOL	8	7	0
ARSON	0	0	0
BATTERY	1	1	0
BREAKING AND ENTERING/BURGLARY	0	0	0
BULLYING	0	0	0
DISRUPTION ON CAMPUS	0	1	1
DRUG SALES, EXCEPT ALCOHOL	5	3	1
DRUG USE/POSSESS, EXCEPT ALCOHOL	24	15	10
FIGHTING	14	17	12
HARASSMENT	0	0	0
HAZING	0	0	0
HOMICIDE	0	0	0
KIDNAPPING	0	0	0
LARCENY/THEFT/MOTOR VEHICLE	7	4	0
OTHER MAJOR OFFENSES	7	1	3
PHYSICAL ATTACK	0	0	0
ROBBERY	0	0	0
SEX OFFENSES	3	0	2
SEXUAL ASSAULT	0	0	0
SEXUAL BATTERY	0	0	0
SEXUAL HARASSMENT	1	5	2
THREAT/INTIMIDATION	0	0	0

80% of School Districts in Pennsylvania Reported **ZERO** Incidents of Academic Dishonesty

Including 12 of the 20 largest districts (★) in the state for the 2019-2020 school year

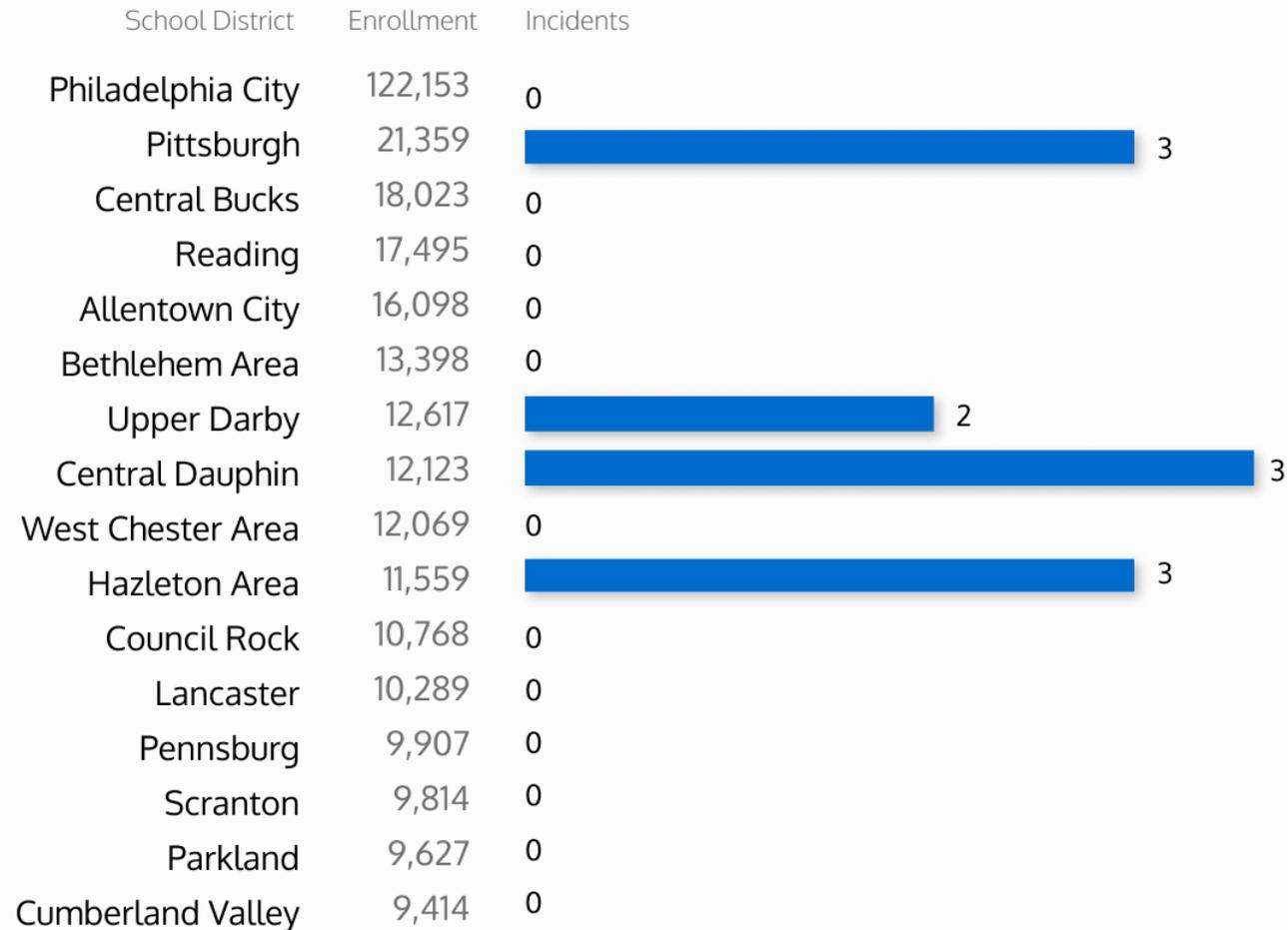
District	Enrollment
Philadelphia City	122,153
Central Bucks	18,023
Reading	17,495
Allentown City	16,098
Bethlehem Area	13,398
West Chester Area	12,069
Council Rock	10,289
Lancaster	10,289
Pennsbury	9,917
Scranton	9,814
Parkland	9,627
Cumberland Valley	9,414



Data Source: PA Safe Schools via safeschoolsforalex.org/school-safety-dashboard/

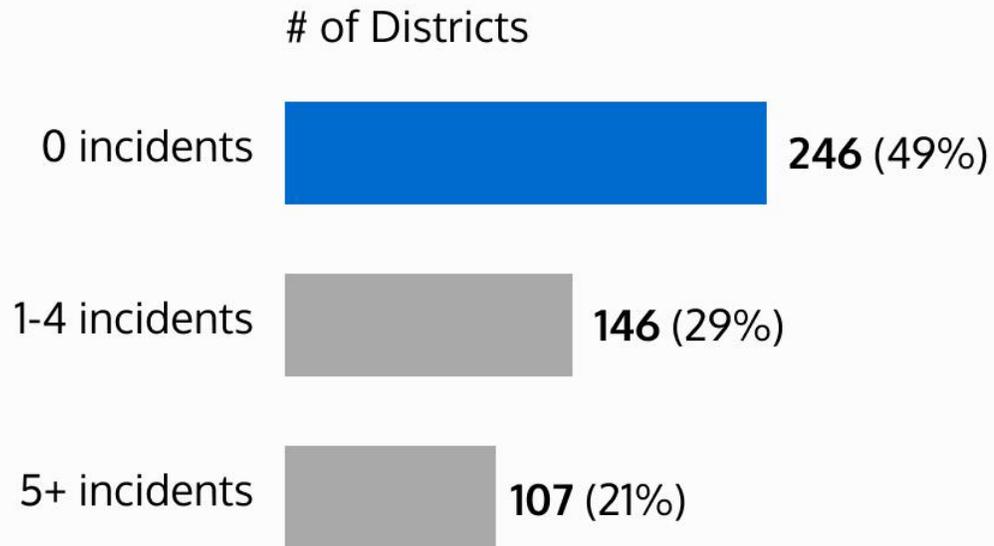
17 of the 20 Largest School Districts in Pennsylvania Reported **LESS THAN 5** Incidents of Academic Dishonesty

during the 2019-2020 school year

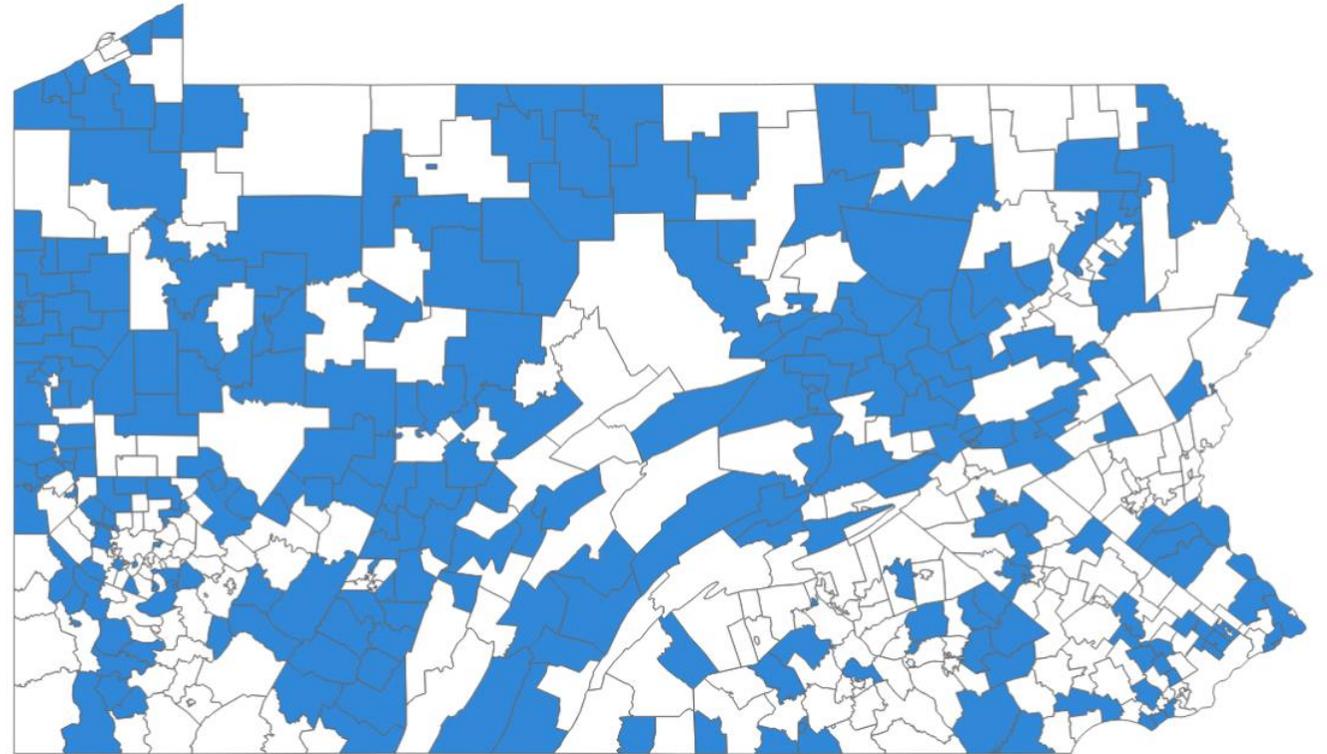


Data Source: PA Safe Schools via safeschoolsforalex.org/school-safety-dashboard/

Almost Half of Pennsylvania School Districts Reported **ZERO** Incidents of Disorderly Conduct in 2019-2020.

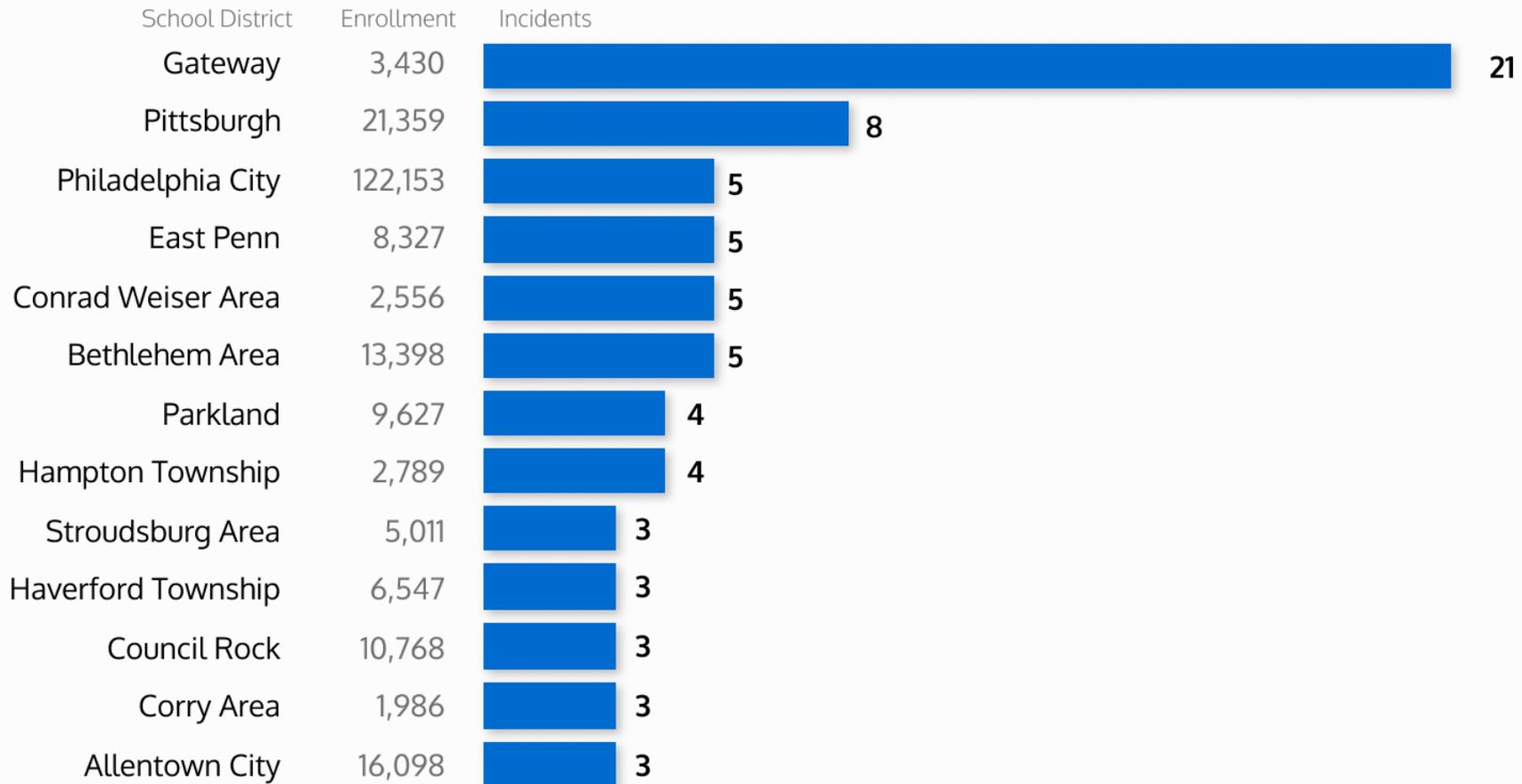


Five of the top 20 school districts reported less than 5 incidents of disorderly conduct.



73% of Pennsylvania School Districts Reported **ZERO** Incidents of Cyber Harassment in 2019-2020.

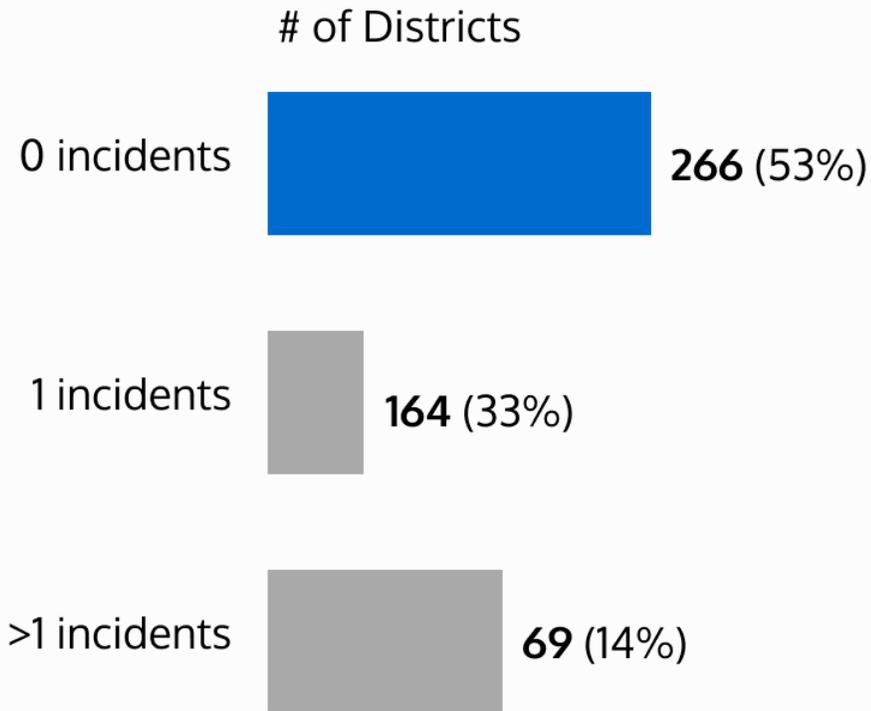
Only 136 districts reported 1 or more incidents and statewide the incident rate was less than 1 incident per 100 students for the year. These are the top districts reporting more than 2 cyber harassment incidents; all with overall low counts.



Data Source: PA Safe Schools via safeschoolsforalex.org/school-safety-dashboard/

The Majority (53%) of Pennsylvania School Districts Reported **ZERO** Bullying Incidents in 2019-2020.

The following 8 districts are in the top 20 largest districts in the state and **reported 1 or 0 bullying incidents** for the entire school year.



District	Enrollment	Bullying Incidents
Central Dauphin	12,123	0
West Chester Area	12,069	0
Hazleton	11,559	0
Council Rock	10,768	0
Lancaster	10,289	1
Parkland	9,627	0
Cumberland Valley	9,414	0
Chambersburg Area	9,410	0

Comparison Between PA Intermediate Units (Safe 2 Say) and County-Level Safe School Incident Reporting for **Bullying & Cyber Harassment**

during the 2019-2020 school year

	Safe2Say	Safe School Incidents	Difference
Bucks	243	139	+104
Montgomery	185	120	+65
Westmoreland	237	38	+199
Central Susquehanna	97	4	+94
Luzerne	127	19	+108
Philadelphia	63	134	-71
Chester County	220	61	+159



SCHOOL SAFETY DASHBOARD

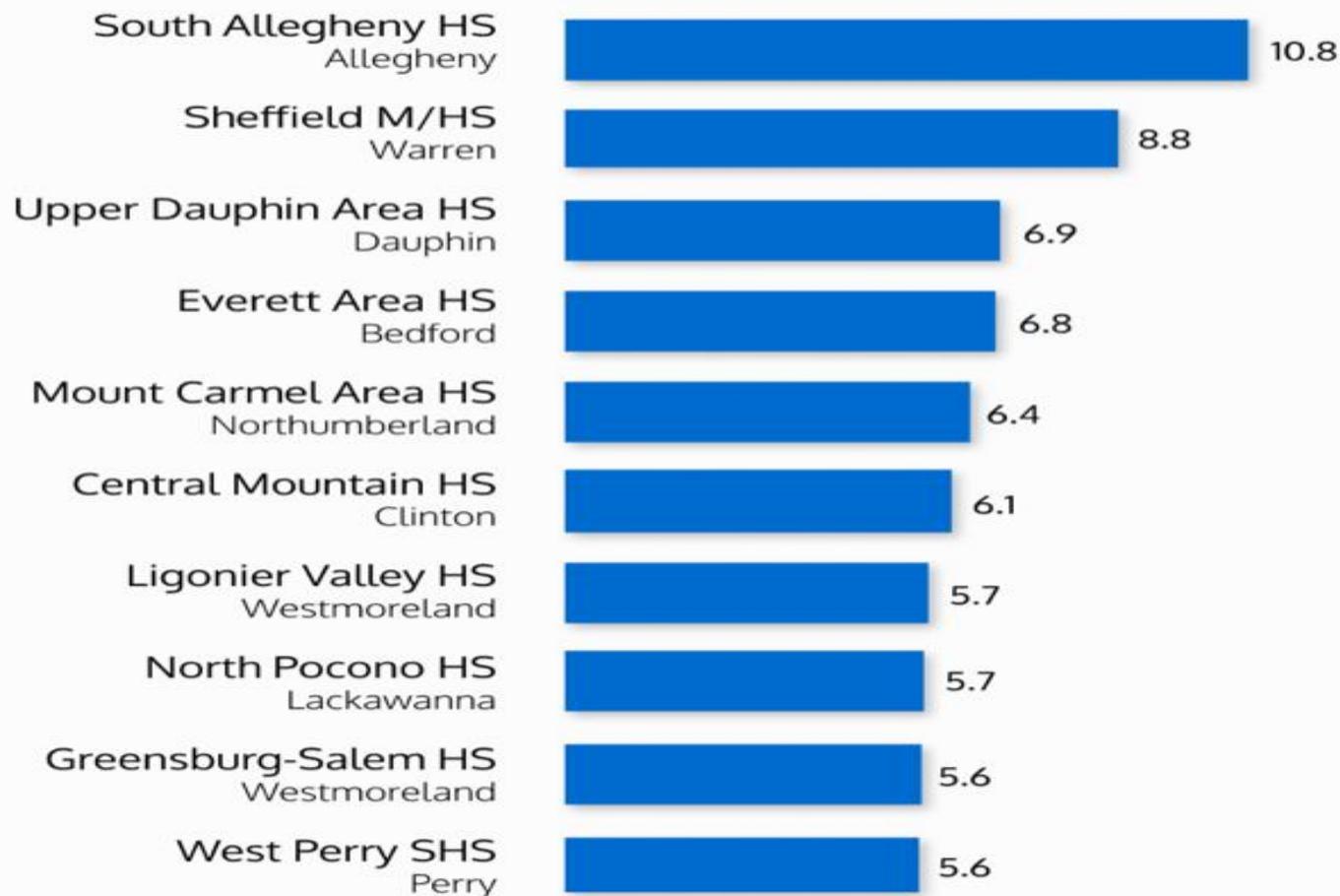
The **first step** towards creating a positive, healthy learning environment for all children.

Look up your child's school by going to [Safeschoolsforalex.org](https://safeschoolsforalex.org)

ILLEGAL ALCOHOL & DRUG POSSESSION RATES

reported incident rate per 100 enrolled students, 2019-2020

Top 10 Pennsylvania Schools





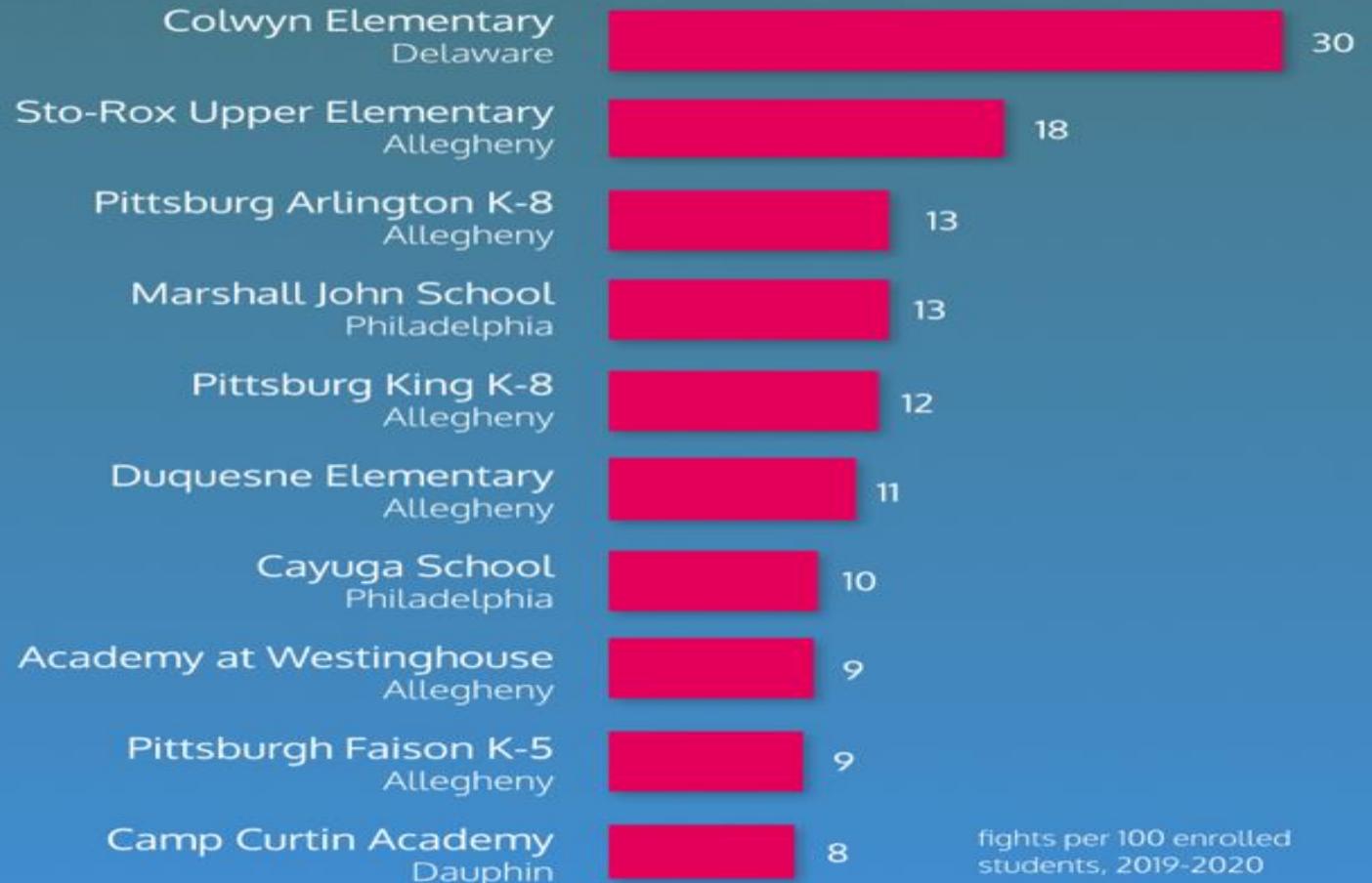
SCHOOL SAFETY DASHBOARD

The **first step** towards creating a positive, healthy learning environment for all children.

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The Top 10 Pennsylvania Schools with the Highest FIGHTING RATES

were elementary or elementary/combination schools



fighting per 100 enrolled students, 2019-2020



Help Keep Schools Safe



SCHOOL SAFETY DASHBOARD

More Links

The first step towards creating a positive, healthy learning environment for all children

Elementary

Combination

Middle

High

Current selection is in green



Find Your School (type to search)

South Philadelphia HS - 126515001

> View Report

**Note: Only general education public schools are available in this report. If you cannot find your school, check the tile below of schools that did not report to the Department of Education.*

PENNSYLVANIA DATA

Click on tiles to view additional reports

2019-2020 STUDENTS

1,541,347

Click to view Statewide Report

INCIDENTS PER 100 STUDENTS

8.2

Click to view Individual School Report

TOTAL DISTRICTS

499

Click to view District Report

REPORTING SCHOOLS

2,653

NON-REPORTING SCHOOLS

20

DISCIPLINE PER 100 STUDENTS

5.1

More Links

DONATE

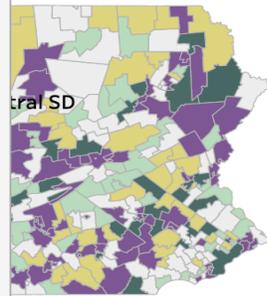
PENNSYLVANIA SCHOOL DISTRICT SAFETY DATA

Reported Incidents per 100 Students, 2019-2020

Select District or Use Drop-Down Filter

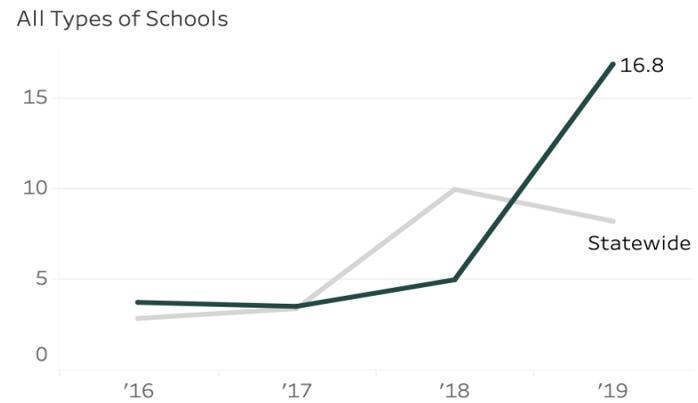
- Keystone Central SD
- Nazareth Area SD
- Neshaminy SD
- Neshannock Township SD
- New Brighton Area SD
- New Castle Area SD
- New Hope-Solebury SD
- New Kensington-Arnold SD
- Newport SD
- Norristown Area SD
- North Allegheny SD
- North Clarion County SD
- North East SD
- North Hills SD
- North Penn SD
- North Pocono SD
- North Schuylkill SD
- North Star SD
- Northampton Area SD
- Northeast Bradford SD
- Northeastern York SD
- Northern Bedford County SD
- Northern Cambria SD
- Northern Lebanon SD
- Northern Lehigh SD
- Northern Potter SD
- Northern Tioga SD
- Northern York County SD

0-1 2-3 4-5 6-7 8+



Keystone Central SD Reported Incidents per 100 Students

All Types of Schools



Select to filter | Deselect for Statewide

Primary **Combination** Middle High

Type of School in Keystone Central SD District

Type of School	Total Incidents	Incidents per 100	Incidents per 100 (excl conduct)
Elementary	1,364	37	0.3
Combined	941	218	10.9
High	1,203	336	11.7

2019-2020 Incidents per 100 Students by Category in Keystone Central SD District

Total Incidents Violent Drugs/Public Order Property Code of Conduct

#31 Very Low

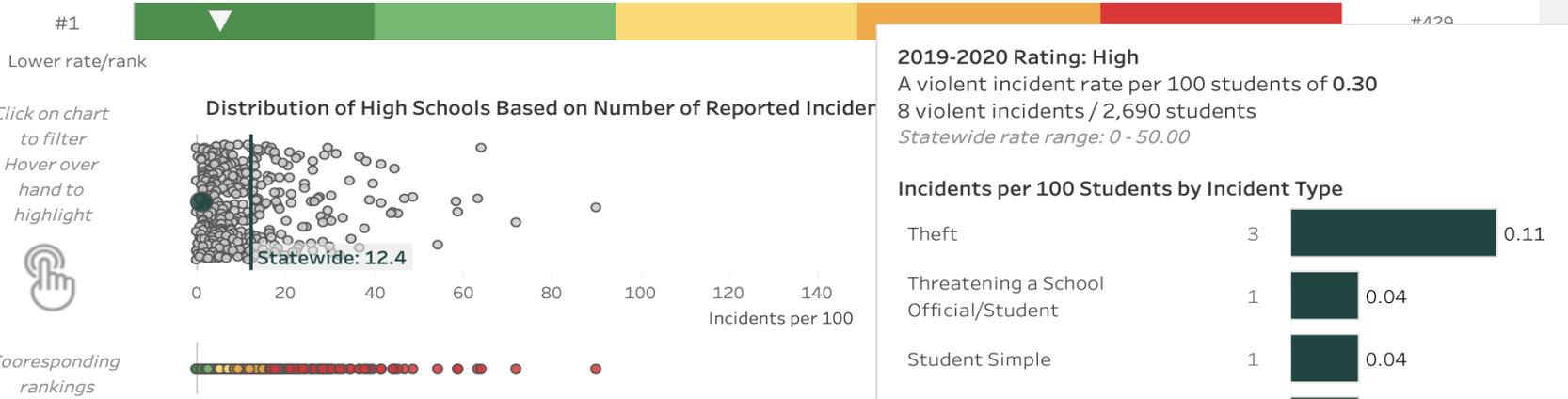
North Allegheny HS

Reported 1.3 incidents per 100 students. When compared to all High schools statewide, it falls into the very low category.

High School | Grades 9-12 | Wexford, PA | 2,690 Students

North Allegheny HS - 103026852 ranked **#31 out of 429** High schools statewide.

This school ranked **#4 / 35** High schools in the county.



Incident Rank Detail

The School Incident Ranking is based on the number of incidents per 100 students, also known as their Incident Rate, from very low to very high within the school type (elementary, middle, or high school).

The incidents of crime, violence, and disruptive behaviors have been organized into four categories: violent incidents, property incidents, and code of conduct incidents. See methodology for details.

North Allegheny HS - 103026852 reported 1.26 incidents per 100 students. This rate is less than the Statewide High school rate of 12.4 incidents per 100 students.



High
 Statewide Rank: **#292 / 429**
 County Rank: **#5 / 35**
 Per 100 Students: **0.30**

Very High
Drug/Public Order Incidents
 Statewide Rank: **#79 / 429**
 County Rank: **#9 / 35**
 Per 100 Students: **0.89**

Very
Property Incidents
 Statewide Rank: **#292 / 429**

#31 **Very Low**

North Allegheny HS

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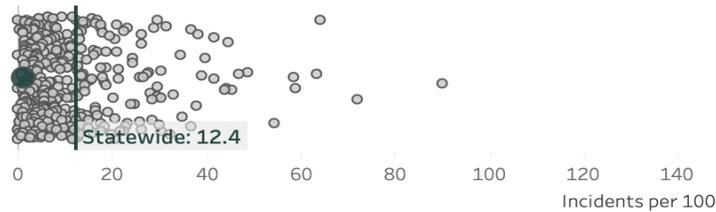


Click on chart to filter
Hover over hand to highlight



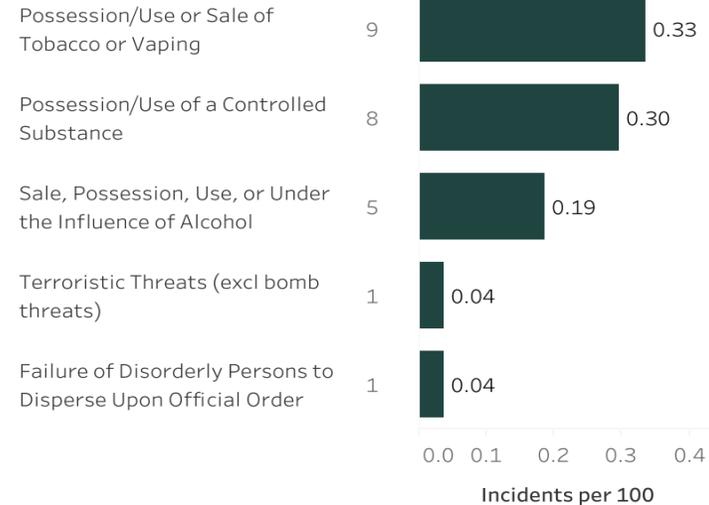
Coosponding rankings

Distribution of High Schools Based on Number of Reported Incidents per 100 Students - 2019-2020 | Click to filter



2019-2020 Rating: Very High
An drug/public order incident rate per 100 students of **0.89**
24 drug/public order incidents / 2,690 students
Statewide rate range: 0 - 15.64

Incidents per 100 Students by Incident Type



Incident Rank Detail

The School Incident Ranking is based on the number of incidents per 100 students, and their Incident Rate, from very low to very high within the school type (elementary, co

The incidents of crime, violence, and disruptive behaviors have been organized into five property incidents, and code of conduct incidents. See methodology for details.

North Allegheny HS - 103026852 reported 1.26 incidents per 100 students. This rate is less than the Statewide High school rate of 12.4 incidents per 100 students.



Very High

Drug/Public Order Incidents

Statewide Rank: **#79 / 429**
County Rank: **#9 / 35**
Per 100 Students: **0.89**

Very

Property Incidents

Statewide Rank: **#292 / 429**

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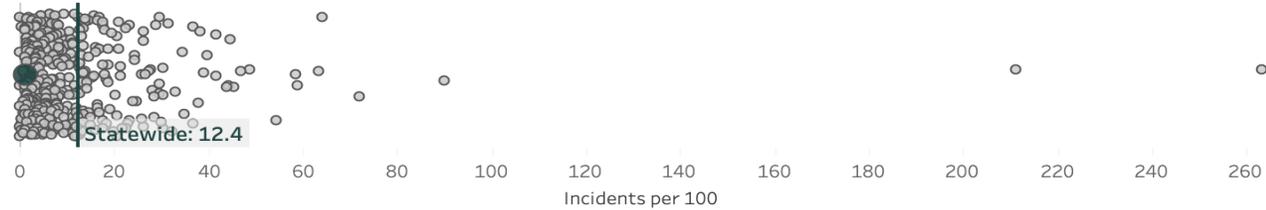
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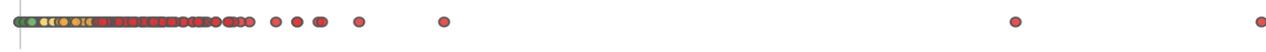
Click on chart to filter
Hover over hand to highlight



Distribution of High Schools Based on Number of Reported Incidents per 100 Students - 2019-2020 | Click to filter



Cooresponding rankings



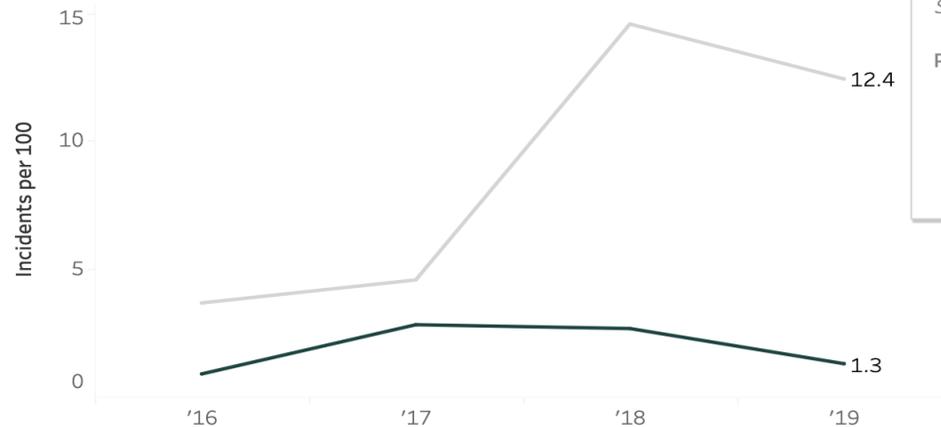
Incident Rank Details

The School Incident Ranking is based on the number of incidents per 100 students, also called the Incident Rate. Each school is ranked based on their Incident Rate, from very low to very high within the school type (elementary, combination, middle, high) for the most recent school year.

The incidents of crime, violence, and disruptive behaviors have been organized into four categories: violent incidents, drug/public order incidents, property incidents, and code of conduct incidents. See methodology for details.

Hover for details

North Allegheny HS - 103026852 reported 1.26 incidents per 100 students. This rate less than the Statewide High school rate of 12.4 incidents per 100 students.



2019-2020 Rating:
A property incident rate per 100 students of **0.07435**
2 property incidents / 2,690 students
Statewide rate range: 0 - 5.000

Property Incidents per 100

Vandalism	2	
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Incidents per 100



Statewide Rank: #292 / 429
County Rank: #23 / 35
Per 100 Students: **0.07**



Code of Conduct Incidents
Statewide Rank: #1 / 429
County Rank: #22 / 35
Per 100 Students: **0.00**

Suspension Information



Select Discipline Type
All Suspensions/Expulsions ▾

Elementary

Combination

Middle

High

Suspension & Expulsion Details Table: All Suspensions/Expulsions

Use filters below to explore

Schools in GREEN are in the top 10 for the metric

Sort Table By:

Out-of-School Suspensions ▾

County

(All) ▾

District

(All) ▾

School Year

2019-2020 ▾

School Name	County	Out-of-School Suspensions	Out-of-School per 100	Expulsions	Expulsions per 100	Total Incidents	Total Incidents per 100	OSS per Incident
Reading SHS - 114067002	Berks	1,474	31	0	0.0	1,009	21.4	1.5
Central MS - 114067002	Berks	1,242	62	0	0.0	1,413	70.6	0.9
Rowland Academy - 115222752	Dauphin	1,042	127	1	0.1	706	86.2	1.5
Upper Darby SHS - 125239452	Delaware	833	22	1	0.0	810	21.1	1.0
Beverly Hills MS - 125239452	Delaware	736	48	0	0.0	593	38.5	1.2
Harrisburg HS - 115222752	Dauphin	673	68	3	0.3	442	44.6	1.5
Camp Curtin Academy - 115222752	Dauphin	555	78	0	0.0	425	59.7	1.3
North Brandywine MS - 124151902	Chester	511	66	6	0.8	626	80.9	0.8
Easton Area HS - 120483302	Northampton	507	18	8	0.3	874	30.4	0.6
Sto-Rox JSHS - 103028853	Allegheny	476	92	0	0.0	102	19.6	4.7
Dr David W Kistler El Sch - 118408852	Luzerne	467	47	0	0.0	449	45.5	1.0
Norristown Area HS - 123465602	Montgomery	460	25	0	0.0	303	16.5	1.5
Woodland Hills Intermediate Sch - 10..	Allegheny	453	63	0	0.0	615	85.4	0.7
Academy at Westinghouse - 1020274..	Allegheny	440	63	25	3.6	376	54.0	1.2
Erie HS - 105252602	Erie	432	20	0	0.0	407	18.9	1.1
Toby Farms Intermediate School - 125..	Delaware	431	116	0	0.0	323	86.8	1.3
Penn Wood HS - 125239652	Delaware	426	29	0	0.0	857	58.8	0.5
Ridley HS - 125237702	Delaware	420	23	0	0.0	71	3.9	5.9
Wilson Woodrow MS - 126515001	Philadelphia	410	29	0	0.0	428	29.9	1.0
Woodland Hills HS - 103029902	Allegheny	402	40	2	0.2	545	54.3	0.7
Academy Park HS - 125238402	Delaware	397	30	3	0.2	69	5.3	5.8
Northeast MS - 114067002	Berks	393	36	0	0.0	328	30.3	1.2
Carbondale Area JSHS - 119351303	Lackawanna	383	53	0	0.0	357	49.5	1.1
Northeast HS - 126515001	Philadelphia	368	11	0	0.0	273	7.8	1.3
Valley JSHS - 107656303	Westmoreland	350	43	0	0.0	73	8.9	4.8
Pittsburgh Carrick HS - 102027451	Allegheny	338	48	6	0.9	411	58.7	0.8
Chester HS - 125231232	Delaware	336	37	3	0.3	253	28.1	1.3
Southern MS - 114067002	Berks	327	45	0	0.0	293	40.5	1.1
Chambersburg Area SHS - 112281302	Franklin	311	15	0	0.0	702	33.0	0.4
Sto-Rox Upper El Sch - 103028853	Allegheny	297	95	0	0.0	82	26.2	3.6
Governor Mifflin SHS - 114063003	Berks	294	20	0	0.0	270	18.7	1.1



Select Discipline Type
All Suspensions/Expulsions ▾

Elementary

Combination

Middle

High

Suspension & Expulsion Details Table: All Suspensions/Expulsions

Use filters below to explore

Schools in GREEN are in the top 10 for the metric

Sort Table By:

Out-of-School Suspension R... ▾

County

(All) ▾

District

(All) ▾

School Year

2019-2020 ▾

School Name	County	Out-of-School Suspensions	Out-of-School per 100	Expulsions	Expulsions per 100	Total Incidents	Total Incidents per 100	OSS per Incident
Kimmel Alternative School - 1080705..	Blair	84	350	0	0.0	89	370.8	0.9
Rowland Academy - 115222752	Dauphin	1,042	127	1	0.1	706	86.2	1.5
Toby Farms Intermediate School - 125..	Delaware	431	116	0	0.0	323	86.8	1.3
Sto-Rox Upper El Sch - 103028853	Allegheny	297	95	0	0.0	82	26.2	3.6
Philadelphia Learning Academy - Nort..	Philadelphia	37	93	0	0.0	36	90.0	1.0
Sto-Rox JSHS - 103028853	Allegheny	476	92	0	0.0	102	19.6	4.7
Camp Curtin Academy - 115222752	Dauphin	555	78	0	0.0	425	59.7	1.3
Pittsburgh Millions 6-12 - 102027451	Allegheny	226	70	5	1.6	151	46.9	1.5
Harrisburg HS - 115222752	Dauphin	673	68	3	0.3	442	44.6	1.5
North Brandywine MS - 124151902	Chester	511	66	6	0.8	626	80.9	0.8
Academy at Westinghouse - 1020274..	Allegheny	440	63	25	3.6	376	54.0	1.2
Woodland Hills Intermediate Sch - 10..	Allegheny	453	63	0	0.0	615	85.4	0.7
Central MS - 114067002	Berks	1,242	62	0	0.0	1,413	70.6	0.9
Marshall Academy - 115222752	Dauphin	75	58	0	0.0	71	55.0	1.1
Pittsburgh King K-8 - 102027451	Allegheny	237	55	1	0.2	502	116.2	0.5
Carbondale Area JSHS - 119351303	Lackawanna	383	53	0	0.0	357	49.5	1.1
Steelton-Highspire HS - 115228003	Dauphin	275	51	0	0.0	499	92.4	0.6
Monessen SHS - 107655803	Westmoreland	116	50	0	0.0	26	11.3	4.5
Pittsburgh Carrick HS - 102027451	Allegheny	338	48	6	0.9	411	58.7	0.8
Beverly Hills MS - 125239452	Delaware	736	48	0	0.0	593	38.5	1.2
Downey Sch - 115222752	Dauphin	182	47	0	0.0	165	43.0	1.1
Dr David W Kistler El Sch - 118408852	Luzerne	467	47	0	0.0	449	45.5	1.0
Penn Treaty Sch - 126515001	Philadelphia	236	46	0	0.0	179	35.2	1.3
Scott Sch - 115222752	Dauphin	259	46	0	0.0	285	50.4	0.9
Price - 115224003	Dauphin	5	45	0	0.0	7	63.6	0.7
Southern MS - 114067002	Berks	327	45	0	0.0	293	40.5	1.1
Solomon/Plains JHS - 118408852	Luzerne	219	45	0	0.0	202	41.6	1.1
Monessen MS - 107655803	Westmoreland	69	43	1	0.6	20	12.3	3.5
Valley JSHS - 107656303	Westmoreland	350	43	0	0.0	73	8.9	4.8
Woodland Hills HS - 103029902	Allegheny	402	40	2	0.2	545	54.3	0.7
Sto-Rox Primary Ctr - 103028853	Allegheny	162	39	0	0.0	0	0.0	



Select Discipline Type
All Suspensions/Expulsions ▾

Elementary

Combination

Middle

High

HIDE

Suspension & Expulsion Details Table: All Suspensions/Expulsions

Use filters below to explore

Schools in **GREEN** are in the top 10 for the metric

Sort Table By:

Expulsions ▾

County

(All) ▾

District

(All) ▾

School Year

2019-2020 ▾

School Name	County	Out-of-School Suspensions	Out-of-School per 100	Expulsions	Expulsions per 100	Total Incidents	Total Incidents per 100	OSS per Incident
Academy at Westinghouse - 1020274..	Allegheny	440	63	25	3.6	376	54.0	1.2
William Penn SHS - 112679002	York	83	6	17	1.2	69	4.8	1.2
East Stroudsburg SHS South - 120452..	Monroe	38	3	13	1.0	3,507	263.3	0.0
Penn Hills SHS - 103027352	Allegheny	86	8	11	1.0	71	6.2	1.2
Red Lion Area SHS - 112675503	York	118	8	11	0.7	155	10.5	0.8
Central Dauphin SHS - 115221402	Dauphin	154	8	10	0.6	515	28.4	0.3
Central Dauphin East SHS - 115221402	Dauphin	196	13	9	0.6	1,092	71.8	0.2
James Buchanan HS - 112286003	Franklin	28	4	9	1.3	7	1.0	4.0
Stroudsburg HS - 120456003	Monroe	124	10	9	0.7	49	3.9	2.5
Council Rock HS South - 122092353	Bucks	76	4	8	0.4	86	4.3	0.9
Easton Area HS - 120483302	Northampton	507	18	8	0.3	874	30.4	0.6
G A R Memorial JSHS - 118408852	Luzerne	264	28	8	0.9	257	27.5	1.0
Highlands SHS - 103024753	Allegheny	29	4	8	1.1	33	4.6	0.9
Ligonier Valley HS - 107654903	Westmoreland	25	5	8	1.6	32	6.6	0.8
McKeesport Area SHS - 103026002	Allegheny	96	10	8	0.8	15	1.5	6.4
Pittsburgh Brashear HS - 102027451	Allegheny	208	18	8	0.7	494	41.7	0.4
Cocalico MS - 113361303	Lancaster	18	2	7	1.0	123	16.8	0.1
Conestoga Valley SHS - 113361703	Lancaster	31	2	7	0.5	45	3.5	0.7
Highlands MS - 103024753	Allegheny	6	1	7	0.9	9	1.2	0.7
Kennard-Dale HS - 112676203	York	89	12	7	0.9	219	28.9	0.4
Ringgold SHS - 101637002	Washington	55	6	7	0.8	65	7.6	0.8
West York Area HS - 112678503	York	85	10	7	0.8	201	22.6	0.4
Bangor Area HS - 120480803	Northampton	57	6	6	0.6	172	17.5	0.3
Eastern York MS - 112672203	York	80	13	6	1.0	18	3.0	4.4
Easton Area MS - 120483302	Northampton	274	13	6	0.3	861	40.3	0.3
Lebanon MS - 113384603	Lebanon	155	14	6	0.5	373	32.7	0.4
North Brandywine MS - 124151902	Chester	511	66	6	0.8	626	80.9	0.8
Pittsburgh Carrick HS - 102027451	Allegheny	338	48	6	0.9	411	58.7	0.8
Wilson HS - 114069103	Berks	80	4	6	0.3	38	1.9	2.1
Baldwin SHS - 103021102	Allegheny	57	4	5	0.3	120	8.0	0.5
Council Rock HS North - 122092353	Bucks	27	2	5	0.3	32	2.0	0.8

Benefits of the School Safety Dashboard

- Access to a free user friendly dashboard containing critical data on violence, drugs, and discipline for all FL, KY, PA, NH public schools
- Credible, objective and external documentation for grant funding applications as well as bond referendums, reports and other documentable processes
- Data for districts seeking legislative support to address patterns of risk inside your school
- Identify patterns and trends of violence, drugs, and discipline in your district
- Assists school boards to target resources effectively
- Ability to compare all school districts and all schools across all incident and discipline data
- Easily view metrics to identify schools that over and under-report incident data

**STAND WITH
PARKLAND**



The National Association of Families for Safe Schools

Prepared Testimony

of

Tony Montalto

President, Stand with Parkland –The National Association of
Families for Safe Schools

before the

The Pennsylvania State Legislature
House Democratic Policy Committee

on

School Safety

Wednesday, February 16, 2022

STAND WITH PARKLAND



The National Association of Families for Safe Schools

Chairman Bizzarro, Representative Madden who joined us in Parkland for the memorial this week, and Members of the Committee, thank you for the opportunity to appear before you today. Nothing is more important than the safety of our nation's children and I appreciate your decision to hold this hearing on school safety.

Four years. The span of a high school career. Many of us look back fondly at those memories. Sadly, it's been four years since I hugged our daughter Gina, said "I love you", and sent her on her way to school with some valentine's day chocolate and a reminder to eat it before it melted.

My wife and I never imagined that would be the last time we would see her. The last time we would be together **as a complete and happy family**.

Four years ago, multiple mistakes, some in the moment and some that had piled up over the years, would converge to create an incredible tragedy that left my Gina, and 16 other wonderful souls dead.

My name is Tony Montalto and I appear today on behalf of Stand with Parkland - The National Association of Families for Safe Schools - I am the president of this organization that was founded by the families of the children and school staff murdered during the massacre at Stoneman Douglas High School on February 14th, 2018. The organization is uniquely inclusive and nonpartisan we advocate for practical school safety reforms in an effort to prevent future mass shootings from occurring in America's schools using the Schools Safety Triad:

1. Enhanced campus security
2. Improved mental health screening and support programs
3. Responsible firearms ownership

All three of these things push and pull on each other when it comes to school safety and each of these failed us and led to tragedy. Our organization recognizes the importance of specific proposals, fulsome discussions, and **compromise** in order to develop and implement pragmatic solutions. This model has been effective as we've worked on legislation in Florida, and we are here to share this with you in hopes of Pennsylvania adopting these life-saving measures.

As a result of this willingness to compromise and commitment to meaningful progress, Stand with Parkland has facilitated large strides in school safety legislation in our home state of Florida. The first example, the Marjory Stoneman Douglas High School Public Safety Act in 2018 was passed within three weeks of my daughter's murder. It added programs to secure the campus, funding for student mental health and significant changes to firearms laws. We saw political courage as lawmakers worked across the aisle and this law passed with bipartisan support through a Republican controlled legislature with a Republican governor.

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The National Association of Families for Safe Schools

This law created the Office of Safe Schools within the state Department of Education. Another positive addition from this law was the implementation of the [Marjory Stoneman Douglas High School Public Safety Commission](#). Established to investigate the Parkland massacre and make recommendations to the state legislature to improve school safety and security. The law also mandated each school district to identify a School Safety Specialist to ensure accountability and compliance oversight authority. After sitting through hundreds of hours of expert testimony before the commission I have gained knowledge of the failures that occurred leading to Gina's death, as well as, insights into other areas that need to be corrected to help prevent tragedy.

In the current legislative session Stand with Parkland has introduced an amendment to create a Districtwide Mental Health Coordinator to ensure each student receiving mental health services is on path for the best outcome possible. This individual will report to the district Superintendent and the Office of Safe Schools and on a quarterly basis provide a status report on students who have gone through the Behavioral Threat Assessment and Management (BTAM) process.

Stand with Parkland has worked with the Nation Threat Assessment Center (NTAC) which is part of the US Secret Service. In 2019 and 2020 Max, Ryan Petty and I toured the nation telling our sad and cautionary tale as the NTAC team trained over 5,000 lawmakers, law enforcement, mental health and school professionals on their [Protecting America's Schools Report](#) and the most proactive tool we have to prevent targeted attacks on our school's **Behavioral Threat Assessment teams**. These are **multi-disciplinary** in nature bringing school professionals, law enforcement, and mental health specialists together to evaluate students who have demonstrated concerning behavior.

These assessments are not designed to stigmatize or punish the student and are best conducted long before the student resorts to violence and before the threshold of law enforcement action. In most cases this is the best way to intercede and get the students help through programs that are available.

In their 2021 report [Averted School Attacks](#) the National Threat Assessment Center identified **School Resource Officers (SROs)** as having been involved in preventing over two thirds of the attacks they studied. School resource officers are an important piece of the puzzle for safe and secure schools. They help coordinate and implement safety plans, provide guidance to struggling students, serve as role models, and establish positive relationships between law enforcement and the school community. As I know all too well, they are the **last line of defense** for students and teachers when an attack occurs.

While Stand with Parkland supports armed individuals at schools, as provided for in Florida law, we believe that arming teachers is a misguided idea and actually undermines efforts to safeguard our schools against mass shootings. We believe our teachers should be focused on teaching and trained law enforcement or school security officers should be provided to protect our students and staff at school.

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The 2021 [Averted Schools Attacks](#) report also showed that another key to stopping targeted school attacks is to provide students a way warn authorities about what they see and hear. Frequently attackers in the planning stage will attempt to recruit others to join them or warn some of their peers about an upcoming attack. Here is an opportunity to leverage technology and make it easier for students to pass these warning signs to school officials and law enforcement by using mobile device applications. After the massacre in Parkland, our state created the [Fortify FL](#) app. There are others on the market such as [SaferWatch](#), [Safe2Tel](#), and [SafeUT](#) which perform multiple functions in addition to tip reporting such as, two-way communication, emergency alert notification and panic alarm functions. In 2019 your neighboring state, New Jersey, enacted the “Alyssa” alert system law and Florida passed a similar law in 2020. These panic button laws are a useful part of an overall safety package but the [Protecting America’s Schools](#) report showed that none of the of school attacks were stopped by law enforcement responding to the campus. Yet another reason why carefully trained and selected SROs in our nation’s schools are vital to the safety of students and staff at school.

Stand with Parkland also advocated for and saw the successful passage of Extreme Risk Protection Orders in Florida as part of the response to the massacre that took our loved ones. **Extreme Risk Protection Orders (ERPOs), commonly known as Red Flag Laws**, can save lives by creating a way for family members and law enforcement to act before warning signs escalate into tragedies. These are powerful tools that enable law enforcement officers to protect themselves and others.

This legislation also touched on the mental health part of the holistic approach needed to achieve school safety and has been effective in many states including Florida and your neighbors New York and New Jersey. Our ERPOs allow law enforcement to remove firearms from the home of those considered to be a danger to themselves or others. To balance the rights of the individual in question, there must be strong due - process provisions, and penalties for knowingly making a false report. Had these laws been in place before February 14, 2018, the numerous warnings regarding the murderer of our loved ones and the 40 plus visits to his residence would have given law enforcement a chance to remove the firearms from his home and Parkland would still be just our idyllic hometown and not known worldwide for the horror that occurred.

We have seen the Biden administration provide a model “red flag” law for states to use. In the aftermath of the Parkland tragedy 15 states and the District of Columbia chose to adopt these laws which proactively help keep firearms in the hands of responsible owners. 40% of states have risk protection orders and, in those states, hunters still hunt, collectors still curate their collection of firearms, and individuals are still able to protect themselves. Will Pennsylvania’s elected leaders choose to support the safety of their students and help reduce suicide rates or cave in to fear mongering from special interest groups?

Another change that was needed in Florida law was to make it illegal to make a threat to schools through social media. **Our laws must keep up with changing technology.** One effective school safety measure passed in Florida was to establish more open lines of communication in schools between

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parents, administrative staff, health counselors, and students. Information sharing on what happens inside the school and to students is a right that families deserve not only to have access to but deserve as quickly as possible. That's why Stand with Parkland created the **Parents Need to Know initiative** which became part of SB 590 - School Safety. Just this past July it became law, and now requires timely notification of threats and emergencies that happen on school grounds, on school transportation, or at school-sponsored events. Families now have more information to enable them to make better choices regarding their children's safety. I only wish I knew of the threat to my daughter's school. I could have found a way to keep her from harm.

New for 2022 is a comprehensive school safety package that addresses yet more issues arising out of death of my bright and bubbly daughter, her classmates and her teachers. Stand with Parkland's founding families suffered through a disjointed and horrific reunification process as we awaited word regarding the fate of our children and spouses. Some waiting until the wee hours of the morning.

Some being forced to listen to the cries of others as they heard the worst news a parent could hear. And some like my wife were isolated from her supporters until I arrived. Then we were told of Gina's death and left to figure out the next steps on our own.

This current bill attempts to fix that by mandating that stakeholders come together and **develop a coordinated reunification plan** so families and children may be reunited in a more orderly fashion.

The Parkland investigation showed that system failed and staff reacted poorly during the Parkland massacre. Some if not all the student deaths were caused by this. To help ensure our students are safe we need all stakeholders to participate in drills and have debriefings to learn what needs to be improved.

As an airline pilot I know the value of training and of debriefing, what went well and what needs to be done better, to help improve performance. We need the same accountability for our school administrators and teachers.

The frequency of training has changed many times over the course of my 30 plus year flying career and that is what needs to happen regarding drills for our schools. Allowing the Department of Education to follow the recommendations from the MSD Public Safety Commission and talk with local stakeholders to make appropriate adjustments.

The legislation that Stand with Parkland has recommended and helped create in the state of Florida has made schools and communities safer as a whole and we hope that Pennsylvania may take on their own versions of these bills or versions of them that will do the same for teachers, parents, and students.

STAND WITH PARKLAND



The National Association of Families for Safe Schools

On behalf of Stand with Parkland -The National Association Of Families for Safe Schools, we would like to thank the Pennsylvania House Democratic Policy Committee for holding this critical hearing and inviting us to discuss school safety priorities. It has been 4 years since our loved ones were taken from us in a senseless and preventable act of violence at their school. We implore you to act before any Pennsylvania families are devastated by preventable acts of violence in our nation's schools.

Additional information can be found at StandwithParkland.org

By Senator Gruters

23-00085B-22

2022802__

1 A bill to be entitled
2 An act relating to school safety; amending s. 943.082,
3 F.S.; requiring the FortifyFL reporting tool to notify
4 reporting parties that submitting false information
5 may subject them to criminal penalties; providing that
6 certain reports will remain anonymous; amending s.
7 1001.11, F.S.; requiring the Commissioner of Education
8 to oversee and enforce compliance with requirements
9 relating to school safety and security; requiring the
10 commissioner to take specified actions under certain
11 circumstances relating to noncompliance; amending s.
12 1001.20, F.S.; requiring the Department of Education's
13 Office of Inspector General to investigate certain
14 allegations if the commissioner determines that a
15 district school board is unwilling or unable to
16 address the allegations; amending s. 1001.212, F.S.;
17 revising the duties of the Office of Safe Schools;
18 amending s. 1006.07, F.S.; requiring certain law
19 enforcement officers to be physically present and
20 directly involved in active assailant emergency
21 drills; requiring the State Board of Education to
22 adopt rules; specifying the requirements for the
23 rules; requiring district school boards and charter
24 school governing boards to adopt family reunification
25 plans; providing for the update and review of such
26 plan; requiring all members of threat assessment teams
27 to be involved in certain processes and decisions;
28 amending s. 1006.12, F.S.; making technical changes;
29 authorizing school safety officers to make arrests on

23-00085B-22

2022802__

30 property owned or leased by a charter school under a
31 charter contract; requiring district school
32 superintendents or charter school administrators,
33 instead of school districts, to notify county sheriffs
34 and the Office of Safe Schools of certain safe-school
35 officer-related incidents; specifying training
36 requirements for certain safe-school officers;
37 amending s. 1006.1493, F.S.; requiring the Florida
38 Safe Schools Assessment Tool to address policies and
39 procedures to prepare for and respond to natural and
40 manmade disasters; amending s. 1008.32, F.S.;

41 authorizing the State Board of Education to direct a
42 school district to suspend the salaries of certain
43 officials if the state board determines the district
44 school board is unwilling or unable to comply with law
45 or state board rule; providing effective dates.

46
47 Be It Enacted by the Legislature of the State of Florida:

48
49 Section 1. Effective October 1, 2022, paragraph (c) is
50 added to subsection (2) of section 943.082, Florida Statutes, to
51 read:

52 943.082 School Safety Awareness Program.—

53 (2) The reporting tool must notify the reporting party of
54 the following information:

55 (c) That if, following an investigation, it is determined
56 that a person knowingly submitted a false tip through FortifyFL,
57 the Internet protocol (IP) address of the device on which the
58 tip was submitted will be provided to law enforcement agencies

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2022802__

59 for further investigation, and the reporting party may be
60 subject to criminal penalties under s. 837.05. In all other
61 circumstances, unless the reporting party has chosen to disclose
62 his or her identity, the report will remain anonymous.

63 Section 2. Subsection (9) of section 1001.11, Florida
64 Statutes, is amended to read:

65 1001.11 Commissioner of Education; other duties.—

66 (9) The commissioner shall oversee and enforce compliance
67 with the requirements relating to school safety and security
68 ~~requirements of the Marjory Stoneman Douglas High School Public~~
69 ~~Safety Act, chapter 2018-3, Laws of Florida,~~ by school
70 districts; district school superintendents; and public schools,
71 including charter schools. Upon notification by the Office of
72 Safe Schools of a school district's substantiated noncompliance
73 with school safety and security requirements, the commissioner
74 must require the district school board to withhold further
75 payment of the salary of the superintendent, as authorized under
76 s. 1001.42(13)(b). Upon notification by the Office of Safe
77 Schools that a charter school has failed to comply with the
78 requirements relating to school safety and security, the
79 commissioner must facilitate compliance by charter schools by
80 recommending actions to the district school board pursuant to s.
81 1002.33. The commissioner must facilitate compliance to the
82 maximum extent provided under law, identify incidents of
83 noncompliance, and impose or recommend to the State Board of
84 Education, the Governor, or the Legislature enforcement and
85 sanctioning actions pursuant to s. 1008.32 and other authority
86 granted under law.

87 Section 3. Paragraph (e) of subsection (4) of section

23-00085B-22

2022802__

88 1001.20, Florida Statutes, is amended to read:

89 1001.20 Department under direction of state board.—

90 (4) The Department of Education shall establish the
91 following offices within the Office of the Commissioner of
92 Education which shall coordinate their activities with all other
93 divisions and offices:

94 (e) *Office of Inspector General.*—Organized using existing
95 resources and funds and responsible for promoting
96 accountability, efficiency, and effectiveness and detecting
97 fraud and abuse within school districts, the Florida School for
98 the Deaf and the Blind, and Florida College System institutions
99 in Florida. If the Commissioner of Education determines that a
100 district school board, the Board of Trustees for the Florida
101 School for the Deaf and the Blind, or a Florida College System
102 institution board of trustees is unwilling or unable to address
103 substantiated allegations made by any person relating to waste,
104 fraud, or financial mismanagement within the school district,
105 the Florida School for the Deaf and the Blind, or the Florida
106 College System institution, the office must ~~shall~~ conduct,
107 coordinate, or request investigations into such substantiated
108 allegations. If the Commissioner of Education determines that a
109 district school board is unwilling or unable to address credible
110 allegations made by any person relating to compliance with the
111 requirements relating to school safety and security, the office
112 must conduct, coordinate, or request investigations into such
113 allegations. The office shall investigate allegations or reports
114 of possible fraud or abuse against a district school board made
115 by any member of the Cabinet; the presiding officer of either
116 house of the Legislature; a chair of a substantive or

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117 appropriations committee with jurisdiction; or a member of the
118 board for which an investigation is sought. The office shall
119 have access to all information and personnel necessary to
120 perform its duties and shall have all of its current powers,
121 duties, and responsibilities authorized in s. 20.055.

122 Section 4. Present subsections (14) and (15) of section
123 1001.212, Florida Statutes, are redesignated as subsections (15)
124 and (16), respectively, a new subsection (14) and subsection
125 (17) are added to that section, and subsections (2) and (6) of
126 that section are amended, to read:

127 1001.212 Office of Safe Schools.—There is created in the
128 Department of Education the Office of Safe Schools. The office
129 is fully accountable to the Commissioner of Education. The
130 office shall serve as a central repository for best practices,
131 training standards, and compliance oversight in all matters
132 regarding school safety and security, including prevention
133 efforts, intervention efforts, and emergency preparedness
134 planning. The office shall:

135 (2) Provide ongoing professional development opportunities
136 to school district and charter school personnel.

137 (6) Coordinate with the Department of Law Enforcement to
138 provide a unified search tool, known as the Florida School
139 Safety Portal, ~~centralized integrated data repository and data~~
140 ~~analytics resources~~ to improve access to timely, complete, and
141 accurate information ~~integrating data~~ from, at a minimum, ~~but~~
142 ~~not limited to~~, the following data sources ~~by August 1, 2019~~:

- 143 (a) Social media Internet posts;
144 (b) The Department of Children and Families;
145 (c) The Department of Law Enforcement;

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- 146 (d) The Department of Juvenile Justice;
- 147 (e) The mobile suspicious activity reporting tool known as
- 148 FortifyFL;
- 149 (f) School environmental safety incident reports collected
- 150 under subsection (8); and
- 151 (g) Local law enforcement.

152

153 Data that is exempt or confidential and exempt from public

154 records requirements retains its exempt or confidential and

155 exempt status when incorporated into the centralized integrated

156 data repository. To maintain the confidentiality requirements

157 attached to the information provided to the centralized

158 integrated data repository by the various state and local

159 agencies, data governance and security shall ensure compliance

160 with all applicable state and federal data privacy requirements

161 through the use of user authorization and role-based security,

162 data anonymization and aggregation and auditing capabilities. To

163 maintain the confidentiality requirements attached to the

164 information provided to the centralized integrated data

165 repository by the various state and local agencies, each source

166 agency providing data to the repository shall be the sole

167 custodian of the data for the purpose of any request for

168 inspection or copies thereof under chapter 119. The department

169 shall only allow access to data from the source agencies in

170 accordance with rules adopted by the respective source agencies

171 and the requirements of the Federal Bureau of Investigation

172 Criminal Justice Information Services security policy, where

173 applicable.

174 (14) Develop, in coordination with the Division of

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175 Emergency Management; other federal, state, and local law
176 enforcement agencies; fire and rescue agencies; and first
177 responder agencies, a model family reunification plan for use by
178 child care facilities, public K-12 schools, and public
179 postsecondary educational institutions that are closed or
180 unexpectedly evacuated due to a natural or manmade disaster.
181 This model plan must be reviewed annually and updated, as
182 applicable.

183 (17) Maintain a current directory of public and private
184 school-based diversion programs and cooperate with each judicial
185 circuit and the Department of Juvenile Justice to facilitate
186 their efforts to monitor and enforce each governing body's
187 compliance with s. 985.12.

188 Section 5. Paragraph (a) of subsection (4) and paragraph
189 (a) of subsection (7) of section 1006.07, Florida Statutes, are
190 amended, and paragraph (d) is added to subsection (6) of that
191 section, to read:

192 1006.07 District school board duties relating to student
193 discipline and school safety.—The district school board shall
194 provide for the proper accounting for all students, for the
195 attendance and control of students at school, and for proper
196 attention to health, safety, and other matters relating to the
197 welfare of students, including:

198 (4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

199 (a) Formulate and prescribe policies and procedures, in
200 consultation with the appropriate public safety agencies, for
201 emergency drills and for actual emergencies, including, but not
202 limited to, fires, natural disasters, active assailant and
203 hostage situations, and bomb threats, for all students and

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204 faculty at all public schools of the district composed ~~comprised~~
205 of grades K-12, pursuant to State Board of Education rules.
206 Drills for active assailant and hostage situations must ~~shall~~ be
207 conducted in accordance with developmentally appropriate and
208 age-appropriate procedures, as specified in State Board of
209 Education rules ~~at least as often as other emergency drills.~~ Law
210 enforcement officers responsible for responding to the school in
211 the event of an active assailant emergency, as determined
212 necessary by the sheriff in coordination with the district's
213 school safety specialist, must be physically present on campus
214 and directly involved in the execution of active assailant
215 emergency drills. District school board policies must ~~shall~~
216 include commonly used alarm system responses for specific types
217 of emergencies and verification by each school that drills have
218 been provided as required by law, State Board of Education
219 rules, and fire protection codes and may provide accommodations
220 for drills conducted by exceptional student education centers.
221 District school boards shall establish emergency response and
222 emergency preparedness policies and procedures that include, but
223 are not limited to, identifying the individuals responsible for
224 contacting the primary emergency response agency and the
225 emergency response agency ~~that is~~ responsible for notifying the
226 school district for each type of emergency. The State Board of
227 Education shall refer to recommendations provided in reports
228 published pursuant to s. 943.687 for guidance and, by August 1,
229 2023, consult with state and local constituencies to adopt rules
230 applicable to the requirements of this subsection which, at a
231 minimum, define the terms "emergency drill," "active threat,"
232 and "after-action report" and establish minimum emergency drill

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233 policies and procedures related to the timing, frequency,
234 participation, training, notification, accommodations, and
235 responses to threat situations by incident type, school level,
236 school type, and student and school characteristics. The rules
237 must require all types of emergency drills to be conducted no
238 less frequently than on an annual school year basis.

239 (6) SAFETY AND SECURITY BEST PRACTICES.—Each district
240 school superintendent shall establish policies and procedures
241 for the prevention of violence on school grounds, including the
242 assessment of and intervention with individuals whose behavior
243 poses a threat to the safety of the school community.

244 (d) Each district school board and charter school governing
245 board shall adopt, in coordination with local law enforcement
246 agencies, a family reunification plan to reunite students and
247 employees with their families in the event that a school is
248 closed or unexpectedly evacuated due to a natural or manmade
249 disaster. This reunification plan must be reviewed annually and
250 updated, as applicable.

251 (7) THREAT ASSESSMENT TEAMS.—Each district school board
252 shall adopt policies for the establishment of threat assessment
253 teams at each school whose duties include the coordination of
254 resources and assessment and intervention with individuals whose
255 behavior may pose a threat to the safety of school staff or
256 students consistent with the model policies developed by the
257 Office of Safe Schools. Such policies must include procedures
258 for referrals to mental health services identified by the school
259 district pursuant to s. 1012.584(4), when appropriate, and
260 procedures for behavioral threat assessments in compliance with
261 the instrument developed pursuant to s. 1001.212(12).

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262 (a) A threat assessment team shall include persons with
263 expertise in counseling, instruction, school administration, and
264 law enforcement. All members of the threat assessment team must
265 be involved in the threat assessment process and final
266 decisionmaking. The threat assessment teams shall identify
267 members of the school community to whom threatening behavior
268 should be reported and provide guidance to students, faculty,
269 and staff regarding recognition of threatening or aberrant
270 behavior that may represent a threat to the community, school,
271 or self. Upon the availability of the behavioral threat
272 assessment instrument developed pursuant to s. 1001.212(12), the
273 threat assessment team shall use that instrument.

274 Section 6. Present subsection (6) of section 1006.12,
275 Florida Statutes, is redesignated as subsection (8), a new
276 subsection (6) and subsection (7) are added to that section, and
277 paragraph (c) of subsection (1), paragraphs (a) and (b) of
278 subsection (2), and subsection (5) of that section are amended,
279 to read:

280 1006.12 Safe-school officers at each public school.—For the
281 protection and safety of school personnel, property, students,
282 and visitors, each district school board and school district
283 superintendent shall partner with law enforcement agencies or
284 security agencies to establish or assign one or more safe-school
285 officers at each school facility within the district, including
286 charter schools. A district school board must collaborate with
287 charter school governing boards to facilitate charter school
288 access to all safe-school officer options available under this
289 section. The school district may implement any combination of
290 the options in subsections (1)-(4) to best meet the needs of the

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291 school district and charter schools.

292 (1) SCHOOL RESOURCE OFFICER.—A school district may
293 establish school resource officer programs through a cooperative
294 agreement with law enforcement agencies.

295 ~~(c) Complete mental health crisis intervention training~~
296 ~~using a curriculum developed by a national organization with~~
297 ~~expertise in mental health crisis intervention. The training~~
298 ~~shall improve officers' knowledge and skills as first responders~~
299 ~~to incidents involving students with emotional disturbance or~~
300 ~~mental illness, including de-escalation skills to ensure student~~
301 ~~and officer safety.~~

302 (2) SCHOOL SAFETY OFFICER.—A school district may commission
303 one or more school safety officers for the protection and safety
304 of school personnel, property, and students within the school
305 district. The district school superintendent may recommend, and
306 the district school board may appoint, one or more school safety
307 officers.

308 (a) School safety officers shall undergo criminal
309 background checks, drug testing, and a psychological evaluation
310 and be law enforcement officers, as defined in s. 943.10(1),
311 certified under ~~the provisions of~~ chapter 943 and employed by
312 either a law enforcement agency or by the district school board.
313 If the officer is employed by the district school board, the
314 district school board is the employing agency for purposes of
315 chapter 943, and must comply with ~~the provisions of~~ that
316 chapter.

317 (b) A school safety officer has and shall exercise the
318 power to make arrests for violations of law on district school
319 board property or on property owned or leased by a charter

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320 school under a charter contract, as applicable, and to arrest
321 persons, whether on or off such property, who violate any law on
322 such property under the same conditions that deputy sheriffs are
323 authorized to make arrests. A school safety officer has the
324 authority to carry weapons when performing his or her official
325 duties.

326 (5) NOTIFICATION.—The district school superintendent or
327 charter school administrator ~~school district~~ shall notify the
328 county sheriff and the Office of Safe Schools immediately after,
329 but no later than 72 hours after:

330 (a) A safe-school officer is dismissed for misconduct or is
331 otherwise disciplined.

332 (b) A safe-school officer discharges his or her firearm in
333 the exercise of the safe-school officer's duties, other than for
334 training purposes.

335 (6) CRISIS INTERVENTION TRAINING.—Each safe-school officer
336 who is also a sworn law enforcement officer shall complete
337 mental health crisis intervention training using a curriculum
338 developed by a national organization with expertise in mental
339 health crisis intervention. The training must improve the
340 officer's knowledge and skills as a first responder to incidents
341 involving students with emotional disturbance or mental illness,
342 including de-escalation skills to ensure student and officer
343 safety.

344 (7) LIMITATIONS.—An individual must satisfy the background
345 screening, psychological evaluation, and drug test requirements
346 and be approved by the sheriff before participating in any
347 training required by s. 30.15(1)(k), which may be conducted only
348 by a sheriff.

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349
350 If a district school board, through its adopted policies,
351 procedures, or actions, denies a charter school access to any
352 safe-school officer options pursuant to this section, the school
353 district must assign a school resource officer or school safety
354 officer to the charter school. Under such circumstances, the
355 charter school's share of the costs of the school resource
356 officer or school safety officer may not exceed the safe school
357 allocation funds provided to the charter school pursuant to s.
358 1011.62(13) and shall be retained by the school district.

359 Section 7. Paragraph (a) of subsection (2) of section
360 1006.1493, Florida Statutes, is amended to read:

361 1006.1493 Florida Safe Schools Assessment Tool.—

362 (2) The FSSAT must help school officials identify threats,
363 vulnerabilities, and appropriate safety controls for the schools
364 that they supervise, pursuant to the security risk assessment
365 requirements of s. 1006.07(6).

366 (a) At a minimum, the FSSAT must address all of the
367 following components:

- 368 1. School emergency and crisis preparedness planning;
- 369 2. Security, crime, and violence prevention policies and
370 procedures;
- 371 3. Physical security measures;
- 372 4. Professional development training needs;
- 373 5. An examination of support service roles in school
374 safety, security, and emergency planning;
- 375 6. School security and school police staffing, operational
376 practices, and related services;
- 377 7. School and community collaboration on school safety; ~~and~~

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378 8. Policies and procedures for school officials to prepare
379 for and respond to natural and manmade disasters, including
380 family reunification plans to reunite students and employees
381 with their families after a school is closed or unexpectedly
382 evacuated due to such disasters; and

383 9. A return on investment analysis of the recommended
384 physical security controls.

385 Section 8. Paragraph (e) is added to subsection (4) of
386 section 1008.32, Florida Statutes, to read:

387 1008.32 State Board of Education oversight enforcement
388 authority.—The State Board of Education shall oversee the
389 performance of early learning coalitions, district school
390 boards, and Florida College System institution boards of
391 trustees in enforcement of all laws and rules. District school
392 boards and Florida College System institution boards of trustees
393 shall be primarily responsible for compliance with law and state
394 board rule.

395 (4) If the State Board of Education determines that an
396 early learning coalition, a district school board, or a Florida
397 College System institution board of trustees is unwilling or
398 unable to comply with law or state board rule within the
399 specified time, the state board has ~~shall have~~ the authority to
400 initiate any of the following actions:

401 (e) When the noncompliance is related to school safety
402 overseen by a district school board, direct the school district
403 to suspend the salary of the district school superintendent and,
404 if the superintendent is appointed, the salaries of the district
405 school board members until such time as the noncompliance is
406 remedied.

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407 Section 9. Except as otherwise expressly provided in this
408 act, this act shall take effect July 1, 2022.

26 | students who are removed from a school; identify any patterns or
 27 | trends and cases in which involuntary examinations are
 28 | repeatedly initiated on the same child or student; study root
 29 | causes for such patterns, trends, or repeated involuntary
 30 | examinations; and make recommendations to encourage the use of
 31 | alternatives to eliminate inappropriate initiations of such
 32 | examinations. The department shall submit a report on its
 33 | findings and recommendations to the Governor, the President of
 34 | the Senate, and the Speaker of the House of Representatives by
 35 | November 1 of each odd-numbered year.

36 | Section 2. Paragraph (b) of subsection (16) of section
 37 | 1002.33, Florida Statutes, is amended to read:

38 | 1002.33 Charter schools.—

39 | (16) EXEMPTION FROM STATUTES.—

40 | (b) Additionally, a charter school shall be in compliance
 41 | with the following statutes:

42 | 1. Section 286.011, relating to public meetings and
 43 | records, public inspection, and criminal and civil penalties.

44 | 2. Chapter 119, relating to public records.

45 | 3. Section 1003.03, relating to the maximum class size,
 46 | except that the calculation for compliance pursuant to s.
 47 | 1003.03 shall be the average at the school level.

48 | 4. Section 1012.22(1)(c), relating to compensation and
 49 | salary schedules.

50 | 5. Section 1012.33(5), relating to workforce reductions.

51 6. Section 1012.335, relating to contracts with
 52 instructional personnel hired on or after July 1, 2011.

53 7. Section 1012.34, relating to the substantive
 54 requirements for performance evaluations for instructional
 55 personnel and school administrators.

56 8. Section 1006.12, relating to safe-school officers.

57 9. Section 1006.07(7), relating to threat assessment
 58 teams.

59 10. Section 1006.07(9), relating to School Environmental
 60 Safety Incident Reporting.

61 11. Section 1006.07(10), relating to reporting of
 62 involuntary examinations.

63 12. Section 1006.1493, relating to the Florida Safe
 64 Schools Assessment Tool.

65 ~~13.12.~~ Section 1006.07(6)(c), relating to adopting an
 66 active assailant response plan.

67 ~~14.13.~~ Section 943.082(4)(b), relating to the mobile
 68 suspicious activity reporting tool.

69 ~~15.14.~~ Section 1012.584, relating to youth mental health
 70 awareness and assistance training.

71 Section 3. Subsection (10) of section 1006.07, Florida
 72 Statutes, is amended to read:

73 1006.07 District school board duties relating to student
 74 discipline and school safety.—The district school board shall
 75 provide for the proper accounting for all students, for the

76 attendance and control of students at school, and for proper
 77 attention to health, safety, and other matters relating to the
 78 welfare of students, including:

79 (10) REPORTING OF INVOLUNTARY EXAMINATIONS.—Each district
 80 school board shall adopt a policy to require the district
 81 superintendent to annually report to the department the number
 82 of involuntary examinations, as defined in s. 394.455, which are
 83 initiated at a school, on school transportation, or at a school-
 84 sponsored activity. By July 1 of each year, the department shall
 85 share such data received from school districts during the
 86 previous year with the Department of Children and Families.

87 Section 4. Paragraph (b) of subsection (14) of section
 88 1011.62, Florida Statutes, is amended to read:

89 1011.62 Funds for operation of schools.—If the annual
 90 allocation from the Florida Education Finance Program to each
 91 district for operation of schools is not determined in the
 92 annual appropriations act or the substantive bill implementing
 93 the annual appropriations act, it shall be determined as
 94 follows:

95 (14) MENTAL HEALTH ASSISTANCE ALLOCATION.—The mental
 96 health assistance allocation is created to provide funding to
 97 assist school districts in establishing or expanding school-
 98 based mental health care; train educators and other school staff
 99 in detecting and responding to mental health issues; and connect
 100 children, youth, and families who may experience behavioral

101 health issues with appropriate services. These funds shall be
102 allocated annually in the General Appropriations Act or other
103 law to each eligible school district. Each school district shall
104 receive a minimum of \$100,000, with the remaining balance
105 allocated based on each school district's proportionate share of
106 the state's total unweighted full-time equivalent student
107 enrollment. Charter schools that submit a plan separate from the
108 school district are entitled to a proportionate share of
109 district funding. The allocated funds may not supplant funds
110 that are provided for this purpose from other operating funds
111 and may not be used to increase salaries or provide bonuses.
112 School districts are encouraged to maximize third-party health
113 insurance benefits and Medicaid claiming for services, where
114 appropriate.

115 (b) The plans required under paragraph (a) must be focused
116 on a multitiered system of supports to deliver evidence-based
117 mental health care assessment, diagnosis, intervention,
118 treatment, and recovery services to students with one or more
119 mental health or co-occurring substance abuse diagnoses and to
120 students at high risk of such diagnoses. The provision of these
121 services must be coordinated with a student's primary mental
122 health care provider and with other mental health providers
123 involved in the student's care. At a minimum, the plans must
124 include the following elements:

125 1. Direct employment of school-based mental health

126 services providers to expand and enhance school-based student
 127 services and to reduce the ratio of students to staff in order
 128 to better align with nationally recommended ratio models. These
 129 providers include, but are not limited to, certified school
 130 counselors, school psychologists, school social workers, and
 131 other licensed mental health professionals. The plan also must
 132 identify strategies to increase the amount of time that school-
 133 based student services personnel spend providing direct services
 134 to students, which may include the review and revision of
 135 district staffing resource allocations based on school or
 136 student mental health assistance needs.

137 2. Contracts or interagency agreements with one or more
 138 local community behavioral health providers or providers of
 139 Community Action Team services to provide a behavioral health
 140 staff presence and services at district schools. Services may
 141 include, but are not limited to, mental health screenings and
 142 assessments, individual counseling, family counseling, group
 143 counseling, psychiatric or psychological services, trauma-
 144 informed care, mobile crisis services, and behavior
 145 modification. These behavioral health services may be provided
 146 on or off the school campus and may be supplemented by
 147 telehealth.

148 3. Policies and procedures, including contracts with
 149 service providers, which will ensure that:

150 a. Students referred to a school-based or community-based

151 mental health service provider for mental health screening for
152 the identification of mental health concerns and students at
153 risk for mental health disorders are assessed within 15 days of
154 referral. School-based mental health services must be initiated
155 within 15 days after identification and assessment, and support
156 by community-based mental health service providers for students
157 who are referred for community-based mental health services must
158 be initiated within 30 days after the school or district makes a
159 referral.

160 b. Parents of a student receiving services under this
161 subsection are provided information about other behavioral
162 health services available through the student's school or local
163 community-based behavioral health services providers. A school
164 may meet this requirement by providing information about and
165 Internet addresses for web-based directories or guides for local
166 behavioral health services.

167 c. Individuals living in a household with a student
168 receiving services under this subsection are provided
169 information about behavioral health services available through
170 other delivery systems or payors for which such individuals may
171 qualify, if such services appear to be needed or enhancements in
172 those individuals' behavioral health would contribute to the
173 improved well-being of the student ~~students who are referred to~~
174 ~~a school-based or community-based mental health service provider~~
175 ~~for mental health screening for the identification of mental~~

176 ~~health concerns and ensure that the assessment of students at~~
177 ~~risk for mental health disorders occurs within 15 days of~~
178 ~~referral. School-based mental health services must be initiated~~
179 ~~within 15 days after identification and assessment, and support~~
180 ~~by community-based mental health service providers for students~~
181 ~~who are referred for community-based mental health services must~~
182 ~~be initiated within 30 days after the school or district makes a~~
183 ~~referral.~~

184 4. Strategies or programs to reduce the likelihood of at-
185 risk students developing social, emotional, or behavioral health
186 problems, depression, anxiety disorders, suicidal tendencies, or
187 substance use disorders.

188 5. Strategies to improve the early identification of
189 social, emotional, or behavioral problems or substance use
190 disorders, to improve the provision of early intervention
191 services, and to assist students in dealing with trauma and
192 violence.

193 6. Procedures to assist a mental health services provider
194 or a behavioral health provider as described in subparagraph 1.
195 or subparagraph 2., respectively, or a school resource officer
196 or school safety officer who has completed mental health crisis
197 intervention training in attempting to verbally de-escalate a
198 student's crisis situation before initiating an involuntary
199 examination pursuant to s. 394.463. Such procedures must include
200 strategies to de-escalate a crisis situation for a student with

201 a developmental disability as that term is defined in s.
202 393.063.

203 7. Policies of the school district must require that in a
204 student crisis situation, school or law enforcement personnel
205 must make a reasonable attempt to contact a mental health
206 professional who may initiate an involuntary examination
207 pursuant to s. 394.463, unless the child poses an imminent
208 danger to themselves or others, before initiating an involuntary
209 examination pursuant to s. 394.463. Such contact may be in
210 person or using telehealth as defined in s. 456.47. The mental
211 health professional may be available to the school district
212 either by contracts or interagency agreements with the managing
213 entity, one or more local community behavioral health providers,
214 or the local mobile response team or be a direct or contracted
215 school district employee.

216 Section 5. This act shall take effect July 1, 2022.

School District Mental Health Coordinator

To create a new single point of contact within each school district in FL responsible for coordinating the school district's mental health programs. This School District Mental Health Coordinator position will be tasked with verifying that all students receiving services from the school district or referee for services by the school district are on track for the desired outcome which is best for the student in question.

- The School District Mental Health Coordinator will report to the superintendent of each school district and coordinate with the Office of Safe Schools.
- The School District Mental Health Coordinator the school district's mental health programs comply with Federal and state law.
- SDMHC will be responsible for maintaining a list of active community-based mental health programs to provide to school-based counselors. They will serve as the final authority for best practices to support school-based counselors. They will be the final district authority on mental health compliance for the district.
- The School District Mental Health Coordinator must compile a quarterly report sent to the district superintendent and the Office of Safe Schools regarding the status of all students who have been referred to any and all mental health services following a behavioral threat assessment in order to ensure that student is receiving the appropriate supervision and treatment to help the student and avoid violence. Student privacy must be maintained in accordance with Federal law.
- The School District Mental Health Coordinator must have the following qualifications:
 - Masters from a mental health degree program and licensure in the state
 - LCSW (Licensed Clinical Social Worker)
 - LMHC (Licensed Mental Health Counselor)
 - LMFT (Licensed Marriage and Family Therapist)
 - PsyD or PhD in psychology with mental health license to practice

Licensure is important because in addition to graduating from a masters level program or higher, there is a competency exam and supervised practice in the field that is necessary to obtain licensure.

Additionally, this should have limited fiscal impact since the Governor has increased the dollars available for mental health, the district could assign a qualified individual to the position and in small districts one person may hold this position and another position as has been done with the School Safety Specialists.

School District Mental Health Coordinator **Amendment to SB 1404**

SCHOOL DISTRICT MENTAL HEALTH COORDINATOR.—Each district school board shall designate or appoint a School District Mental Health Coordinator to serve at the direction of the superintendent as the district’s primary point of public contact regarding the district’s coordination, communication, and implementation of student mental health policies, procedures, responsibilities, and reporting related to district and public school mental health functions.

The School District Mental Health Coordinator shall do all of the following:

- a) Coordinate with the Office of Safe Schools, established pursuant to s. 1001.217.
- b) Facilitate the collection and dissemination of information among and between the school district, school personnel, students and their families, state and local law enforcement agencies, community health and behavioral health entities, and other state and community partners.
- c) Maintain records and reports and facilitate the implementation of policies regarding the respective duties and responsibilities of the school districts, superintendents, and principals and reporting regarding student mental health as it relates to school safety requirements.
- d) Coordinate with the district school safety specialist on the staffing, training of threat assessment teams to provide a coordinated approach to evaluating and responding to students who pose, or appear to pose, or may in the future pose a credible potential threat of violence or harm to themselves or others and to facilitate programs and services for these students and their families.
- e) Measure the effectiveness of these programs in the reduction of school violence and the improvement of student achievement during and after engagement in these programs in a manner as directed by the Office of Safe Schools.
- f) Perform other responsibilities assigned by the superintendent and requested by the Office of Safe Schools to facilitate and coordinate the effective implementation of student mental health as they relate to school safety programs.
- g) The School District Mental Health Coordinator must compile a quarterly report regarding the status of all students who have been referred to any and all mental health services following a behavioral threat assessment in order to ensure that student is receiving the appropriate supervision and treatment to help the student and avoid violence. Student privacy must be maintained in accordance with Federal law
- h) The School District Mental Health Coordinator must have the following qualifications: Masters from a mental health degree program and licensure in the state - can be LCSW (Licensed Clinical Social Worker), LMHC (Licensed Mental Health Counselor), LMFT (Licensed Marriage and Family Therapist), Doctor of Psychology or PhD in psychology with mental health license to practice



SB 7026 Public Safety
(CH. 2018-3, Laws of Florida)

Bill Sponsor: Appropriations Committee and Rules Committee

Effective Date: March 9, 2018

DOE Contact: Hershel Lyons, Chancellor, Division of Public Schools, (850) 245-0509
Linda Champion, Deputy Commissioner, Finance and Operations, (850) 245-0406

Executive Summary:

The bill (Chapter 2018-3, L.O.F.) comprehensively addresses gun violence on school campuses. The law promotes school safety and enhanced coordination between education and law enforcement entities at the state and local level.

Section 4.

Amends s. 20.15, F.S., Department of Education, to:

- Create the Office of Safe Schools as a division within the Florida Department of Education (DOE).

Section 5.

Amends s. 30.15, F.S., Powers, duties, and obligations, to:

- Permit sheriffs to establish a Coach Aaron Feis Guardian Program to aid in the prevention or abatement of active assailant incidents on school premises by school employees who volunteer; there is no power of arrest.
- Exclude those who serve solely as classroom teachers, as defined in s. 1012.01(2)(a), F.S., from participating in the program. However, this exclusion does not apply to classroom teachers of JROTC, current service members, or current or former law enforcement officers.
- Establish requirements including concealed carry permit, firearms and other training, psychological evaluation, drug test, diversity training, ongoing training, and firearm qualification.

Section 6.

- Requires the Division of Law Revision and Information to make labeling consistent.

Section 7.

Amends s. 121.091, F.S., Benefits payable under the system, to:

- Add provisions for the reemployment of retired law enforcement officers as school resource officers by an employer that participates in the Florida Retirement System.

Section 9.

Amends s. 394.495, F.S., Child and adolescent mental health system of care; programs and services, to:

- Require contracted community action treatment teams to provide community-based behavioral health and support services in 22 counties/regions or more, subject to appropriations.



Section 19.

Creates s. 943.082, F.S., School Safety Awareness Program, to:

- Direct the Florida Department of Law Enforcement (FDLE), in collaboration with the Department of Legal Affairs, to procure a mobile suspicious activity reporting tool that allows students and the community to relay information anonymously concerning unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.
 - As recommended by students of Marjory Stoneman Douglas High School, the program shall be named “FortifyFL.”
 - At a minimum, FDLE must receive reports electronically through the mobile suspicious activity reporting tool that is available on both Android and Apple devices.
- Require the information reported using the tool be promptly forwarded to the appropriate law enforcement agency or school official.
- Require law enforcement dispatch centers, school districts, schools, and other entities identified by the department be made aware of the mobile suspicious activity reporting tool.
- Require FDLE, the Office of Attorney General, and DOE to develop and provide a comprehensive training and awareness program on the tool.

Section 20:

Creates s. 943.687, F.S., Marjory Stoneman Douglas High School Public Safety Commission, to:

- Establish the Marjory Stoneman Douglas High School Public Safety Commission within the Florida Department of Law Enforcement.
- Require the commission to convene no later than June 1, 2018.
- Require the commission to be composed of 16 members. Five members shall be appointed by the President of the Senate, five members shall be appointed by the Speaker of the House of Representatives, and five members shall be appointed by the Governor. These appointments must be made by April 30, 2018. Commissioner of the FDLE shall also serve as a member.
 - Secretary of Children and Families, Secretary of Juvenile Justice, Secretary of Health Care Administration, and the Commissioner of Education shall serve as *ex officio*, non-voting members of the commission.
- Require the General Counsel for FDLE to serve as the general counsel for the commission, and require FDLE staff, as assigned by the chair, to assist the commission in performing its duties.
- Require that the commission meet as necessary to conduct its work at the call of the chair at locations throughout the state. The commission can conduct its meetings through teleconferences or other similar means.
- Require the commission to investigate system failures in the Marjory Stoneman Douglas High School shooting and prior mass violence incidents in this state and to develop recommendations for system improvements.
- Require, at a minimum, the commission to:
 - Develop a timeline of the incident, response, and all relevant events preceding the incident, with particular attention to perpetrator contacts with local, state, and national



- government agencies and entities and any contract providers of such agencies and entities.
- Investigate failures in incident responses by local law enforcement agencies and school resource officers.
 - Identify existing policies and procedures for active assailant incidents on school premises and evaluate compliance with such policies and procedures in the execution of incident responses.
 - Evaluate existing policies and procedures for active assailant incidents on school premises in comparison with national best practices.
 - Evaluate the extent to which any failures in policy, procedure, or execution contributed to an inability to prevent deaths and injuries.
 - Make specific recommendations for improving law enforcement and school resource officer incident response in the future.
 - Make specific recommendations for determining the ratio of school resource officers per school and school type.
 - Investigate failures in interactions with perpetrators preceding mass violence incidents.
 - Identify history of interactions between perpetrators and entities such as schools, law enforcement agencies, courts, and social service agencies, and identify any failure to communicate or coordinate regarding indicators of risk or possible threats.
 - Evaluate the extent to which any such failures contributed to an inability to prevent deaths and injuries.
 - Make specific recommendations for improving communication and coordination among entities with knowledge of indicators of risk of possible threats of mass violence in the future.
 - Identify available state and local tools and resources for enhancing communication and coordination regarding indicators of risk of possible threats, and make specific recommendations for using such tools and resources in the future.
 - Allow the commission to investigate and to delegate to its investigators the authority to administer oaths and affirmations.
 - Require the Commissioner of FDLE to use his or her subpoena power to compel the attendance of witnesses to testify before the commission.
 - Require the Commissioner of FDLE to use his or her subpoena power to compel the production of documents, including confidential information, relevant to the performance of the commission's duties or to the exercise of its powers.
 - Allow the Commissioner of FDLE to seek an order from the circuit court to compel a witness to appear before the commission and to produce evidence.
 - Allow the commission to obtain assistance as needed from other state agencies and require any such agencies to assist in a timely manner.
 - Require that the commission be provided access to any information or records, including exempt or confidential records or information, which pertain to the Marjory Stoneman Douglas High School shooting and prior mass violence incidents in Florida being reviewed by the commission and which are necessary for the commission to carry out its duties.



- Require the commission to submit an initial report on its findings and recommendations to the Governor, President of the Senate, and Speaker of the House of Representatives by January 1, 2019. The commission may issue reports annually thereafter.

The commission sunsets on July 1, 2023, and this section is repealed on that date.

Section 21.

Creates s. 1001.212, F.S., Office of Safe Schools, to:

- Establish the Office of Safe Schools, which is fully accountable to the Commissioner of Education.
- **Establish requirements of the Office of Safe Schools:**
 - **Serve as a central repository for best practices, training standards, and compliance oversight for school safety and security, including prevention, intervention, and emergency preparedness.**
 - Establish and update as necessary a school security risk assessment tool.
 - **Provide ongoing professional development, technical assistance and guidance.**
 - **Develop and implement a School Safety Specialist Training Program.**
 - Review and provide recommendations on the security risk assessments.
 - Coordinate with FDLE to provide a centralized integrated data repository and data analytics resources integrating data from social media, Department of Children and Families, FDLE, Department of Juvenile Justice, and local law enforcement by December 1, 2018.
 - Award grants to schools to improve the safety and security of school buildings based on the recommendations of the security risk assessment.
 - Disseminate, in consultation with FDLE, awareness and education materials on the School Safety Awareness Program to schools.

Section 23.

Amends s. 1006.04, F.S., Educational multiagency services for students with severe emotional disturbance, to:

- Specify additional requirements for the Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET).

Section 24.

Amends s. 1006.07, F.S., District school board duties relating to student discipline and school safety, to:

- Require student disclosure of mental health referrals at registration.
- Allow an expelled student who is admitted to another district to be referred for mental health services.
- Require the student code of conduct to include policies for referring violent or disruptive students for mental health services.
- Require students expelled for firearms or certain threats to be referred for mental health services.
- Require student crime watch programs to allow anonymous reporting.
- Require emergency plans to be developed with public safety agencies and include active shooter and hostage situations, which must be conducted as often as other drills; plans should identify those required to contact first responders and require periodic testing of communications systems.



- Require superintendents to create policies for violence prevention and intervention, and designate a school safety specialist for the district who must be trained and perform specific duties.
- Require school boards to establish school-level threat assessment teams with specific expertise; teams must immediately report threats to the superintendent and the parent/guardian; teams may access criminal history of students posing a threat; relevant agencies may share confidential records as necessitated by a specific threat; teams shall report quantitative data to DOE.
- Require district schools board to allow the law enforcement agency or agencies that are designated as first responders to the district's campus and school's campuses every three years for a tour.
- Require district school boards to document changes related to school safety and emergency issues recommended by a law enforcement agency based on a campus tour.

Section 25.

Amends s. 1006.08, F.S., District school superintendent duties relating to student discipline and school safety, to:

- Require courts to notify the school superintendent of students referred to mental health services.

Section 26.

Amend s. 1006.12, F.S., Safe-school officers at each public school, to:

- Require safe-school officers at every school within the district. Districts have discretion to use school resource officers, school safety officers, and/or school guardians (outlined in section 5).
- Require background checks, drug screening, and psychological evaluations for school resource officers and school safety officers.
- Require mental health crisis intervention training for school resource officers.
- Allow participation in the school guardian program at the discretion of the district.

Section 27.

Amends s. 1006.13, F.S., Policy of zero tolerance for crime and victimization, to:

- Require threat assessment teams to consult with law enforcement when students pose a threat to school safety and when a student commits more than one misdemeanor.

Section 28.

Creates s. 1006.1493, F.S., Florida Safe Schools Assessment Tool, to:

- Require DOE through the Office of Safe Schools pursuant s. 1001.212, F.S., to contract with a security consulting firm that specializes in the development of risk assessment software solutions and has experience in conducting security assessments of public facilities to develop, update and implement a risk assessment tool, which shall be known as the Florida Safe Schools Assessment Tool (FSSAT).
- Require the FSSAT to be used by school officials at each school district and public school site in the state in conducting security assessments.
- Require the FSSAT to help school officials identify threats, vulnerabilities and appropriate safety controls for the schools that they supervise, pursuant to the security risk assessment requirements of s. 1006.07(6), F.S.



- Require the FSSAT to address, at a minimum, all of the following components:
 - School emergency and crisis preparedness planning;
 - Security, crime, and violence prevention policies and procedures;
 - Physical security measures,
 - Professional development training needs;
 - An examination of support service roles in school safety, security, and emergency planning;
 - School security and school police staffing, operational practices, and related services;
 - School and community collaboration on school safety; and
 - A return on investment analysis of the recommended physical security controls.
- Require DOE to require by contract that the security consulting firm:
 - Generate written automated reports on assessment findings for review by the department and school and district officials;
 - Provide training to the department and school officials in the use of the FSSAT and other areas of importance identified by the department; and
 - Advise in the development and implementation of templates, formats, guidance, and other resources necessary to facilitate the implementation of this section at state, district, school, and local levels.
- Require DOE to report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the status of implementation across school districts and schools.
 - The report must include a summary of the positive school safety measures in place at the time of the assessment and any recommendations for policy changes or funding needed to facilitate continued school safety planning, improvement, and response at the state, district, or school levels.
 - The report is due to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1, 2018, and annually by that date thereafter.
- Require that data and information related to security risk assessments administered pursuant to this section and s. 1006.07(6), F.S., and the security information contained in the annual report required pursuant to subsection (3) be kept confidential and exempt from public records requirements, in accordance with ss. 119.071(3)(a) and 281.301, F.S.

Section 29.

Revises s. 1011.62, F.S., Funds for operation of schools, to:

- Add "improve school safety" as an urgent need for which a school district may pass a resolution to redirect other categorical funds.
- Delete funds for safe schools from the list of categorical funds that a school district can, by resolution, redirect for other uses.
- Specify that any additional funds appropriated to the Safe Schools Allocation in fiscal year 2018-19 to the school resource officer program established pursuant to s. 1006.12, F.S., must be used for employing or contracting for school resource officers, which must be in addition to the number of officers employed or contracted for in fiscal year 2017-18.
- Create a Mental Health Assistance Allocation to provide funding to school districts to help establish or expand school-based mental health care.



- Funds for this allocation are to be allocated each year in the GAA or other law, with each school district receiving a minimum of \$100,000 and the remaining balance to be distributed to school districts proportionately based on their total unweighted full-time equivalent student enrollment.
- Eligible charter schools are entitled to a proportionate share of the district's Mental Health Assistance Allocation funding.
- At least 90 percent of a district's allocation must be spent to:
 - Provide mental health assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnosis and students at high risk of such diagnoses; and
 - To coordinate such services with a student's primary care provider and the student's other mental health providers.
- Funds from this allocation may not supplant operating funds currently provided for this purpose, nor may they be used to increase salaries or provide bonuses.
- School districts are encouraged to maximize third-party health insurance benefits and Medicaid claims for services.
- Prior to receipt of this allocation, school districts must develop and submit to their respective school boards a detailed plan outlining a local program and planned expenditures. Charter schools may develop their own plans and submit them to their sponsors.
- Plans must be focused on delivering evidence-based mental health care treatment to children and include:
 - Provision of mental health assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnosis and students at high risk of such diagnoses.
 - Coordination of services with student's primary care provider and other mental health providers caring for student.
 - Direct employment of service providers or a contract-based collaborative effort or partnership with one or more local community mental health program, agency or provider.
- Approved plans are due to the Commissioner of Education by August 1 of each fiscal year.
- School districts must submit to the DOE, beginning September 30, 2019, and annually by September 30 thereafter, a report on their program outcomes and expenditures for the previous fiscal year. The report must include:
 - Number of students who received screenings or assessments;
 - Number of students who were referred for services or assistance;
 - Number of students who received service or assistance;
 - Number of direct employment service providers employed by the school district; and
 - Number of contract-based collaborative efforts or partnerships with community mental health programs, agencies or providers.



Section 30.

Creates s. 1012.584, F.S., **Continuing education and inservice training for youth mental health awareness and assistance, to:**

- Require DOE, beginning with the 2018-19 school year, to establish a youth mental health and awareness and assistance training program for school personnel.
- Require DOE to select a national authority on youth mental health to facilitate the training using a trainer certification model to train all K-12 school personnel.
- Require school safety specialists or their designees to be certified as a trainer.
- Specify minimum training content.

Section 31.

Amends s. 1013.64, F.S., Funds for comprehensive educational plant needs, to:

- Provide the cost for the following items must be below 2 percent per student station and specifies items that are to be excluded from the student station cost calculation, as follows:
 - Securing entries;
 - Checkpoint construction;
 - Lighting specifically designed for entry point security;
 - Security cameras;
 - Automatic locks and locking devices;
 - Electronic security systems;
 - Fencing designed to prevent intruder entry into a building;
 - Bullet-proof glass; or
 - Other capital construction items approved by the school safety specialist to ensure building security for new educational, auxiliary, or ancillary facilities.

Section 36.

Appropriates \$69,237,286 in recurring funds from the General Revenue Fund for the 2018-19 fiscal year to fund the Mental Health Assistance Allocation, created pursuant to s. 1011.62(16), F.S., within the FEFP.

Section 37.

Appropriates \$500,000 in recurring funds and \$6,200,000 in nonrecurring funds from the General Revenue Fund for the 2018-19 fiscal year to the DOE to implement youth mental health awareness and assistance training pursuant to s. 1012.584, F.S.

Section 38.

Appropriates funds for implementation of the act in the 2018-2019 fiscal year as follows:

- Appropriates \$1,000,000 in nonrecurring funds from the General Revenue Fund to the DOE for the design and construction of a memorial honoring those who lost their lives on February 14, 2018, at Marjory Stoneman Douglas High School in Broward County.
- Requires that the department collaborate with students and faculty of the Marjory Stoneman Douglas High School, the families of the victims, the Broward County School District and other relevant entities of the Parkland community on the design and placement of the memorial.

Section 39.

Appropriates funds for implementation of the act in the 2018-2019 fiscal year as follows:



- Appropriates \$25,262,714 in nonrecurring funds from the General Revenue Fund to the DOE for the purpose of replacing Building 12, as listed in the Florida Inventory of School Houses, at Marjory Stoneman Douglas High School in Broward County.

Section 40.

Appropriates \$500,000 in recurring funds and \$67,000,000 in nonrecurring funds from the General Revenue Fund to the DOE to allocate to sheriffs' offices that establish a school guardian program pursuant to s. 30.15, F.S. The funds are to be used for costs related to screening and training, with a one-time stipend of \$500 provided to school guardian who participate in the school guardian program.

Section 41.

For the 2018-19 fiscal year, the following items are appropriated and are authorized to the DOE to fund the Office of Safe Schools, created pursuant to s. 1001.212, F.S.:

- Three full-time equivalent positions, with associated salary rate of \$150,000.
- \$344,393 in recurring funds is appropriated from the General Revenue Fund.

Section 42.

Appropriates \$97,500,000 in recurring funds from the General Revenue Fund to the DOE for the Safe Schools Allocation. The funds are in addition to funds appropriated in the FEFP in the fiscal year 2018-19 General Appropriations Act.

- Each school district and developmental research school shall receive \$187,340 of the funds, increasing each district's minimum amount of Safe Schools Allocation funding to \$250,000 in combination with the funds appropriated in the FEFP for 2018-19. The balance of the funds shall be distributed to school districts based on their proportionate share of total unweighted full-time equivalent student enrollment.
- School districts must use the funds exclusively for hiring or contracting for school resource officers pursuant to s. 1006.12, F.S.

Section 43.

Appropriates \$100,000 in recurring funds from the General Revenue Fund to the DOE to competitively procure the active shooter training component of the school safety specialist training program, required by s. 1001.212, F.S.

Section 44.

Appropriates \$98,962,286 in nonrecurring funds from the General Revenue Fund to the DOE to implement a grant program for schools to fund fixed capital outlay costs associated with improving the physical security of school buildings, as identified by a security risk assessment completed by August 1, 2018, by a school district or charter school.

- The DOE shall, by August 31, 2018, submit grant guidelines to all school districts and charter schools, which must include an application submission deadline of December 1, 2018, and specific evaluation criteria.
- The DOE shall award grants no later than January 15, 2019, based upon evaluation criteria established in the application guidelines.



Section 49.

For the 2018-19 fiscal year, \$18,321 in recurring funds and \$225,000 in nonrecurring funds are appropriated from the General Revenue Fund to the DOE to provide for the benefits awarded pursuant to s. 112.1915, F.S., to eligible recipients of the three Marjory Stoneman Douglas High School staff members who lost their lives on February 14, 2018.

Section 50

Appropriates funds for implementation of the act in the 2018-19 fiscal year as follows:

- \$3 million in recurring funds is appropriated from the General Revenue Fund to the DOE to competitively procure for the development or acquisition of the centralized data repository and analytics resources pursuant to s. 1001.212, F.S.
- Requires DOE to collaborate with the FDLE and school districts to identify the requirements and functionality of the data repository and analytics resources and shall make such resources available to the school districts no later than December 1, 2018.

Section 51

Appropriates funds for implementation of the act in the 2018-19 fiscal year as follows:

- \$1 million in nonrecurring funds is appropriated from the General Revenue Fund to DOE to competitively procure a contract with a third-party security consultant with experience in conducting security risk assessments of public schools. Contract funds shall be used to:
 - Review and analyze the department's current security risk assessment tool known as the Florida Safe Schools Assessment Tool (FSSAT), and
 - Review a sample of self-assessments conducted by school districts using the FSSAT to determine the effectiveness of the recommendations produced based upon the FSSAT.
- The review shall include any recommended updates and enhancements with associated costs for their implementation to aid districts in developing recommendations to address safety and security issues discovered by the FSSAT.
- DOE shall submit the completed review to the State Board of Education, the Executive Office of the Governor's Office of Policy and Budget, the chair of the Senate Committee on Appropriations, and the House of Representatives Appropriations Committee no later than January 1, 2019.

General Implementation Timeline:

March 9, 2018	The act became effective.
Beginning with the 2018-19 school year	DOE is required to establish a youth mental health and awareness and assistance training program for school personnel.
August 1, 2018	School-board approved district plans for spending Mental Health Assistance Allocation are due to the Commissioner of Education. Plans for subsequent years will be due no later than August 1 annually.



School districts and charter schools must have completed security risk assessments to be eligible for grants for fixed capital outlay costs associated with improving physical security of school buildings.

- August 31, 2018** The DOE must submit guidelines to school districts and charter schools for the grant program to assist with fixed capital outlay costs associated with improving physical security of school buildings.
- December 1, 2018** Application submission deadline for the grant program to assist with fixed capital outlay costs associated with improving physical security of school buildings.
- December 1, 2018** **The Office of Safe Schools** shall coordinate with FDLE to provide a centralized integrated data repository and data analytics resources integrating data from social media, Department of Children and Families, FDLE, Department of Juvenile Justice, and local law enforcement.
- December 1, 2018** DOE must report to the Governor, the President of the Senate, and the Speaker of the House of Representatives on the status of implementation across school districts and schools. The report must include a summary of the positive school safety measures in place at the time of the assessment and any recommendations for policy changes or funding needed to facilitate continued school safety planning, improvement, and response at the state, district or school levels.
- Thereafter, the report must be provided annually to the Governor, the President of the Senate, and the Speaker of the House of Representatives by December 1.
- January 1, 2019** DOE shall submit a completed review of FSSAT to the State Board of Education, the Executive Office of the Governor's Office of Policy and Budget, the chair of the Senate Committee on Appropriations, and the House of Representatives Appropriations Committee.
- January 15, 2019** The DOE shall award grants to assist with fixed capital outlay costs associated with improving physical security of school buildings.
- September 30, 2019** School district reports on Mental Health Assistance Program outcomes and expenditures are due to the DOE. **Reports for subsequent years will be due no later than September 30 annually.**

SB 7030 Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission

(CH. 2019-22, Laws of Florida)

Bill Sponsor: Appropriations Committee, Infrastructure and Security Committee, and Education Committee

Effective Date: Upon becoming law (May 8, 2019), except as otherwise expressly provided

DOE Contact: Damien Kelly, Director, Office of Safe Schools, (850) 245-0416
Jacob Oliva, Chancellor, Division of Public Schools, (850) 245-0509

Executive Summary:

The bill builds upon the school safety and security foundation established in the Marjory Stoneman Douglas High School Public Safety Act (Chapter 2018-03, Laws of Florida) by addressing the school safety and security recommendations of the Marjory Stoneman Douglas High School Public Safety Commission and by strengthening accountability and compliance oversight authority.

Bill Sections:

Section 1.

Amends s. 30.15(1)(k), F.S., Powers, duties, and obligations, to:

- Require a sheriff to assist district school boards and charter school governing boards in complying with s. 1006.12, F.S., "Safe-school officers at each public school," by providing access to a Coach Aaron Feis Guardian Program either by providing the training directly or through a contract with another sheriff's office that has established a guardian program.
- Allow a charter school governing board in a school district that has not voted, or has declined to implement the guardian program, to request that the sheriff in the county establish the program for the purpose of training the charter school employees or contract with another sheriff that has established a guardian program to provide the training. The charter school governing board must notify the district school superintendent and the sheriff in the charter school's county prior to the contract's execution.
- Require a sheriff who establishes a guardian program to consult with the Florida Department of Law Enforcement (FDLE) on programmatic guiding principles, practices, and resources, and to certify school guardians.
- Reimburse a sheriff conducting a guardian program training for screening-related and training-related costs, and for providing a one-time stipend of \$500 to each school guardian.
- **Remove the prohibition against full-time classroom teachers participating in the guardian program.**
- Authorize only applicable district school superintendents or charter school principals to appoint certified school guardians to serve.

Section 2. (Effective October 1, 2019)

Amends s. 843.08, F.S., False personation, to:

- Include language that prohibits false personation of a school guardian as described in s. 30.15(1)(k), F.S., or a security officer licensed under chapter 493, F.S.

Section 3.

Amends s. 943.03, F.S., Department of Law Enforcement, to:

- Require the Florida Department of Law Enforcement (FDLE), upon request, to consult with sheriffs to provide input regarding programmatic guiding principles, practices, and resources in order to assist in the development and implementation of the Coach Aaron Feis Guardian Program established pursuant to s. 30.15, F.S. Such input and guidance may include, but need not be limited to, standards, curriculum, instructional strategies, evaluation, certification, records retention, equipment, and other resource needs.

Section 4.

Amends s. 943.082, F.S., School Safety Awareness Program, to:

- Require district school boards to promote the use of the mobile suspicious activity reporting tool (FortifyFL) by advertising it on the school district website, in newsletters, on school campuses, and in school publications; by installing it on all mobile devices issued to students; and by bookmarking its website on all computer devices issued to students.

Section 5.

Amends s. 1001.10, F.S., Commissioner of Education; general powers and duties, to:

- Require the Commissioner to review the report of the School Hardening and Harm Mitigation Workgroup regarding school hardening and harm mitigation strategies and recommendations submitted by the Office of Safe Schools (OSS), and submit a summary of such recommendations to the Governor, Senate President, and House Speaker by September 1, 2020.

Section 6.

Amends s. 1001.11, F.S., Commissioner of Education; other duties, to:

- Require the Commissioner to oversee compliance with the safety and security requirements of the Marjory Stoneman Douglas High School Public Safety Act (MSDHSPSA) by school districts; district school superintendents; and public schools, including charter schools.
- Require the Commissioner to facilitate compliance with the MSDHSPSA to the maximum extent provided under law, identify incidents of noncompliance, and impose or recommend to the State Board of Education, the Governor, or the Legislature enforcement and sanctioning actions pursuant to s. 1008.32, F.S., and other authority granted under law.

Section 7.

Amends s. 1001.212, F.S., Office of Safe Schools, to:

- Require the OSS to provide annual training to appropriate school district and charter school personnel on physical site security assessments and completion of the school security risk assessment tool.
- Require the OSS to coordinate with the FDLE by August 1, 2019, to provide a centralized integrated data repository and data analytics resources (data repository) from a number of data sources to improve access to school safety information.
- Clarify that data incorporated in the data repository retains its exempt or confidential status, and that agencies shall ensure compliance with all applicable state and federal data privacy requirements. Access to data in the data repository is governed by rules of the respective source agencies, and the Federal Bureau of Investigation Criminal Justice Information Services security policy.
- Require the OSS to provide data to support the evaluation of mental health services conducted by the Louis de la Parte Florida Mental Health Institute within the University of South Florida.
- Require the OSS to provide technical assistance to school districts and charter school governing boards for school environmental safety incident reporting (SESIR) as required by s. 1006.07(9), F.S.
- Require the OSS to review and evaluate school districts' SESIR data to ensure compliance with reporting requirements. A district school board shall withhold further salary payment to a district school superintendent who fails to comply with SESIR requirements, and shall impose other appropriate sanctions that the Commissioner or State Board of Education by law may impose.
- Require the OSS to convene a School Hardening and Harm Mitigation Workgroup to meet as necessary to review school hardening and harm mitigation policies and submit a report to the OSS by August 1, 2020, which includes a prioritized list for the implementation of school campus hardening and harm mitigation strategies, and the estimated costs of and timeframes for implementation of the strategies by school districts and charter schools. The OSS must also submit the workgroup's report to the Commissioner with recommendations on procedures the OSS can implement to monitor and enforce compliance by the school districts and charter schools with the report recommendations.
- Require the OSS to develop a statewide behavioral threat assessment instrument by August 1, 2019, for use by all public schools, which addresses early identification, evaluation, early intervention, student support, and training for school administrators and school threat assessment team members.
- Require the OSS to evaluate each school district's and charter school governing board's behavioral threat assessment instrument procedures for compliance by August 1, 2020, notify the district school superintendent or charter school governing board of noncompliance, and report ongoing noncompliance to the district school superintendent, governing board, and Commissioner as applicable.
- Require the OSS to establish the Statewide Threat Assessment Database Workgroup (Workgroup) to complement the data repository work, and to make recommendations to develop a statewide threat assessment database. The Workgroup shall provide a report to the OSS by December 31, 2019, with recommendations including threat assessment data that should be entered into the database; school personnel who should be allowed to input and view student records; database design, functionality, and security; information sharing guidelines and restrictions; database costs and maintenance; and an implementation plan and timeline.

- Require the OSS to monitor school safety requirement compliance by public schools and report noncompliance to the Commissioner and State Board of Education.
- Require the OSS to publish an annual list of the total number of safe-school officers, including the number of officers disciplined or relieved of duty due to misconduct, the number of officers' disciplinary actions, and the number of incidents in which an officer discharged a firearm outside of a training or response situation.

Section 8.

Amends s. 1002.33, F.S., Charter schools, to:

- Require charter schools to comply with school safety statutes, including safe-school officers, threat assessment teams, SESIR, Florida Safe Schools Assessment Tool (FSSAT), adopting an active assailant response plan, FortifyFL, and youth mental health awareness and assistance training.

Section 9.

Amends s. 1003.25, F.S., Procedures for maintenance and transfer of student records, to:

- Require that the transfer of records of students who transfer from school to school must occur within 3 school days.
- Require student records to include verified reports of serious or recurrent behavior patterns, including threat assessment evaluations and intervention services, and psychological evaluations, including therapeutic treatment plans and therapy or progress notes created or maintained by district or charter school staff.

Section 10.

Amends s. 1006.07, F.S., District school board duties relating to student discipline and school safety, to:

- Require a student to disclose at initial registration for school any school district referral for mental health services associated with a school expulsion, arrest resulting in a charge, or juvenile justice action.
- Require drills for active shooter and hostage situations to be developmentally appropriate and age-appropriate.
- Expand the school safety specialist position qualifications to include a law enforcement officer employed by the sheriff's office located in the school district, who is authorized and approved by the sheriff. The school safety specialist approved by the sheriff remains an employee of the sheriff's office for the purposes of compensation and other benefits. The sheriff and district school superintendent may agree to share costs to compensate the school safety specialist employed by the sheriff.
- Require the school safety specialist to review school district policies and procedures for compliance with state law and rules, including the timely and accurate submission of SESIR reports.
- Require the school safety specialist to collaborate with public safety agencies to conduct an annual school security risk assessment using FSSAT at each public school by October 1 and provide recommendations to the district school superintendent and school board to address the assessment findings.
- Require district school boards and charter school governing boards to adopt an active assailant response plan. By October 1, 2019, and annually thereafter, each district school superintendent and charter school principal shall certify that all school personnel have received annual training on the procedures in the plan.

- Require district school board policies for threat assessment teams comply with the procedures for behavioral threat assessments and the use of the behavioral threat assessment instrument developed by the OSS.
- Allow authorized threat assessment team members to obtain certain criminal history information.
- Require the school threat assessment team to verify behavioral health intervention services remain in place for a student who transfers to a different school until the receiving school's threat assessment team determines the student's need for intervention services.
- Require each school threat assessment team to use the statewide threat assessment database developed by the OSS.
- Require district school boards to adopt policies to ensure the accurate and timely reporting of SESIR incidents, for which the district school superintendent is responsible and subject to the penalties specified in law for noncompliance. The State Board of Education shall adopt rules governing SESIR requirements.

Section 11.

Amends s. 1006.12, F.S., **Safe-school officers at each public school**, to:

- Expand the school district's partnership options to include security agencies and specify that the **safe-school officer requirement extends to charter schools**. District school boards are required to collaborate with charter school governing boards to facilitate charter school access to all safe-school officer options.
- Provide definitions, qualifications, and duties for the four safe-school officer designations: School Resource Officer, School Safety Officer, School Guardian, and School Security Guard.
- Authorize charter school governing boards to participate in the guardian program.
- Expand eligibility to serve as a school guardian to school district or charter school employees/personnel who volunteer to participate in addition to his or her official job duties, and to school district or charter school employees hired specifically as a school guardian.
- Authorize school districts and charter school governing boards to contract with a security agency as defined in s. 493.6101(18), F.S., to employ school security guards to meet the safe-school officer requirement. School security guards must complete the same initial background and training requirements, and ongoing training requirements, as the school guardians. The contract between a security agency and a school district or a charter school governing board must define the entity responsible for training and maintaining records relating to training, inspection, and firearm qualification.
- Require school districts to notify the county sheriff and the OSS within 72 hours of any safe-school officer disciplined or dismissed for misconduct, or of any incident where a safe-school officer discharges his/her firearm other than for training purposes.
- Require a district school board that denies a charter school access to any safe-school officer option to assign a school resource officer or school safety officer to the charter school at a cost that does not exceed the charter school's safe school allocation funds.

Section 12.

Amends s. 1006.13, F.S., Policy of zero tolerance for crime and victimization, to:

- Replace the phrase "serious threat to school safety," with "threat to school safety."

- Remove the exclusion that zero-tolerance policies may not be rigorously applied to misdemeanors, including but not limited to, minor fights or disturbances.
- Require district school boards to adopt a zero-tolerance policy that defines acts that pose a threat to school safety, criteria for reporting such acts to a law enforcement agency, and petty acts of misconduct which are not a threat to school safety and do not require consultation with law enforcement.
- Require district school boards to amend their agreements with the county sheriff's office and local police department to ensure that acts that pose a threat to school safety are reported to a law enforcement agency and to include a procedure requiring school personnel to consult with school resource officers concerning delinquent acts and crimes.
- Require school principals to notify all school personnel of their responsibilities to report any incident that poses a threat to school safety to the principal or to his or her designee, and that the disposition of each such incident is properly documented.

Section 13.

Amends s. 1006.1493, F.S., Florida Safe Schools Assessment Tool, to:

- Specify that the FSSAT must be the primary physical site security assessment tool, as revised and required by the OSS, that is used by school officials at each school district and public school site in the state in conducting security assessments.
- Require that the security consulting firm contracted by the department to develop, update, and implement the FSSAT, review the recommendations of the School Hardening and Harm Mitigation Workgroup to address physical security measures identified by the FSSAT.
- Require that the OSS make the FSSAT available to school districts and schools no later than May 1 of each year, and provide annual training to each district's school safety specialist and other school district personnel on site security assessments and completion of the FSSAT.
- Require the department to report by December 1 of each year to the Governor, Senate President, and House Speaker on the status of the implementation of the FSSAT across school districts and schools.

Section 14.

Amends s. 1011.62, F.S., Funds for operation of schools, to:

- Replace the term "school resource officer" with "safe-school officers."
- Expand the scope of safe schools allocation funds to uses defined in ss. 1006.07 through 1006.12, F.S., with priority for funding given to safe-school officers.
- Require any additional safe school allocation funds appropriated in fiscal year 2018-2019 to be used exclusively for employing or contracting for safe-school officers, retroactive to July 1, 2018.

Section 15. (Effective July 1, 2019)

Amends s. 1011.62, F.S., Funds for operation of schools, to:

- Expand the list of categorical appropriations that can be transferred by a district school board to address urgent needs, including improving school safety, and require each district school board to include in its

annual financial report to the department the amount of funds transferred from a fund for the specific school safety need. The department must submit a report to the Legislature that identifies by district the fund, the amount transferred, and the specific school safety need.

- Revise the funding formula for the safe schools allocation by requiring one-third (instead of two-thirds) be allocated to school districts based on the official Florida Crime Index, and two-thirds (instead of one-third) be allocated based on each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment.
- Require that each school district report to the department by October 15 each year that all public schools within the district have completed the FSSAT.
- Require that if the district must provide a safe-school officer to a charter school, the cost cannot exceed the charter school's safe schools allocation amount.
- Expand the mental health assistance allocation allowable expenditures to include training educators and other school staff in detecting and responding to mental health issues, and to connecting children, youth, and families who may experience behavioral health issues with appropriate services.
- Specify that charter schools that submit a student mental health plan separate from the school district are entitled to a proportionate share of district mental health assistance allocation funding.
- Remove the requirement that 90 percent of a district's mental health assistance allocation funds must be spent on direct mental health services or the coordination of such services.
- Require the district plan outlining the local program and planned expenditures to include all of the district schools, including charter schools, unless a charter school elects to submit a plan independently from the school district.
- Require the district plan to be focused on a multi-tiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment, and recovery services to students with one or more co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. The provision of these services must be coordinated with a student's primary mental health care provider and with other mental health providers involved in the student's care.
- Require the district plan, at a minimum, to include the following elements:
 - Direct employment of school-based mental health services providers to expand and enhance school-based student services and to reduce the ratio of students to staff in order to better align with nationally recommended ratio models. These providers include, but are not limited to, certified school counselors, school psychologists, school social workers, and other licensed mental health professionals. The plan also must identify strategies to increase the amount of time that school-based student services personnel spend providing direct services to students, which may include the review and revision of district staffing resource allocations based on school or student mental health assistance needs.
 - Contracts or interagency agreements with one or more local community behavioral health providers or providers of Community Action Team services to provide a behavioral health staff presence and services at district schools. Services may include, but are not limited to, mental health screenings and assessments, individual counseling, family counseling, group counseling, psychiatric or psychological services, trauma-informed care, mobile crisis services, and behavior

modification. These behavioral health services may be provided on or off the school campus and may be supplemented by telehealth.

- Policies and procedures, including contracts with service providers, that will ensure that students who are referred to a school-based or community-based mental health service provider for mental health screening for the identification of mental health concerns and ensure that the assessment of students at risk for mental health disorders occurs within 15 days of referral. School-based mental health services must be initiated within 15 days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within 30 days after the school or district makes a referral.
- Strategies or programs to reduce the likelihood of at risk students developing social, emotional, or behavioral health problems; depression; anxiety disorders; suicidal tendencies; or substance use disorders.
- Strategies to improve the early identification of social, emotional, or behavioral problems or substance use disorders; to improve the provision of early intervention services; and to assist students in dealing with trauma and violence.
- Amend the school district's annual report to the department, due September 30, on program outcomes and expenditures to include at least the number of each of the following:
 - Students who receive screenings or assessments.
 - Students who are referred to either school-based or community-based providers for services or assistance.
 - Students who receive either school-based or community-based interventions, services, or assistance.
 - School-based and community-based mental health providers, including licensure type, paid for from funds provided through the allocation.
 - Contract-based collaborative efforts or partnerships with community mental health programs, agencies, or providers.

Section 16.

Reenacts s. 921.0022, F.S., Criminal Punishment Code; offense severity ranking chart, to:

- Incorporate the amendment made by this act to s. 843.08, F.S. (False Personation)

Section 17.

- Declares the Legislature's intent that a proper and legitimate state purpose is served when district school boards have options to provide safe-school officers for the protection and safety of school personnel, property, students, and visitors, and that school guardians must be available for every district school board that chooses such an option.

Section 18.

- Provides an effective date of upon becoming law (May 8, 2019), except as otherwise expressly provided.

General Implementation Timeline:

Upon Becoming Law:	<p>The State Board of Education must adopt rules establishing the requirements for SESIR. (Lines 872-882)</p> <p>The School Hardening and Harm Mitigation Workgroup and State Threat Assessment Database Workgroup will convene.</p>
Annually:	<p>The OSS will publish a list detailing the total number of safe-school officers in, the total number of safe-school officers disciplined or relieved of their duties because of misconduct in the previous year, the total number of disciplinary incidents involving safe-school officers, and the number of incidents in which a safe-school officer discharged his or her firearm outside of a training situation or in the exercise of his or her duties as a safe-school officer. (Lines 604-611)</p> <p>The OSS will provide training on site security assessments and completion of the school security risk assessment tool. (Lines 394-398)</p>
May 1 of Each Year:	<p>The OSS shall make the FSSAT available no later than May 1 of each year. (Lines 1140-1145)</p>
October 1 of Each Year:	<p>School safety specialists must collaborate with public safety agencies to conduct a risk assessment using the FSSAT at each public school. (Lines 756-762)</p>
October 15 of Each Year:	<p>Each school district must report to the department that all public schools within the school district have completed the school security risk assessment using the FSSAT. (Lines 1260-1268)</p>
December 1 of Each Year:	<p>The department shall report to the Governor, the Senate President, and the House Speaker on the status of FSSAT implementation across school districts and schools. (Lines 1146-1155)</p>
July 1, 2019:	<p>The list of categorical funds that can be transferred to address urgent needs, including improving school safety, is expanded. (Lines 1225-1234)</p> <p>The safe schools allocation funding formula changes to one-third (instead of two-thirds) being allocated to school districts based on the official Florida Crime Index and two-thirds (instead of one-third) being allocated based on</p>

each school district's proportionate share of the state's total unweighted full-time equivalent student enrollment. (Lines 1248-1260)

- August 1, 2019: The OSS will coordinate with FDLE to provide a centralized integrated data repository and data analytics resources to include, at a minimum, the following data sources: social media Internet posts; Department of Children and Families; Department of Law Enforcement; Department of Juvenile Justice; mobile suspicious activity reporting tool known as FortifyFL; SESIR; and local law enforcement. (Lines 420-456)
- August 1, 2019: The OSS will develop a standardized, statewide behavioral threat assessment instrument for use by all public schools, including charter schools, which addresses early identification, evaluation, early intervention, and student support. (Lines 529-533)
- August 1 of Each Year: Each school district shall submit its district school board-approved mental health assistance allocation plan to the Commissioner, including the approved plans of each charter school in the district. (Lines 1373-1375)
- September 30 of Each Year: Each school district shall submit to the department a report on its mental health assistance allocation plan's program outcomes and expenditures for the previous fiscal year. (Lines 1376-1391)
- October 1, 2019: Section 843.08, F.S., False personation, changes become effective. (Lines 301-332)
- October 1, 2019,
And Annually: Each district school superintendent and charter school principal shall certify that all school personnel have received annual training on the procedures contained in the active assailant response plan for the applicable school district or charter school. (Lines 784-790)
- December 31, 2019: The Statewide Threat Assessment Database Workgroup shall provide a report to the OSS with recommendations that include, but need not be limited to, threat assessment data that should be required to be entered into the database; school district and public school personnel who should be allowed to input student records to the database and view such records; database design and functionality, to include data security; restrictions and authorities on information sharing; the cost to develop and maintain a statewide online database; and an implementation plan and timeline for the workgroup recommendations. (Lines 562-597)
- August 1, 2020: The School Hardening and Harm Mitigation Workgroup report is due to the executive director of the OSS which includes, at a minimum, a prioritized list

for the implementation of school campus hardening and harm mitigation strategies and the estimated costs of and timeframes for implementation of the strategies by school districts and charter schools. The estimated costs must include regional and statewide projections of the implementation costs. (Lines 499-526)

August 1, 2020:

The OSS will evaluate each school district's and charter school governing board's behavioral threat assessment procedures for compliance. (Line 552-554)

September 1, 2020:

The Commissioner's summary of the School Hardening and Harm Mitigation Workgroup strategies and recommendations is due to the Governor, the Senate President, and the House Speaker. (Lines 361-367)

June 30, 2023:

Section 1001.212(11), F.S., which requires the School Hardening and Harm Mitigation Workgroup convening, is repealed. (Line 528)

CHAPTER 2020-145

Committee Substitute for Committee Substitute for Senate Bill No. 70

An act relating to alert systems in public schools; providing a short title; amending s. 1006.07, F.S.; requiring each public school to implement a mobile panic alert system for specified purposes beginning in a specified school year; providing requirements for such system; authorizing public school districts to implement additional strategies and systems for specified purposes; requiring the Department of Education to issue a competitive solicitation to contract for a mobile panic alert system, subject to appropriation; requiring the department to consult with the Marjory Stoneman Douglas High School Public Safety Commission, the Department of Law Enforcement, and the Division of Emergency Management in the development of the competitive solicitation; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

Section 1. This act may be cited as “Alyssa’s Law.”

Section 2. Present paragraph (c) of subsection (4) of section 1006.07, Florida Statutes, is redesignated as paragraph (f), and a new paragraph (c) and paragraphs (d) and (e) are added to that subsection, to read:

1006.07 District school board duties relating to student discipline and school safety.—The district school board shall provide for the proper accounting for all students, for the attendance and control of students at school, and for proper attention to health, safety, and other matters relating to the welfare of students, including:

(4) EMERGENCY DRILLS; EMERGENCY PROCEDURES.—

(c) Beginning with the 2021-2022 school year, each public school, including charter schools, shall implement a mobile panic alert system capable of connecting diverse emergency services technologies to ensure real-time coordination between multiple first responder agencies. Such system, known as “Alyssa’s Alert,” must integrate with local public safety answering point infrastructure to transmit 911 calls and mobile activations.

(d) In addition to the requirements of paragraph (c), a public school district may implement additional strategies or systems to ensure real-time coordination between multiple first responder agencies in a school security emergency.

(e) For the 2020-2021 fiscal year and subject to the appropriation of funds in the General Appropriations Act for this purpose, the department shall issue a competitive solicitation to contract for a mobile panic alert

system that may be used by each school district. The department shall consult with the Marjory Stoneman Douglas High School Public Safety Commission, the Department of Law Enforcement, and the Division of Emergency Management in the development of the competitive solicitation for the mobile panic alert system.

Section 3. This act shall take effect July 1, 2020.

Approved by the Governor June 30, 2020.

Filed in Office Secretary of State June 30, 2020.

STAND WITH PARKLAND



The National Association of Families for Safe Schools

2021 - SB 590 School Safety

Safe Schools – Parental Notification Requirement

- **Establishes a parental right to timely notification of threats to,** or unlawful acts and significant emergencies on - school grounds, on school transportation, or at school sponsored events including:
 - Active assailant and hostage situations
 - Weapons possession or use when there is intended harm to another person
 - Murder, homicide, or manslaughter
 - Sex offenses
 - Natural emergencies
 - Exposure as a result of a manmade emergency
- Establishes a right for parents to access SESIR data

Changes Regarding Involuntary Examination (Baker Act)

- A reasonable attempt be made to notify a student's parent, guardian or caregiver before the student is removed from school to be taken for a Baker Act examination
 - The bill provides that a school principal or designee may delay notification if they believe it is necessary to avoid jeopardizing the health and safety of the student
- Reporting of the number of involuntary examinations for each school to the Office of Safe Schools
- Reporting of the number of involuntary examinations for each district to the Department of Education

Charter Schools

- Charter school principals shall also make a reasonable attempt to notify a student's parents, while providing the same exceptions

Code of Student Conduct Changes

- Each student code of conduct must now include:
 - Criteria for recommendation for a student who commits a criminal offense to participate in a civil citation or similar prearrest diversion program as an alternative to expulsion or arrest
 - Criteria for assigning a student who commits a petty act of misconduct, as defined by the district school board pursuant to s. 1006.13(2)(c), to a school-based intervention program
 - Note - If a student's assignment is based on a noncriminal offense, the student's participation in a school-based intervention program may not be entered into the Juvenile Justice Information System Prevention Web

STAND WITH PARKLAND



The National Association of Families for Safe Schools

Emergency Drills

- Replaces “active shooter” with “active assailant” in statute
- Allows for accommodations to be made for Exceptional Student Education Centers
- District school boards shall establish emergency response and emergency preparedness policies and procedures that include, but are not limited to, identifying primary emergency response agencies

School Safety Officer Training

- Requires School safety officers to complete mental health Crisis Intervention Training (CIT)

Changes to Mental Health Plans

- School districts’ and charter schools’ mental health plans requires the inclusion of:
 - Procedures to assist a mental health service provider in attempts to verbally de-escalate a crisis situation prior to Baker Act
 - Requirement to make a reasonable attempt to contact a mental health professional unless the child poses an imminent threat to themselves or others before initiating an involuntary examination initiated by the school district
 - The mental health professional may engage through telehealth or in-person
 - The mental health professional may be available by contract or interagency agreement with one or more local community behavioral health provider or be a direct or contracted school district employee



Stand with Parkland - The National Association of Families for Safe Schools- is a national organization representing American families committed to advocating for practical public safety reforms focused on the safety of our children and staff at school, improved mental health support, and responsible firearms ownership. SWP was founded by the families who lost loved ones in the Parkland, Florida school massacre on February 14, 2018. Through the devastating loss of our beloved spouses and children while at school, we all realized change needed to happen to avoid another mass shooting in America's schools.

Below are the legislative and programmatic priorities that Stand with Parkland seeks congressional support on.

Federal Level Advocacy Goals for the 117th Congress:

1. Securing the School Campus:
 - a. Securing the perimeter - e.g. Single point of entry
 - b. Minimum safety standards for schools - SchoolSafety.gov
2. Mental Health Screening And Support Programs:
 - a. Increase financial support for Behavioral Threat Assessment Teams and for mental health programs
 - b. Support leveraging technology with Reporting apps and off the shelf programs - e.g. SaferWatch (app) and the Columbia Protocol for suicide prevention
3. Responsible Firearms Ownership:
 - a. Enhanced background checks for all firearms sales or transfers
 - b. Extreme Risk Protection Orders - federal law or dollars to states that have these

Current Legislation to improve school safety:

- Luke and Alex School Safety Act (H.R 750 & S.111)
- Mental Health in Schools Excellence Program (H.R. 4198)
- Red Flag Laws or Extreme Risk Protection Order and Violence Prevention (similar to H.R. 2377 & S. 292)
- Eagles Act (H.R. 1229 & S. 391)

It has been over 20 years since Columbine and three years since the Parkland tragedy, yet our nation has made little progress toward stopping mass school shootings. This issue affects us all, Democrats and Republicans alike. Surely there is more that unites us on this issue than divides us.



UNITED STATES SECRET SERVICE NATIONAL THREAT ASSESSMENT CENTER

What is a *behavioral threat assessment* in school?

In K-12 schools, a *behavioral threat assessment* is a proactive approach to identify, assess, and provide appropriate interventions and resources for students who display a behavior that elicits concern for the safety of themselves or others.

SECRET SERVICE RESEARCH ON SCHOOL ATTACKERS HAS FOUND:

- ▶ There is no demographic profile of a student attacker
- ▶ All experienced social stressors, and nearly all experienced traumatic events at home
- ▶ All exhibited prior concerning behavior
- ▶ Most communicated their intent to attack
- ▶ Most were victims of bullying
- ▶ Most experienced mental health symptoms
- ▶ Most elicited prior concerns about safety
- ▶ Half engaged in observable planning behaviors



A COMPREHENSIVE BEHAVIORAL THREAT ASSESSMENT:

- ✓ Focuses on behaviors, not traits or profiles
- ✓ Involves multidisciplinary school staff
- ✓ Identifies threatening and other concerning behaviors, and assesses them in context
- ✓ Provides students with additional supports
- ✓ Utilizes existing school resources
- ✓ Promotes a safe school climate

- ✗ *Is not* a criminal investigation
- ✗ *Is not* a disciplinary process
- ✗ *Does not* involve zero tolerance
- ✗ *Does not* replace student support programs
- ✗ *Is not* a physical security measure

As part of its mission to prevent targeted violence, the National Threat Assessment Center (NTAC) maintains a particular focus on the safety of children in schools. NTAC resources are available to assist community partners in developing behavioral threat assessment programs and to inform the decisions for when and how to initiate a threat assessment.

LEARN MORE AT [SECRETSERVICE.GOV](https://www.secretservice.gov)

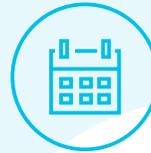
Overview



Introduction

The Federal School Safety Clearinghouse is an **interagency effort** among the Departments of Education, Health and Human Services, Homeland Security, and Justice. The Clearinghouse serves as the **foundation for an ongoing and coordinated effort** to review safety content and recommend best practices to keep schools safe. The Clearinghouse curates and disseminates the best resources, guidance, and tools for school communities across the country through SchoolSafety.gov.

The website **reflects a whole-of-government approach to the issue of school safety** and is a one-stop access point to information on a range of timely topics like emergency planning, physical security, threat assessment and reporting, bullying and cyberbullying, COVID-19, and mental health. Through the site, members of the kindergarten through grade 12 academic community can learn how to prioritize school safety actions, find applicable resources, connect with school safety organizations, and develop school safety plans.



SchoolSafety.gov provides a [calendar of events](#) for webinars, training sessions, grant opportunities, and conferences for school safety personnel, administrators, educators, and parents.



School communities can use the [State Information Sharing Tool](#) on the site to access state-specific resources, guidance and contacts in their area.



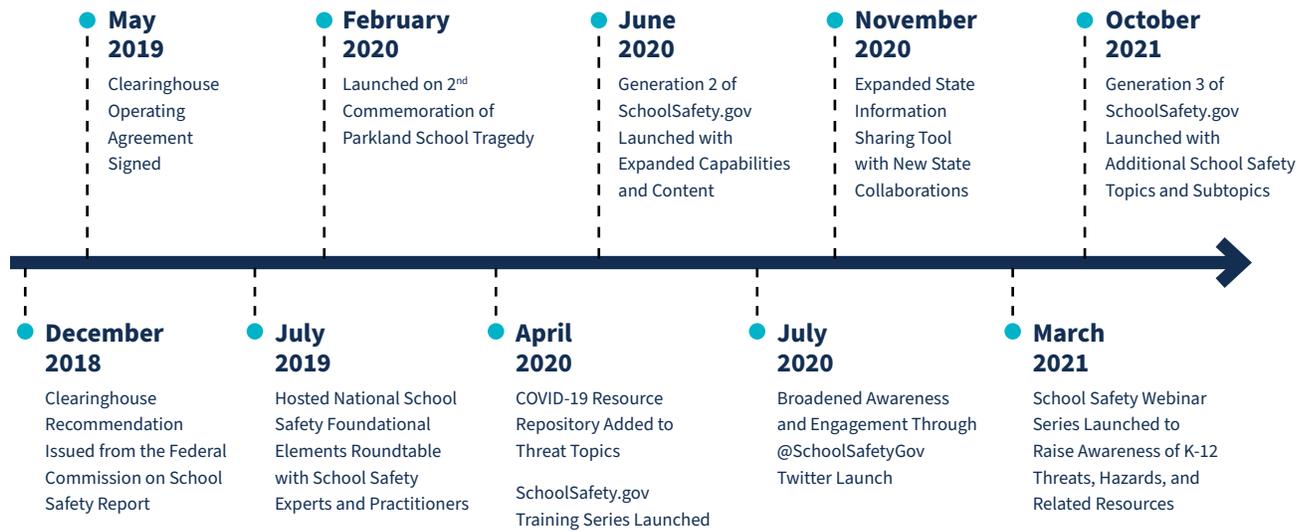
The site's [Safety Readiness Tool](#) assists users in evaluating their respective school's safety posture across 10 foundational elements. After completing an online assessment, users are provided a tailored Action Plan with options for consideration, aligned resources, and grant opportunities specific to their individual school's needs.



The Clearinghouse launched an informational webinar series in 2021 to address emerging school safety risks and threats. Held on a monthly basis, the series covers a range of school safety topics and provides information on related Federal government resources, tools, and best practices.



Milestones



Accomplishments



More than **403,000** Pageviews on SchoolSafety.gov



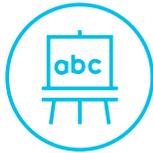
Curated & Published More than **500** Resources on SchoolSafety.gov



1,200+ Tailored Action Plans Generated on SchoolSafety.gov for Users Across the Country



To Address the COVID-19 Impact on Schools, More than **150** Resources Published on SchoolSafety.gov



Webinar Series Hosted with More than **5,000** School Safety Participants



Collaboration Between SchoolSafety.gov and **75%** of States Nationwide in Support of the State Information Sharing Tool



Connect With Us

Stakeholders can follow [@SchoolSafetyGov](https://twitter.com/SchoolSafetyGov), the official Twitter account for SchoolSafety.gov, for the latest SchoolSafety.gov news, resources and events related to school safety. Additionally, stakeholders can sign up for routine newsletters from the program [here](#).



Joint House/Senate Democratic Policy Committee Hearing on School Safety

February 16, 2022

Good afternoon, Chairman Bizzarro, Representative Ciresi, Senator Brewster, and members of the House and Senate Democratic Policy Committees.

My name is Dr. Sherri Smith. I am the Deputy Secretary for Elementary and Secondary Education at the Pennsylvania Department of Education and the former superintendent of Lower Dauphin School District. Joining me today is Dr. Scott Kuren, director of the Office of Safe Schools and former director of Pupil Services in the Central Dauphin School District; and Dr. Dana Milakovic, a mental health specialist, alcohol and other drug specialist, and the trauma lead at PDE. Before joining the department, Dr. Milakovic served for 15 years as a school psychologist and two years as the supervisor for psychological services at the Harrisburg School District, as well as 15 years as an evaluator with community mental health agencies. Thank you for inviting us to discuss the critically important topic of school safety.

I want to begin my remarks today speaking not as a state official, but as a parent myself. I understand, from the bottom of my heart, how much faith and trust parents put in their schools each day to not only educate their children, but most importantly, keep them safe during the hours they are in the classroom. As a former administrator, I know firsthand how deeply our schools care about the children they are entrusted to care for, safeguard, and protect.

Throughout the pandemic, PDE has collaborated with the state's 29 Intermediate Units (IUs) and other interagency state partners to provide universal supports for educators, families, and students. As we move through this school year, the need for these supports and emphasis on school safety and the mental wellness of our students and staff continues to be a primary concern.

After nearly two years of transitioning in and out of remote learning and in-person instruction, additional stressors and traumatic events have impacted the well-being of many learners. We rely on schools to provide safe, supportive learning environments for all students; and with the focus on a return to in-person instruction this year, we were anxious to again provide consistent day-to-day routines for students. Yet, as COVID cases continued to escalate across the commonwealth and in our schools, this year has proven to be just as challenging.

Preliminary reports from students on the 2021 Pennsylvania Youth Survey (PAYS) conducted by the Pennsylvania Commission on Crime and Delinquency (PCCD) indicate lack of stability and connection with learning during the pandemic, and drastic increases in food insecurity. While mental health data from the pandemic continues to be collected, we know that prior to the pandemic more than 20 percent of students were experiencing some level of mental health concerns and that number has continued to rise.

We know from our schools and families that more students are being reported as chronically absent despite the reports from students on PAYS that they continue to feel staff is supportive of them and they have opportunities to connect. Research and our experience tell us that chronic absenteeism negatively impacts students' mental health, as well as their academic and social success. Chronic absenteeism in the presence of continued connection to staff suggest higher levels of mental health concerns and increasing signs of depression and trauma responses from students.

It is our responsibility, as mental health professionals, educators, and policymakers to do everything within our power to help every student. We know that a focus on creating positive learning environments where staff, families, and students feel a sense of belonging is a key element to foster physically safe environments. Research consistently demonstrates that chronic stress negatively affects brain development and changes the trajectory of learning and social development; however, it also shows that positive relationships with adults can mitigate developmental changes and increase resiliency. It is with this focus that we have taken several critical actions to help schools become emotionally, socially, and physically safer.

- Last April, PDE released a new toolkit and professional learning series, “Accelerated Learning through an Integrated System of Support” to provide school leaders with research, resources, and a systemic process for addressing academic and emotional well-being of students in preparation for the 2021-22 school year. This toolkit provides current research, models, and best practice resources for school leaders to access and develop comprehensive plans to address the social, emotional, and mental health needs of our students and staff. To bring renewed emphasis on the need for this planning by our schools, this year the Department, in collaboration with our IUs, is providing multi-day workshops for our schools to bring teams of their key staff members to engage in a guided walk-through of developing a plan for implementation next school year based on their local community conditions.
- Thirty percent of the state set-aside funds (\$75 million) from the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) was allocated to school districts and charter schools to address the social-emotional and mental health needs of students. Schools could use these funds to hire additional support personnel and implement programs targeted at mitigating the social, emotional, and mental health impacts of COVID-19.
- PDE partnered with the Department of Human Services Office of Mental Health and Substance Abuse Services (OMHSAS) to train staff at PDE, OMHSAS, and IUs on PREPaRE, a school crisis prevention and response program developed by the National Association of School Psychologists (NASP). This evidence-based program is ideal for schools committed to improving and strengthening their school safety and crisis management plans and emergency response. This

year, PDE also will train lead staff at IUs on violence prevention which they then will offer to schools in their regions.

- PDE has partnered with Sandy Hook Promise to bring two evidence-based “Know the Signs” programs (*Say Something* and *Start with Hello*) to the state under the STOP School Violence Act grant. Sandy Hook Promise is implementing school violence prevention trainings for *Say Something* and *Start with Hello* to 30 school districts across the state. The *Say Something* training will include a small component on utilizing the new PA anonymous reporting system, working in collaboration with the Attorney General’s Office, under the new *Safe2SaySomething* model. Additionally, Sandy Hook Promise will provide webinar train-the-trainers for all 29 IUs for *Start with Hello*, under the *Safe2SaySomething* model. Through these programs, students will be taught how to identify, assess, and intervene to help individuals before they hurt themselves or others. The goal of this project is to prevent school violence by training/educating students to identify the warning signs of student violence and mental wellness (including self-harm and interpersonal violence) in themselves and others and empowering them to report these signs immediately within the existing school process to trusted adults or school personnel.
- In January, PDE awarded \$8 million in competitive Safe Schools Targeted grants to 303 school entities to increase school safety by purchasing equipment, enacting new programs, and hiring security personnel and school resource officers. The grants help LEAs reduce unnecessary student disciplinary actions and promote an environment of greater productivity, safety, and learning; and enhance anti-violence efforts between schools and parents, local governments, law enforcement and community organizations.
- Last week, PDE hosted a cross-agency meeting of our colleagues from the Pennsylvania Emergency Management Agency, OMHSAS, Pennsylvania Juvenile Probation and Parole, PCCD, Governor’s Office of Homeland Security, Pennsylvania State Police, Pennsylvania Office of Attorney General, and the Central Susquehanna Intermediate Unit Center of Safe Schools to discuss challenges in our school communities and to highlight the resources and supports each agency is currently providing. The Department will use this ongoing effort to identify additional resources and supports that may be needed and to compile resources and supports into one targeted communication that schools can easily access and understand.

Our written testimony today includes a list of resources that are readily available to students and educators and future efforts and needs.

We must continue to develop partnerships and expand efforts to support and enhance the social-emotional wellness and mental health services provided to students and families in our schools and communities.

In the interest of time, and if the committee chairs agree, we will submit the testimony as if read in its entirety and will move into questions from the members.

The pandemic impacted every family, community, educator, and student differently. As such, it's critical that schools have access a variety of interventions that can be used to assist students of all ages, backgrounds, and grade levels. Below are several state-level resources and initiatives currently available to schools and educators.

- **Collaborative Interagency Partnerships**

Through interagency partnerships and partnerships with federal agencies, PDE offers a wide variety of [resources](#) and supports that schools can use to develop or enhance positive learning environments, to implement social-emotional learning programs, to address equity and inclusion, and to connect students and families with mental health supports and services. Supports for families, students, and staff are designed specifically to address self-care, emotions during times of stress, positive learning environments in the home, and grief and loss.

Additionally, [PDE's website](#) provides access to state and national support services that can offer help 24 hours a day/7 days a week, including the National Suicide Prevention Lifeline, PA Support and Referral Helpline, Substance Abuse and Mental Health Services Administration National Helpline, Bullying Prevention Consultation Helpline, the Trevor Project Lifeline for LGBTQ+ Youth, and other state agencies.

- **Student Assistance Program**

An interagency collaboration between PDE and the Departments of Human Services and Drug and Alcohol Programs, the [Pennsylvania Student Assistance Program](#) (SAP) is a systematic team process used to mobilize school resources and remove barriers to learning for students with alcohol, tobacco, drug, and mental health issues. A school's SAP team members are trained to identify issues, determine whether the presenting issue lies within the responsibility of the school, and to make recommendations to assist the student and the parent/guardian. When the issue lies beyond the scope of the school, the SAP team assists the parent/guardian and student with accessing community services and resources.

- **Accelerated Learning**

As part of a [larger roadmap for school leaders and communities](#), in the fall of 2020 PDE developed a [Staff and Student Wellness Guide](#) that includes methods of communication with stakeholders; universal practices to address social and emotional needs; practices to create safe, welcoming, and

equitable learning environments; and conditions for monitoring and supporting identified staff and students demonstrating needs related to social-emotional and psychological supports.

Recognizing that educators and students would require additional assistance as they returned to classrooms in the fall of 2021, particularly as it relates to missed learning, PDE released a toolkit and professional learning series, “Accelerated Learning through an Integrated System of Support.” This resource provides school leaders with research and a process for addressing academic and emotional well-being of students in preparation for the upcoming school year.

The Accelerated Learning program was developed in cooperation with the state’s IUs and the Pennsylvania Training and Technical Assistance Network (PaTTAN). The program focuses on equity for all students and includes the following components:

- Identifying and planning for a reset of school operations systems including health and safety, instructional models (in-person, virtual, hybrid) teaching and learning;
- Building a welcoming, safe, and supportive community for students and teachers in all learning settings;
- Identifying where students are entering school academically;
- Aligning assessments, curriculum, and instruction to help each student progress; and
- Developing teachers to support all learners, particularly those most vulnerable.

Students who feel safe in school are less likely to experience significant depression or have suicidal ideation. Thus, the Accelerated Learning modules address mental wellness by providing a framework and process for schools to build positive learning environments for students, establish comprehensive mental health frameworks, and address staff capacity and retention.

It is important to recognize that staff are also experiencing increased levels of stress, exposure to trauma, and burnout. For this reason, positive learning environment resources address staff and student wellness without adding to staff capacity demands and increasing stress. Concrete strategies and resources were designed to support schools in planning based on models that have been shown to work through the National Center for School Mental Health.

- **Standards Aligned System (SAS)**

The Standards Aligned System (SAS) is the Department's digital curriculum and instruction resource site for educators. SAS is comprised of six distinct elements which provide a common framework for continuous student, teacher, and school and district growth: Standards, Assessment, Curriculum Framework, Instruction, Materials and Resources, and Safe and Supportive Schools. SAS includes numerous courses focused on equity, trauma, and mental health issues.

- **Trauma-Informed Education**

Act 18 of 2019 (Act 18) requires trauma-informed approaches and training throughout educational entities. This summer PDE will add trauma-informed education courses, including a dedicated module for self-care, in SAS that address all aspects of Act 18. PDE also provides direct training, services, and technical assistance to schools and educators locally through the regional IUs. Points of contact at each IU support schools with developing safe learning environments with particular focus on school climate, bullying prevention, mental health, and equity. Trauma-informed-care values and work are tied into all training and technical assistance provided by IU staff so that equitable, trauma-informed care values are integrated into all aspects of school environments.

- **Professional Development for School Leaders**

PDE's [PA Inspired Leadership Program \(PIL\)](#) includes a 10-week course for school administrators and leaders entitled, "Comprehensive Mental Health for School Leaders." During the 2020-21 school year, the course was offered in six of eight PIL regions across the commonwealth; the course is scheduled to be delivered in seven regions during 2021-22 school year. PDE is developing a second course on mental health planning for schools and creating safer, supportive schools for staff and students aligned with equity and informed by school SAP and threat assessment teams. The course is scheduled for a pilot session in the spring of 2022 and a full release in the 2022-2023 school year.

- **Institute for Education Sciences (IES) Study**

In March 2020, PDE received nearly [\\$1 million in federal grant money from the Institute for Education Sciences \(IES\) to study the impact of COVID-19 on K-12 students](#). This [two-year grant](#) includes identifying inequities in education across Pennsylvania as a result of the pandemic and recommending educational strategies to help students and schools move forward. The findings from this research will help policymakers and educators in Pennsylvania understand the challenges faced by students most harmed by COVID-19, identify ways to respond to possible future epidemics, assess whether some remote-learning strategies are more effective than others, consider recruitment and retention strategies for teachers who may be most

effective for disadvantaged students, and better identify students at risk of dropping out.

Throughout the global pandemic, Pennsylvania has demonstrated a commitment to documenting the educational and other harms experienced by students, educators, and families. The Department understands the impact the global pandemic has on learning and is doing as much as possible to mitigate learning gaps and to offer social and emotional supports during these unprecedented times. As the General Assembly continues its efforts to safely return our students to school, we respectfully ask that you consider efforts that increase access to mental health supports for all Pennsylvanians, beginning with increasing the number of qualified social workers and mental health clinicians in schools.

Harrisburg: Feb 16, 2022

The Spring-Ford Area School District School Police Department is committed to protecting life, liberty and property. We strive to provide the highest level of service and work in partnership with our community to ensure public safety while focusing on the following core principles:

- Protection of our Students, Staff, and Community
- Vigilant, Ethical and Impartial Enforcement of Law
- Critical Incident Preparedness and Response
- Crime Prevention, Reduction and Deterrence

We are dedicated to service and committed to excellence, focusing on the following core values:

- **Professionalism:** We are members of an exceptional and highly trained law enforcement organization. Our conduct and demeanor adhere to the highest standards of personal and organizational excellence.
- **Integrity:** We hold ourselves accountable to the highest level of honesty, truthfulness, and ethical conduct.
- **Respect:** We ensure that all persons are treated with equality, dignity and courtesy.
- **Commitment:** We are dedicated to our Profession, our Community, our Agency and our Mission.

We are made up of myself (Chief), a Lieutenant and 6 officers with an average of 25 year LE experience.

Service Provided:

- Security for eleven schools, over 8000 students and over 1200 staff.
- Site Security, event planning and security, School Board Meeting security.
- Immediate investigation 24/7 365 of all S2SS tips emphasis on Life Safety Tips.
- Emergency response for all 911 & medical calls on campuses.
- Management of all district threat assessment teams at each school.
 - Threat Assessment Report Writing and Document Preservation per Safe Schools Compliance.
- Traffic Safety at Events, Arrivals and Dismissals.
- Public Service Transports.
- Security Camera, Management, Maintenance, & Access for administrators for disciplinary and behavior events.
- Training for staff and students.
 - ALICE
 - Stop the Bleed
 - Threat Assessment
 - Classroom Presentations “Red Ribbon Week” “Crime Scene” “Constitutional Law”
- Assistance with mental health student situations.
- Assistance and follow up investigation of ChildLine Allegations.
- All “on campus” Criminal Investigations.
- Record keeping for Safe Schools Compliance.
- Manage all drills and exercises related to emergency management.
- Update & review of all emergency plans including the REAP and Reunification.
- Liaison with all external law enforcement entities.

COVID:

- o Chromebook delivery and handout events.
- o Purchase, Management, and Delivery of District PPE.
- o Management, training, logistics and delivery of all Rapid Testing Services and Clinics.
- Coordination with Western Montgomery Career Technical Center.
 - o Emergency Management
 - o Threat Assessment
 - o Rally Points
 - o Stop the Bleed
- We assist with Truancy and Residency Investigations.
- Holiday Assistance Program
- Donation Room Assistance Program
 - o Lt.
- School Police Officer's serve as mentors to students by:
 - o -forming positive relationships between youth and the LE community
 - o -promoting respect for people and property
 - o -follow the NASRO model emphasizing our role as informal teacher, counselor and Law Enforcement Officer (LEO)
 - o -being a role model and supportive, trusted adult for students
- Grant Writing and Grant Applications:
 - o To date the School Police have successfully submitted for grants and have been awarded \$1,190,177.00.

NEEDS for improvement in School Safety:

Mental health: Anxiety, depression, and suicide rates continue to grow among school-age children. Shortage of mental health professionals including school psychologists. Shortages in off site treatment for students. Shortages of Children and Youth Services Case Workers.

Threat Assessment: Creation and management of a comprehensive threat assessment program. Training to all school employees, not just guidance counselors and administrators. Allows all employees to be able to recognize the need for intervention. During Covid we are seeing a rise in self harm and violence based events.



PROVEN BENEFITS OF SRO PROGRAMS

1 PREVENTION OR MINIMIZATION OF PROPERTY DAMAGE IN THE SCHOOL & SURROUNDING AREAS 	2 PREVENTION OF STUDENT INJURIES & EVEN DEATH DUE TO VIOLENCE, DRUG OVERDOSES, ETC. 	3 REDUCTION OF THE NEED FOR SCHOOLS TO CALL 911 	4 REDUCTION OF THE LIKELIHOOD THAT A STUDENT WILL END UP WITH A CRIMINAL RECORD 	5 INCREASE THE LIKELIHOOD THAT STUDENTS WILL GET HELP FROM SOCIAL SERVICE & HEALTH CARE SYSTEMS 	6 INCREASE IN FEELINGS OF SAFETY AMONG STUDENTS AND STAFF 
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Jonathan M. Kassa

North Penn School District Board Director; Chair, Safe Schools Committee



February 16, 2022

House Democratic Policy Committee Hearing
Safe Schools
G-50 Irvis Office Building and Virtual
Rep. Joe Ciresi and Senator Jim Brewster

Dear Committee Members,

INTRO & BACKGROUND

Thank you for the opportunity to discuss school safety this afternoon and the attention that you've given to the issues being raised by the distinguished panelists testifying. I am an elected school board director at North Penn School District in southeastern Pennsylvania. We have roughly 13,000 students and over 2,000 employees in a community of nearly 100,000 constituents. It is an honor to serve as a volunteer public servant. This role is where I can draw upon a nexus of the experiences I've had over three decades, from over a decade serving juvenile justice systems and at-risk youth, their families and schools.

I know exactly where I was when Columbine occurred and the impact that made in our work. I became the executive director of the national nonprofit Clery Center for Security on Campus shortly after the Virginia Tech tragedy, working on national policy and legislation to increase safety for over 20 million students on campuses nationwide by increasing data transparency and policies that support victims of crime. I'm humbled to be entered into the Congressional Record for these efforts and to this day.

I also developed and ran operations for the country's premiere advisory firms for school safety and security, directing multiple USDOJ projects to advance evidence based crime prevention and operating the National Center for Campus Public Safety, I remember where I was when Sandy Hook happened and the work which followed. When Parkland occurred, I was less than three months into my role as an elected board director. We're here today because none of us want to someday recall where we were when a mass casualty event happens in a Pennsylvania school. The one thing I learned across all of my

experiences is that common sense comes before politics. If there is any one issue that deserves the utmost bipartisan effort and support, it is school safety.

OBSERVATIONS

- The importance of the Clery Act (higher education federal mandate) to inform the legislature's efforts
 - Consumer protection law
 - Mrs. Clery: Public Safety before Public Relations
 - Importance of incident reporting to increase informed community dialog
- (Communication + Transparency) X Data = Accountability
 - Data access and visualization
 - Timing and frequency, comparative data
 - Stakeholders: General Assembly, PDE, School Boards, Administrators, Families, Students, Press, etc.
- Currently, there are no incentives or meaningful disincentives to drive accountability of districts to report accurately
 - At best, checkbox compliance which doesn't reflect the spirit of the law and why this data is collected in the first place.
- The "Danger of Zero"
 - The need to raise legislative, administrative and especially public awareness
 - School board directors have no reason to embrace transparency, that's if they are even aware of the issues facing their district in conducting their oversight duties.
 - We can address unintended consequences in order to get to a better apples-to-apples comparison of data
 - Ultimately, this is about having USEFUL information to use as indicators for further inquiry and resource allocation within a school or district.-wide.

TAKEAWAYS

- We can be proactive and bipartisan NOW.
 - To paraphrase my mentor, Mrs. Clery, again, no education is worthwhile if a single student is fearful or harmed in pursuit of their education.
 - We are not being idealistic when we set such a high standard for student safety in the commonwealth: we're being REALISTIC.
 - We can't be realistic about improving school safety without having the proper access to clear, usable data.
- The legislature should consider reviewing current statutes as it relates to PDE data collection, understanding strengths and weaknesses in order to initiate improvements

- Accountability must be driven, and properly resourced, so that mandates have consequences for school districts when ignored or not implemented by districts with a genuine commitment.
 - Invest in data management that matters
 - Visualization tool and data cutting that allows all stakeholders in the process to improve school district strategies for safe schools.
 - Algorithms to flag anomalies and drive outreach.

Thank you for your time and consideration, I'm humbled to be with everyone here today, confident that we are able to make a real difference in the lives of our students and families across Pennsylvania

Respectfully,

/signed/

Jonathan M. Kassa