MSD Public Safety Commission

Topics 3 and 4: MSDHS and Broward County Schools

MSDHS History

- 5901 Pine Island Road, Parkland, Florida.
- MSD opened in 1990 to meet the growing population of Parkland and Coral Springs.
- The school was named after Marjory Stoneman Douglas, she was an author, journalist, woman’s rights advocate and was most know for her Everglades conservation efforts. Douglas passed away in 1998 at the age of 108.
MSDHS
- At the time of the shooting, there were 3,318 students enrolled. 3,090 were present the day of the offense.
- 1 Principal
- 5 Assistant Principals
- 6 Guidance Counselors
- 1 full-time Social Worker
- 210 Total Staff
- School hours
  - 7:40 a.m.-2:40 p.m.

Structure
- Campus sits on 45 acres of land
Structure

• Runs 959’ north/south and 1641’ east/west
Structure

• There are at least 14 buildings on the campus.

Structure

• The campus houses a football field, baseball/softball fields, tennis/basketball courts.
Structure

- There are a total of (6) parking lots on campus.
  - 3 student lots, 2 staff lots and 1 visitor

Structure

- Building 12 is the newest building on the MSDHS campus. It was designed differently than the other buildings.
**Structure**

- The older structure is a two-story block constructed building in which the classroom doors lead out to an open air hallway. All exterior walls are block with metal doors. The window in the door measures 5” wide. Same style door locks as building 12.

**Perimeter Fencing**

- 6’ chain link perimeter fence surrounding the campus, chain link gates.
Perimeter Fencing

• Fence is not anchored at the bottom.
• No barbwire or added security feature on the top of the fence (campus monitors would catch kids jumping the fence to go off and come back on campus). Easy to get over.

Perimeter Fencing

• Swinging gate access to the student parking lots. (3 entrances)
• Gates are secured by a chain and padlock
Pedestrian Gates

- 4 pedestrian gates at the front of the school.
- 2 gates along the west property line that separate MSDHS from Westglades Middle.
- 1 pedestrian gate on the southwest property line.
• The perimeter pedestrian gates and parking lot gates were opened at 5:30 a.m. by the maintenance staff.
• All gates were re-secured anywhere between 7:50 a.m. and 8:00 a.m. (school begins at 7:40 a.m.)
• At approximately 2:15 p.m., all gates were re-opened for dismissal.
• The gates were NOT staffed during their open times.
• The interviews with school administrators cited insufficient personnel as the explanation.
Building 12

- First utilized for students in 2009.
- 3 story building.
- Ingress/egress to the building on the east and west side first floor.

Building 12

- 3 story building.
Building 12
• Double metal doors.
• Stairwells on east and west side.

Building 12
• Single door on the west and east side of the building that allows access to the west and east stairwells.
Building 12

- 30 classrooms, plus teacher planning/break rooms on west end of each floor.
- Occupied by 30 teachers and approximately 900 students daily.
- Boys/girls bathrooms on each floor.
- 13 interior cameras which covered the hallways, but no video inside the classrooms.

Building 12

- Interior walls are constructed of standard drywall.
Building 12

- Classroom doors are made of metal with a glass pane that measured 8” wide. The doors on the older construction buildings are also metal with a 5” wide glass pane.

Building 12

- Door locks could only be locked from outside of the classroom.
Building 12

• Ingress/egress doors to building 12 were left unlocked due to the amount of foot traffic coming in and out throughout the day.

• David Taylor stated that not enough security members were available to have all the doors staffed.

• Taylor told investigators that he had previously brought that issue to administrators, but it was ignored.

Classroom Set Up

• Broward County Public Schools does not have a policy relating to classroom set up, other than the minimum standards established by the fire code. The District has no policy regarding the establishment of hard corners or safe areas in each room.
Classroom Set Up

- According to the response we received from the district:
  - “Teachers are permitted to set up their classrooms as they see fit to provide educational instruction and inspire learning. The only requirements would be that they do so in a safe manner and provide clear paths of egress for an emergency.”

There is nothing in the fire code that would have prohibited the District from establishing and/or requiring hard corners in each classroom.
Classroom Set Up

- During a walk-through of the building 12 classrooms, the “safe” or “hard corner” of some rooms were obstructed by furniture, desks and in some instances, large cabinets that were mounted to the walls.

- During a training session on January 11th 2018, Detective Al Butler with the Broward County Public School’s Police Special Investigation Unit (SIU) did instruct staff about utilizing a hard corner of the room to hide in the event of an emergency.

- Only 2 of the 30 classrooms in building 12 had a line of tape on the floor to denote the hard corner.

- The classrooms are equipped with a land line telephone and a PA system. The PA is activated by flipping a switch affixed to the wall.

- The PA system provides two way communication. There are no speakers in the common areas or hallways.
Fire Alarm/Suppression System

- Building 12’s fire alarm system was installed by Bass United Fire and Security Systems.
- Although building 12 was constructed at a later date, this system was fully integrated with the rest of the buildings on campus.
- The detectors inside building 12 are placed 30 feet apart in the hallways on all floors.
- Refracted or reflected beams of light link the detectors.

- A representative from Bass United advised that the alarm went off either because a beam of light was disrupted by the muzzle flash, smoke from the gun, or dust which was created by the ceiling tiles movement from the percussion of the rifle.
- The main control panel is located inside of the SRO office which is housed inside the Administration Building. It confirmed that the second detector from the east door on the first floor was triggered. It was also confirmed that no pull stations were triggered or pulled anywhere on campus.
Fire Alarm Requirements in Educational Facilities

Fire alarm systems may have positive alarm features and if they do, the operation also must comply with the following:

- The signal from any device must be acknowledged at the fire alarm control unit by trained personnel within 15 seconds of annunciation.
- If the signal is not acknowledged within 15 seconds, the notification signals are automatically and immediately activated.
- If the sequence is initiated, trained personnel have up to 180 seconds to evaluate the fire condition and reset the system.
- If not reset before 180 seconds elapses, the notification signals are automatically and immediately activated.
- MSDHS did not have this system in place.
SRO and Security Staff

School Resource Officer
Deputy Scot Peterson

- 32 total years in Law Enforcement.
- 28 years as an SRO.
- 9 years as the SRO for MSDHS.
- Only 1 SRO assigned to MSDHS (3300 students).
MSDHS Security Staff on 02-14-2018

- 1 Security Specialist (at time of offense)
  - Greenleaf
- 7 Campus Monitors (at time of offense)
  - Feis
  - Hixon
  - Medina
  - Taylor
  - Bonner
  - Ramos
  - Staubly

Campus Monitor Responsibilities

- We asked the District whether there was a written policy regarding campus monitor responsibilities and we received the following response:

  - “There is no specific policy regarding responsibilities of campus monitors.” The only written information provided was the “Job description” of the Campus Monitor outlining their job responsibilities.
Campus Monitor Responsibilities

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Campus Monitor

CONTRACT YEAR: 186 Days

PAY GRADE: Campus Monitor Salary Schedule

BARGAINING UNIT: FOPE-Campus Monitor

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Campus Monitor shall carry out the essential performance responsibilities listed below.
1. Visually observe student behavior during campus hours on school property.
2. Report serious disturbances to the campus administration.
3. Visually monitor, through security cameras, campus buildings and grounds for the presence of outsiders on campus.
4. Report to administration or security, students that are in the hallways during class time.
5. Maintain a daily log of suspicious activities when monitoring cameras.
6. Physically patrol and monitor all campus buildings and grounds.
7. Determine the reason for the presence of outsiders on campus.
8. Stop and question all students not in class during class time.
9. Monitor parking lots and student gathering areas before, during and after school.
10. Report any safety or security problems to the administration.
11. Participate, successfully, in the training programs offered to increase the individual's skills and proficiency related to the assignment to include cultural diversity, conflict resolution, and sensitivity training.
12. Review current developments, literature and technical sources of information related to job responsibility.
13. Complete the annual District required in-service training.
14. Ensures adherence to safety rules and procedures.
15. Perform other duties as assigned by the principal/designee.
16. Follow federal and state laws, as well as School Board policies.
“Observe and Report”

- During the interviews of the Campus Monitors, “Observe and Report” was the answer to the question, what are your job responsibilities as a Campus Monitor?
- Leads to the belief that all they do is report observed activity to others, when in fact they do much more hands on work on a daily basis.
- “Determine the reason for the presence of outsiders on campus.”

Campus Monitor Daily Activity:

- This information was from the interview of Greenleaf.
- Each monitor is assigned a general area of the school to monitor throughout the day. The assignments do adjust according to activity or need.
- The perimeter of the school was often patrolled by the monitors.
- Unlock gates for early dismissal students.
The monitors were not trained in the use of the video camera system. Some had limited and generic knowledge on how to operate the system.

Monitors will initiate contact with multiple students throughout the day to ensure they are out of class for a legitimate reason.

Monitors will often participate in debriefings after fire and other code drills.

Monitors perform other duties assigned by the Principal/AP’s.

Andrew Medina, 2/14/2018

At 2:19 p.m. Medina observed an Uber stop on Pine Island Road in front of MSDHS, Cruz exited.

Medina was in the process of opening the perimeter gates for dismissal just prior to the arriving Uber.
• Cruz walked toward the school wearing a backpack and carried what was readily identifiable as a rifle bag.
• Cruz entered through one of the gates Medina had just opened.
• Medina radioed Campus Monitor David Taylor who was stationed inside of building 12. Medina stated that there was a “suspicious kid” that just walked on campus.
• Medina began to drive his cart towards Cruz.
• Medina later made a specific statement to law enforcement that he knew the bag Cruz was carrying was a rifle bag.
• Medina did not call a Code Red.

• Medina radioed Taylor again that the suspicious kid was headed toward the east entrance of building 12.
• Medina stated that Cruz did turn his head and look back at him. Medina recognized Cruz but did not recall his name initially.
• Cruz picked up his pace and moved toward building 12 with a purpose, according to Medina.
• Medina stopped his cart at the northeast corner of the administration building and watched Cruz enter building 12.
• After approximately 17 seconds Medina then drove toward building 12 and heard the first rounds fired within the building.
• Medina radioed that “suspicious noises” were coming from inside of building 12, but still did not call a code red.

• Medina turned back south and headed to find other help.
• Medina met with Deputy Peterson and Security Specialist Kelvin Greenleaf. Medina transported Peterson and Greenleaf back to building 12.
• Medina stated when he was within feet of the east door of building 12, he heard additional noises and realized at that point that the noises were gunshots.

• Medina stated that he believed he could not call a Code Red unless he physically saw a gun or heard gunshots.

• Despite hearing gunshots Medina still did not call a Code Red.

• Medina admitted he did not approach Cruz because he thought Cruz may have had a handgun that was easily accessible.

• Medina claimed that after hearing the gunshots he did not call a Code Red because he was focused on getting help.

• Medina advised that the first person he heard call a Code Red was Campus Monitor Elliot Bonner. (Over 3 minutes after Cruz began shooting and after Cruz had already shot and/or killed 24 people on the first floor)

• Medina stated he did not observe Deputy Peterson’s actions.
Security Specialist

- Kelvin Greenleaf, 10 years at MSDHS

Essential Performance Responsibilities:

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

JOB DESCRIPTION

POSITION TITLE: Security Specialist

CONTRACT YEAR: 10 Month Calendar

PAY GRADE: Security Specialist Salary Schedule

BARGAINING UNIT: FOPE-Security Specialist

QUALIFICATIONS:

EDUCATION: Standard high school diploma or satisfactory completion of an approved General Educational Development (GED) Testing Program. Post-secondary college courses preferred.

EXPERIENCE: Four (4) years of professional experience as a certified police officer, or corrections officer of any jurisdiction in the United States, civilian or military, or as an investigator/case worker for a Social Service Agency of the State of Florida or for a comparable social service agency in another state, or four (4) years as a school campus monitor with successful completion of district approved security alternative training certification program. Two (2) years of the above four (4) years working with juveniles preferred.

Bilingual skills are preferred. Computer skills as required for the position.

REPORTS TO: Principal of school to which assigned

SUPERVISION: Supervisory duties assigned by principal

POSITION GOAL: To make the individual school a safe and secure work environment for students and employees and to prevent/reduce loss of student/employee and school property by theft and vandalism.
ACCOUNTABILITY PROCEDURES: The Principal will assess the effectiveness of the Security Specialist annually with respect to the performance of specific responsibilities.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:
The Security Specialist shall carry out the essential performance responsibilities listed below.
1. Investigate all incidents of negative conduct occurring on school property and coordinate investigative and prevention efforts with the Special Investigative Unit, School Resource Officer, Law Enforcement Departments, City Police Departments and other agencies, as appropriate, to maximize prevention and cessation of illegal and destructive activities.
2. Gather information from various sources concerning possible illegal or undesirable activities. Inform the principal of all information gathered from various sources concerning possible illegal or undesirable activities occurring on school campus.
3. Advise the principal of all hazardous conditions, inside procedures and all serious security matters, and suggest methods of elimination.
4. Document and report all incidents through the principal to the Special Investigative Unit.
5. Record all legally required data pertaining to thefts, vandalism, assaults, trespassing, drug offenses, and so forth, and prepare statements from witnesses, evidence found, security, property loss, and other reports, as necessary.
6. Tour the school's perimeter and interior periodically to provide maximum visibility, to reduce potential physical conflicts among the students, and to provide an atmosphere conducive to the learning process.
7. Develop rapport with students by exercising prudent judgment upon contact, and using positive methods of control to prevent truancy and serious disruptions.
8. Serve as a part of the staff of the individual school.
9. Disclose security-related information with students as requested, pertaining to school safety and security.
10. Take an active part in the School Improvement Teams on matters of the school's safety and security.
11. Develop and supervise bus and automobile parking and traffic patterns on school property to utilize available space efficiently, and to promote maximum safety for individuals.

12. Request identification from adults and students who appear to be out-of-place for the circumstances and assist them, as necessary, when on legitimate school business.
13. Organize and administer school safety programs, as assigned, such as fire drills, evacuation procedures, inspection of fire equipment and other school property, and so forth.
14. Converse with school bus drivers regarding student behavior, and investigate discipline code violations occurring on school buses.
15. Maintain discipline and orderliness during breakfast and lunch periods and when buses are loading and unloading students.
16. Represent the school and provide testimony in courts of law, as required.
17. When possible, intercept, retain for SIU and School Resource Officers and other law enforcement agencies any substance resembling illegal drugs located on school property.
18. Maintain a constant liaison with residents and business establishments in the vicinity of the schools' campuses to enhance their feeling of security and their willingness to cooperate in security matters, when requested.
19. Comply with all nondiscrimination policies of The School Board of Broward County, Florida.
20. Operate School Board owned vehicle in a safe manner and ensure proper recording of time and materials.
21. Complete the annual District required in-service training.
22. Participate, successfully, in the training programs offered to increase the individual skills and proficiency related to the assignments, including conflict resolution and cultural diversity training.
23. Review current developments, literature and technical sources of information related to job responsibility.
24. Ensure adherence to safety rules and procedures.
25. Perform other duties as assigned by the Principal.
26. Follow federal and state laws, as well as School Board policies.

SIGNIFICANT CONTACTS - frequency, contact, purpose, and desired end result:
Majority of contact is with students, and school employees within different departments utilizing communication skills requiring tact and courtesy to give or receive information directly related to performing the job.

PHYSICAL REQUIREMENTS:
Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District’s approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

FLSA OVERTIME CATEGORY:
The job is not exempt from the overtime provisions of the Fair Labor Standards Act.

EVALUATION:
Performance will be evaluated in accordance with Board Policy.

District Emergency Codes

Red: No Movement/Imminent Danger

- Threat/Incident to the facility when the best course of action is to keep everyone in place to include the Safe Team. i.e. drive by shooting, outside disruption, terrorist threat.
Yellow: Limited Movement

- Threat/Incident to the facility when the best course of action is to keep everyone in place, but requires the Safe Team or other depending on the nature of the situation to react. i.e. neighborhood incident or police directed.

Brown: Shelter in Place/Evacuate/Lockdown

- Threat/Incident to the facility when the best course of action is to implement a shelter in place, lockdown or evacuation. Procedure depends on nature of school emergency. i.e. chemical, toxin release or explosion

Blue: Medical Emergency

- When the best course of action is to notify the Safe Team of a medical emergency.
Black: Bomb Threat
  • Evacuate facility.

Orange: Evacuate
  • When a situation warrants beyond previous codes.
  • No examples were provided.

Green: All clear.
Safe Team

- Each school is required to have a Safe Team. The Team is comprised of the Principal, Assistant Principals, Security Specialist, Campus Monitors, facility maintenance staff, SRO’s, and teacher representatives.
- The Team usually met after a code drill to debrief and discuss school safety concerns.
- In previous years the Safe Team met limitedly. The Safe Team now meets at least once a month.

Fire drills 2017/2018 School Year (Prior to 2/14)

First day of school was August 21, 2017

- 08/24/2017  9:05 a.m.
- 09/01/2017  10:30 a.m.
- 09/22/2017  9:18 a.m.
- 10/18/2017  1:15 p.m.
- 11/07/2017  10:42 a.m.
- 12/04/2017  1:01 p.m.
- 01/17/2018  9:00 a.m.
- 02/14/2018  Early a.m.
Tornado Drills 2017/2018 School Year (Prior to 2/14)

- First day of school was August 21, 2018
- 08/29/2017 10:40 a.m.
Code Red Drills 2017/2018 School Year (Prior to 2/14)

- Zero.
- Interviews were conducted with multiple staff to include teachers, administrative staff, campus monitors and maintenance.
- It was the general consensus that the staff did not have a clear understanding as to who could call a Code Red prior to the January 11th training with Al Butler.

Other Drills 2017/2018 School Year (Prior to 2/14)

- None
• After the training with Butler, teachers were still unsure as to the correct procedure required to call a Code Red.
• Some teachers said that they could use the PA to contact the front office, but did not want to risk harm making their way to the PA button.

• Some teachers said that they would use their cell phone to call the office or 911. They also said they could use the landline phone to make a call.
• Although it was verbally communicated to the teachers that anyone could call a Code Red, the procedure was unclear.
• According to the District, it did not have, and still does not have any written Code Red or similar “lock down” policies. Specifically, there is no written policy regarding who may direct an immediate campus lock down.

Emergency Preparedness Manual

• 151 page document outlining various protocols for a wide range of emergencies.

• Not included in the manual:
  • Active Shooter
  • Active Killer
  • Code Red

• The majority of staff members interviewed did not know that the emergency preparedness manual existed or where it could be found.
2017 – 2018
Emergency Preparedness
MANUAL

SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Communications Plan</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. EMERGENCY PROCEDURES</strong></td>
<td></td>
</tr>
<tr>
<td>After Hours Emergency Notification Procedures</td>
<td>1</td>
</tr>
<tr>
<td>Air Quality Alerts</td>
<td>3</td>
</tr>
<tr>
<td>Air Quality Alerts for Local Events and Field Trips</td>
<td>4</td>
</tr>
<tr>
<td>Bees, Wasps, Hornets</td>
<td>6</td>
</tr>
<tr>
<td>boil Water Order Advisory</td>
<td>7</td>
</tr>
<tr>
<td>boil Water Order Lifted</td>
<td>8</td>
</tr>
<tr>
<td>Bomb Threat Emergency Evacuation Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Bomb Threat Emergency Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Chemical/Spill Emergency Procedures Chart</td>
<td>12</td>
</tr>
<tr>
<td>Chemical Disposal Procedures</td>
<td>13</td>
</tr>
<tr>
<td>Chemical/Hazardous Materials Disposal Form</td>
<td>14</td>
</tr>
<tr>
<td>Contingency Plan for Schools and Ancillary Sites</td>
<td>16</td>
</tr>
<tr>
<td>Hazardous Materials Emergency Procedure Chart</td>
<td>16</td>
</tr>
<tr>
<td>Elevator Emergency Procedure</td>
<td>17</td>
</tr>
<tr>
<td>Second Floor Emergency Evacuation Procedure</td>
<td>18</td>
</tr>
<tr>
<td>Fire Emergency Evacuation Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Emergency Evacuation Drill Procedures</td>
<td>20</td>
</tr>
<tr>
<td>Fire Drill Form</td>
<td>21</td>
</tr>
<tr>
<td>Flooding Procedures Chart</td>
<td>22</td>
</tr>
<tr>
<td>Flooding Procedures Instructions</td>
<td>23</td>
</tr>
<tr>
<td>Gas Leak Emergency Evacuation Procedures and Chart</td>
<td>24</td>
</tr>
<tr>
<td>Mail Handling Guidelines</td>
<td>25</td>
</tr>
<tr>
<td>Incident Command System Procedure Chart</td>
<td>26</td>
</tr>
<tr>
<td>Lightning Alert Procedures</td>
<td>27</td>
</tr>
<tr>
<td>Medical Emergency Procedures For School Sites</td>
<td>28</td>
</tr>
<tr>
<td>Medical Emergency Procedures for Ancillary Sites</td>
<td>30</td>
</tr>
<tr>
<td>Tornado Emergency Procedures</td>
<td>31</td>
</tr>
<tr>
<td>Tornado Drill Form</td>
<td>32</td>
</tr>
<tr>
<td>Tornado (General) Information</td>
<td>33</td>
</tr>
<tr>
<td>Unknown Power</td>
<td>36</td>
</tr>
<tr>
<td>Utility Failure Chart</td>
<td>37</td>
</tr>
<tr>
<td>Utility Failures (Major) Procedures</td>
<td>38</td>
</tr>
<tr>
<td>Utility Failure (General) Procedures</td>
<td>39</td>
</tr>
<tr>
<td>Wind Alert</td>
<td>40</td>
</tr>
</tbody>
</table>
## B. HURRICANE PROCEDURES — PRE-STORM — ALL

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurricane Procedures Chart</td>
<td>43</td>
</tr>
<tr>
<td>PRE-Emergency Notification Process</td>
<td>44</td>
</tr>
<tr>
<td>Hurricane Shelters — Emergency Shelter Map</td>
<td>45</td>
</tr>
<tr>
<td>Broward County Hurricane Shelters Listing</td>
<td>46</td>
</tr>
<tr>
<td>Hurricanes-General Information</td>
<td>48</td>
</tr>
<tr>
<td>Preparation—Chain of Events</td>
<td>50</td>
</tr>
<tr>
<td>Declared Emergency Event Flow Chart</td>
<td>51</td>
</tr>
<tr>
<td>Declared Emergency Procedures</td>
<td>51</td>
</tr>
<tr>
<td>Level 3: Monitoring the Storm</td>
<td>51</td>
</tr>
<tr>
<td>Level 2: Partial Activation</td>
<td>51</td>
</tr>
<tr>
<td>Level 1: Full Activation</td>
<td>52</td>
</tr>
<tr>
<td>School to Shelter Transition</td>
<td>63</td>
</tr>
<tr>
<td>During A Storm</td>
<td>54</td>
</tr>
<tr>
<td>Storm Over “All Clear” Damage Assessment</td>
<td>54</td>
</tr>
<tr>
<td>Shelter to School Transition</td>
<td>55</td>
</tr>
<tr>
<td>Administration “Back Up” Plan</td>
<td>56</td>
</tr>
<tr>
<td>FEMA Reimbursement Consideration</td>
<td>56</td>
</tr>
<tr>
<td>Hurricane Procedures — School Computers Chart</td>
<td>57</td>
</tr>
<tr>
<td>Hurricane Procedures Chart — Information and Technology Dept.</td>
<td>58</td>
</tr>
<tr>
<td>Emergency Telephone Listing</td>
<td>59</td>
</tr>
<tr>
<td>Hurricane Procedures — Facilities and Construction Management</td>
<td>61</td>
</tr>
<tr>
<td>Department Staff Listing/Contact Numbers</td>
<td>63</td>
</tr>
<tr>
<td>Assignment Zone Facility/Location Order</td>
<td>64</td>
</tr>
<tr>
<td>Hurricane Procedures — Literacy Department - Library Media Centers</td>
<td>71</td>
</tr>
<tr>
<td>Hurricane Procedures — Physical Plant Operations (All Zones)</td>
<td>75</td>
</tr>
<tr>
<td>PPS District Zones Emergency Contact Numbers</td>
<td>75</td>
</tr>
<tr>
<td>Hurricane Procedures — Transportation</td>
<td>77</td>
</tr>
<tr>
<td>Pre-storm Evacuation Transportation Procedures</td>
<td>77</td>
</tr>
<tr>
<td>Transportation Contact Information</td>
<td>78</td>
</tr>
</tbody>
</table>

## C. DURING AN EMERGENCY EVENT

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Event Procedures Chart</td>
<td>79</td>
</tr>
<tr>
<td>Post Emergency Notification Process</td>
<td>83</td>
</tr>
<tr>
<td>Post Storm Procedures Chart</td>
<td>84</td>
</tr>
<tr>
<td>Post Storm Damage Procedures for Schools</td>
<td>85</td>
</tr>
<tr>
<td>Post Storm Recovery Procedures</td>
<td>86</td>
</tr>
<tr>
<td>Post Storm Procedures — Information &amp; Technology Department (IT) Personnel Contact Information</td>
<td>87</td>
</tr>
<tr>
<td>Form - Tech Equipment Damages</td>
<td>89</td>
</tr>
<tr>
<td>Post Storm Procedures — Facilities</td>
<td>91</td>
</tr>
<tr>
<td>Post Storm Procedures — Literacy Department - Library Media Centers</td>
<td>92</td>
</tr>
<tr>
<td>Post Storm Procedures — Physical Plant Operations</td>
<td>94</td>
</tr>
<tr>
<td>Safety Survey Procedures Chart</td>
<td>95</td>
</tr>
<tr>
<td>Initial Safety Assessment Individuals by Zone</td>
<td>96</td>
</tr>
<tr>
<td>Checklist For Damage Assessment Team</td>
<td>99</td>
</tr>
<tr>
<td>Damage Assessment Teams by Zone</td>
<td>100</td>
</tr>
<tr>
<td>Post Storm Procedures Broward District Schools Police Department</td>
<td>103</td>
</tr>
</tbody>
</table>

## D. DAMAGE ASSESSMENT — PROCEDURES — ALL SCHOOLS/ANCILLARY POST-STORM

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Performance &amp; Accountability</td>
<td>107</td>
</tr>
<tr>
<td>School Listing By Cadre</td>
<td>109</td>
</tr>
<tr>
<td>School Listing — Principals Contact Information</td>
<td>117</td>
</tr>
<tr>
<td>School Listing By I-Zones</td>
<td>125</td>
</tr>
<tr>
<td>FEMA Reimbursement Information</td>
<td>133</td>
</tr>
<tr>
<td>Employee Emergency Timesheet Form (Pre and Post Storm)</td>
<td>139</td>
</tr>
<tr>
<td>Generator Usage Log Form</td>
<td>134</td>
</tr>
<tr>
<td>Hurricane Evacuation Map</td>
<td>46</td>
</tr>
<tr>
<td>Hurricane Shelter Listing</td>
<td>46</td>
</tr>
<tr>
<td>DISTRICT KEY PERSONNEL CONTACT NUMBERS</td>
<td>135</td>
</tr>
<tr>
<td>School Bus Stop Safety Tips</td>
<td>141</td>
</tr>
<tr>
<td>School Walk-Route Safety Tips</td>
<td>142</td>
</tr>
<tr>
<td>Exhibit A — Pay Policy for Administrators During Declared Emergencies</td>
<td>143</td>
</tr>
<tr>
<td>Exhibit B – Statewide Mutual Aid Agreement</td>
<td>144</td>
</tr>
<tr>
<td>Exhibit C – Florida State Statutes for Public Sheltering</td>
<td>145</td>
</tr>
<tr>
<td>Exhibit D – Preparing School and District Sites for the Storm</td>
<td>146</td>
</tr>
</tbody>
</table>
Exhibit E – Storm Preparation Recommendations for Employees
EXHIBIT F – SCHOOL PERFORMANCE AND ACCOUNTABILITY
EMERGENCY PROCEDURES FOR SCHOOLS
Cell Phone Usage During Hurricane Season
ADDITIONAL INFORMATIONAL WEB LINKS

FOR ADDITIONAL EMERGENCY PREPAREDNESS INFORMATION, PLEASE VISIT:
www.floridaavailability.org  www.fema.gov

MSDHS Safety Plan

<table>
<thead>
<tr>
<th>School</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counties</td>
<td>Start Hr</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ID</td>
<td>06/11</td>
</tr>
<tr>
<td>Student Count</td>
<td>2230</td>
</tr>
<tr>
<td>Staff Count</td>
<td>223</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Campus School Resource</th>
<th>Resident Campus Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Officer Name</td>
<td>Agency</td>
</tr>
<tr>
<td>Sean Petersen</td>
<td>Broward Sheriff</td>
</tr>
<tr>
<td>John Kaszycki</td>
<td>Margate PD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Machine Type</th>
<th>Location (Fisht)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Supply Location (Fisht)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fisht</td>
</tr>
</tbody>
</table>

Personnel trained for STAIRS:
Yana Rivera, Patrick Fishman, Tariq Bazioune, JD Zimmerman

Threat Assessment Personnel:
Yvonne Figueiras, Max Rosario, Ty Thompson, Dustin Rain, William Perry, Jeff Moring

CPR/Heimlich Personnel:
Aaron Fis, Lauren Rubenstein, Elisa Williamson, Chris Hixon

Administrator Ego-Pac:
Yes                        Hall Monitors?  Yes
Emergency Drill Planned:
Yes            Trained for Crime?  Yes
Date Assessment Date:
03/2018 Review Date Hurricane:
03/2018
# MSDHS Safety Plan

## Lockdown

<table>
<thead>
<tr>
<th>School</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is &quot;Staff Development&quot; provided to faculty to review lockdown procedures?</td>
<td>Other</td>
</tr>
<tr>
<td>List dates (if required of staff development)</td>
<td>11/1/2018</td>
</tr>
<tr>
<td>Substitute teachers informed of lockdown procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Describe plan for informing substitutes, para professionals and other non-instructional personnel</td>
<td>Each substitute is given a copy of the emergency quick reference chart that includes lockdown procedures.</td>
</tr>
<tr>
<td>Students informed of lockdown procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Describe plan for informing students</td>
<td>Classroom teachers review the plan with the students the first week of school and drill procedures. In addition, the plan is posted in Safety Procedures; they include students in the procedures.</td>
</tr>
<tr>
<td>Parents informed of lockdown procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Describe plan for informing parents</td>
<td>Newsletter, parent meetings, parent link and school website</td>
</tr>
<tr>
<td>Collaboration with Fire Dept for lockdown?</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaboration with Police Dept for lockdown?</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaborated with SU regarding lockdown procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>School administration knows to file &quot;After Action Report&quot; (AAR) within 72 hours to Area Office and SU Investigation?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

## EVACUATION

<table>
<thead>
<tr>
<th>School</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is &quot;Staff Development&quot; provided for off-site evacuation procedures?</td>
<td>Other</td>
</tr>
<tr>
<td>List dates (if required of staff development)</td>
<td>1/1/2018</td>
</tr>
<tr>
<td>Substitute teachers informed of evacuation procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Describe plan for informing substitutes, para professionals and other non-instructional personnel</td>
<td>Each substitute is given a copy of the emergency quick reference chart that includes evacuation procedures. These are posted in classrooms across the campus.</td>
</tr>
<tr>
<td>Students informed of evacuation procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>Describe plan for informing students</td>
<td>Classroom teachers review the plan with the students the first week of school and drill procedures.</td>
</tr>
<tr>
<td>How are parents informed of evacuation procedures?</td>
<td>Meetings</td>
</tr>
<tr>
<td>Describe plan for informing parents</td>
<td>SAC, SAF, PTSA meetings</td>
</tr>
<tr>
<td>Collaboration with Fire Dept for evacuation?</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaboration with Police Dept for evacuation?</td>
<td>Yes</td>
</tr>
<tr>
<td>Collaborated with SU regarding evacuation procedures?</td>
<td>Yes</td>
</tr>
<tr>
<td>School administration knows to file &quot;After Action Report&quot; (AAR) within 72 hours to Area Office and SU Investigation?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

---

**Emergency Contact Information**

- **Address:** Privacy: Scott Peterson
- **Phone:** Privacy: Scott Peterson
- **Address:** Privacy: Scott Peterson
- **Phone:** Privacy: Scott Peterson
### Emergency Communication

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulted SIU Website for Emergency Communication updates?</td>
<td>Yes</td>
</tr>
<tr>
<td>Reviewed Emergency Communication Code updates with staff?</td>
<td>Yes</td>
</tr>
<tr>
<td>Public announcement system fully operational?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are hand-held radios operational for emergency staff?</td>
<td>Yes</td>
</tr>
<tr>
<td>Are megaphones operational?</td>
<td>Yes</td>
</tr>
<tr>
<td>If electrical power, school telephones and primary communication is interrupted, what alternative communication procedures are available?</td>
<td>Cell phones, whistles, megaphones, 2-way radios, Red/Green/Placard Cards</td>
</tr>
</tbody>
</table>

| Trained person 1 in parent link system | Ty Thompson |
| Trained person 2 in parent link system | Teresa Baslione |
| Trained person 3 in parent link system | Winfred Porter |

### Prevention Preparedness

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>All campus monitors trained in Anger Management/De-Escalation non-physical?</td>
<td>No</td>
</tr>
<tr>
<td>Do you have an Active Youth Crime Watch?</td>
<td>No</td>
</tr>
<tr>
<td>Do you have Silent Huts Posters?</td>
<td>Yes</td>
</tr>
<tr>
<td>Do you have a Tip/Suggestion Box?</td>
<td>Yes</td>
</tr>
<tr>
<td>Describe your School Substance Abuse Prevention Program?</td>
<td>Poor Counselors do presentations during Red Ribbon Week. Training is ongoing throughout the year.</td>
</tr>
<tr>
<td>Describe your Classroom and/or Behavior Management Program?</td>
<td>Grade Level Assemblies given to all students by entire administration, Security specialist and SRO8/22/2017</td>
</tr>
<tr>
<td>List any other Prevention Oriented Curriculum</td>
<td>Staff Development for Anti-Bullying and Harassment, Anti-Bullying, student training through English Classes, Infectious Disease course training, K/14/2017, Drug Violence Prevention SP#6 Videos</td>
</tr>
</tbody>
</table>
### Critical Incidents

#### Behavioral Emergencies

1. Administer Security and/ or ESH/SSG respond.
2. Stabilize the situation.
3. Remove participants from scene 4. Clear the area.

#### Bomb Threat

1. Call detailed information from caller by following BOD Bomb Threat Guidelines.
2. Notify ISU. Call 911 for update and command post location.

#### Chemical Biological

1. Call detailed information from caller 2. Call 911 and report to response team.

#### Civil Disturbance

1. Notify Principal/designee 2. Notify Cadre Director & ISU.
2. Notify Police if necessary.

#### Crisis Intervention

1. Notify Principal/designee 2. Notify Cadre Director & ISU.

### MSDHS Safety Plan

#### Fire


#### Hazardous Materials


#### Hostages

1. Notify Principal/designee 2. Notify Cadre Director & ISU 3. Activate SAFE Team if necessary

#### Disease Injury


#### Medical Emergencies

1. Contact Administration/security 2. Minor incident: move student to clinic and administer first aid 3. Contact ISU, notify principal/designee 4. Contact Cadre Director & ISU if necessary
Critical Incidents
1. Depends on the nature of the event.
   - Evacuate support staff in red from facility
   - Evacuation call for more support
   - Administration will confer with officials and law enforcement
   - Communication
2. Call 911
3. Notify Principal
4. Notify Student
5. Administration responds if necessary
6. Activates SAFE Team

School Bus
All student signing out must report to Student Services office including 9th grade. Parents must have a copy of their license with a written request allowing the student to travel. Student Service personnel contact parent by telephone and confirm sign-out permission.

Student Sign-In/Out
Multiple types of emergencies, situations vary, but in general, students should report assistance from the custodial staff and teachers to shut down, relocate, and secure the school's computer equipment.

Parent Emergency Notification Procedures
1. Alert Administration
2. Security
3. Notify principal/vice-principal if necessary
4. Notify Cadre Director & SRO

Vigilant Infiltrator/STAR Procedures

Critical Incidents
1. SRO & Law enforcement will investigate.
2. Administration will investigate circumstances (initial threat assessment if necessary)
3. Contact SRO
4. Notify Cadre Director

Weapons Found
During School Hours:
1. Hold class if necessary
2. If possible, move portable classes to secure location in main building
3. Check for and follow district directives

Weather Emergencies
- Teachers
- Counselors
- Fire
- Custodians
- Food Service
- Police
- Clerical Staff
- SRO
### MSDHS Safety Plan

#### After School

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Name</td>
<td>Y. Thompson, Principal</td>
</tr>
<tr>
<td>Administrator Phone</td>
<td></td>
</tr>
<tr>
<td>Emergency Contact Name</td>
<td>Stan Kuczmiski, On-site Officer</td>
</tr>
<tr>
<td>Emergency Contact Phone</td>
<td></td>
</tr>
<tr>
<td>Agencies that use your facility</td>
<td>Same</td>
</tr>
<tr>
<td>Emergency procedures told to employees</td>
<td></td>
</tr>
<tr>
<td>Emergency procedures told to parents</td>
<td></td>
</tr>
<tr>
<td>First Aid supplies location</td>
<td></td>
</tr>
<tr>
<td>List of special needs students</td>
<td>Yes</td>
</tr>
<tr>
<td>Emergency plan</td>
<td>Yes</td>
</tr>
<tr>
<td>On Call Procedures</td>
<td>Yes</td>
</tr>
<tr>
<td>Location map for after school activities</td>
<td>Yes</td>
</tr>
<tr>
<td>Employees know of Emergency Preparedness</td>
<td>Yes</td>
</tr>
<tr>
<td>Manual</td>
<td></td>
</tr>
<tr>
<td>Safety Plan shared with After School Provider</td>
<td>No</td>
</tr>
</tbody>
</table>

#### After School Program

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provider Name</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td></td>
</tr>
<tr>
<td>School Address</td>
<td></td>
</tr>
<tr>
<td>School Phone</td>
<td></td>
</tr>
<tr>
<td>School Fax</td>
<td></td>
</tr>
<tr>
<td>Describe nearest medical crossover to this school if an emergency occurs</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Provider Name Information</td>
<td></td>
</tr>
<tr>
<td>First Emergency Contact</td>
<td></td>
</tr>
<tr>
<td>Second Emergency Contact</td>
<td></td>
</tr>
<tr>
<td>Fire, Police, Child Safety</td>
<td></td>
</tr>
<tr>
<td>Child and Neighborhood</td>
<td></td>
</tr>
<tr>
<td>HHC (Skill Based)</td>
<td></td>
</tr>
<tr>
<td>School Mental</td>
<td></td>
</tr>
<tr>
<td>Before and After School Child Care</td>
<td></td>
</tr>
</tbody>
</table>
MSDHS Safety Plan

Post Emergency

- Do protocols exist for mental health and counseling needs: Yes
- Support Staff have reviewed Crisis Recovery from Critical Resource Manual: Yes
- Contact for coordinating counseling efforts: Lauren Rubenstein, OPP Liaison
- Community Agencies’ Mental health resources are accessible?: Yes
- List staff protocols for stress reduction strategies/post-trauma counseling: Use District Crisis Team
- List general protocols to address student post-trauma counseling: Use District Crisis Team
- List mental health/counseling follow-up protocols for post-traumatic events: Use School Social Worker and Student Support Services

Critical Incident resources used to service students, staff, and parents:
- Student Support Svcs
- Employee Assistance Program
- Hospital
- Local Clergy
- District Social Worker
- SMU
- Psychology Services
- District Counselor

MSDHS Safety Plan

Safe Team

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Backup 1</th>
<th>Backup 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Incident Commander</td>
<td>Ty Thompson</td>
<td>Denise Reed</td>
<td>Winfred Porter</td>
</tr>
<tr>
<td>Student Parent Reunion</td>
<td>Winfred Porter</td>
<td>Max Rosario</td>
<td></td>
</tr>
<tr>
<td>Coordinators</td>
<td>Ivette Figueroa</td>
<td>Kelvin Greenleaf</td>
<td></td>
</tr>
<tr>
<td>Student Supervision</td>
<td>Winfred</td>
<td>Kelvin Greenleaf</td>
<td>Ivette Figueroa</td>
</tr>
<tr>
<td>Coordinators</td>
<td>Eduardo Suarez</td>
<td>Raul</td>
<td>Roy Spooner</td>
</tr>
<tr>
<td>SAFE Team Leaders</td>
<td>Max Rosario</td>
<td>Chris Hixan</td>
<td>Amelia Pera or School Nurse</td>
</tr>
</tbody>
</table>
### Campus/Building Information

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total square footage of campus?</td>
<td>410,234</td>
</tr>
<tr>
<td>Number of floors for instructional or administrative building?</td>
<td>2 stories</td>
</tr>
<tr>
<td>Number of stairwells in administration building?</td>
<td>N/A</td>
</tr>
<tr>
<td>Describe location (FIS10) of campus elevation</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of portafels and/or modulars</td>
<td>25</td>
</tr>
<tr>
<td>Describe campus pool locations</td>
<td>N/A</td>
</tr>
<tr>
<td>Describe pool safety procedures</td>
<td>N/A</td>
</tr>
<tr>
<td>Where is the electrical control panel for administrative building?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where is the fire box in the administrative building?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where is the gas/oil shut off in the building?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where is the water shut off in the building?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where are the shut-off controls for the central air units?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where are the chemicals/controlled substances used for science?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where are hazardous materials used by students?</td>
<td>N/A</td>
</tr>
<tr>
<td>Where are hazardous materials used by pool maintenance?</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Security Monitoring

- **Do building(s) have CCTV/Video Surveillance System?** Yes
- **Where is the camera monitoring station located?** N/A
- **How many cameras are on the school campus?** N/A
- **What areas do the cameras monitor?** N/A
- **What type of recording device is used?** Digital Recording which transfers to DVD
**MSDHS Safety Plan**

### Critical Incidents

#### Behavioral Emergencies
1. Administration, Security and SRO respond.
2. Stabilize situation.
3. Remove participants from scene.
4. Clear the area.
5. Notify necessary agencies including Cadre Director, EMS & SIU.

#### Bomb Threat
1. Get detailed information from caller by following BSO Bomb Threat Guidelines (copy next to each main phone).
2. Call 911 and request bomb squad.
3. Notify principal/director.
4. Evacuate building to remote location.
5. Notify Cadre Director & SIU.
6. Call 911 for update and command post location.

#### Chemical Biological
1. Get detailed information from caller.
2. Call 911 and request.
3. Fire/Environmental
4. Notify principal/director.
5. Evacuate building to remote location.
6. Notify Cadre Director & SIU.
7. Call 911 to update and command post location.

#### Civil Disturbance
1. Notify Principal/director.
2. Initiate Lockdown.
3. Notify Cadre Director & SIU.

#### Crisis Intervention
1. Notify Principal/director.
2. Initiate Lockdown.
3. Notify Cadre Director & SIU.
5. Activate SAFE Team.

---

**School Emergency Kit**

Please list items in bags: (Appendix 95)
# MSDHS Safety Plan

## Limited Mobility Students

<table>
<thead>
<tr>
<th>Does site have limited mobility students enrolled?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Designee</td>
<td>Jessica DeCarlo</td>
</tr>
<tr>
<td>Staff Designee Alternate</td>
<td>Lynn Domino Davis</td>
</tr>
<tr>
<td>List fire rescue areas (ADA standards) for LM Student evacuation</td>
<td></td>
</tr>
<tr>
<td>List the names of the LMS students</td>
<td>Yes</td>
</tr>
<tr>
<td>Where is this list located?</td>
<td></td>
</tr>
<tr>
<td>Is there an established evacuation location(s) for LMS students?</td>
<td>South Parking Lot</td>
</tr>
</tbody>
</table>

## Administrator Acknowledgement

<table>
<thead>
<tr>
<th>Principal</th>
<th>Ty Thompson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff who assist in school development planning</td>
<td>Terrence Sullivan</td>
</tr>
<tr>
<td></td>
<td>Eduardo Suarez</td>
</tr>
<tr>
<td></td>
<td>Scott Peterson</td>
</tr>
<tr>
<td>Administrator Submitting Report</td>
<td>Winfred Porter</td>
</tr>
<tr>
<td>Administrator's Title</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Report Date</td>
<td>11/20/2017</td>
</tr>
<tr>
<td>Initials</td>
<td>WP</td>
</tr>
<tr>
<td>Comment</td>
<td></td>
</tr>
</tbody>
</table>
Emergency Code Training conducted by Detective Al Butler, Special Investigations Unit

- Training was conducted at MSDHS on January 11, 2018.
- Administration, teachers, maintenance and support staff attended.

- A PowerPoint of the codes was presented and a portion of the training was spent discussing the various color codes and what to do in each instance.
- According to Butler, he had an open discussion about the Code Red protocol. Butler discussed keeping doors locked at all times, shutting off all the lights, covering the door window, moving the students to a hard corner of the classroom and to stay quiet.
• Butler said that the discussion was very interactive and many teachers asked good questions.
• Butler suggested marking the hard corner of the room.
• After the training and on February 14, 2018, only 2 of the 30 classrooms in building 12 were marked denoting the hard corner. (The District has no policy on this and leaves it to the teachers’ discretion.)

• Detectives attempted to interview teacher Marcia Cunningham. She declined an interview, but did voluntarily make the following statements:
  • Two years prior to Butler’s training, she had been told to remove paper that covered her door window.
  • After the Butler training, she replaced the paper on the door window and also placed tape on the ground denoting the hard corner.
Classroom Door

Tape Line

1212 – 1st Floor

Classroom Door

Tape Line

1212 – 1st Floor
• Multiple teachers advised that Butler’s training in January 2018 was useful because they did not have any prior Code Red training.
• Post training, administrators and campus monitors found most of the teachers locked their classroom doors. However, administrators and campus monitors did continue to find some doors around the campus unlocked and even propped open.
• These teachers were reminded to keep the doors shut and locked.
Al Butler PowerPoint

Faculty Training 2017-18
Special Investigative Unit

Two Minutes

- Schools must be prepared to ensure the care and welfare of students and staff during the first critical minutes after an incident WITHOUT outside assistance.
MANDATORY

- **HAVE YOUR DOORS LOCKED AT ALL TIMES!**
- **STAR SYSTEM!**
Broward Schools

- NOVEMBER 2002
  - PIPER HIGH SCHOOL
    - Student Stabbing

- SEPTEMBER 2005
  - ELY HIGH SCHOOL
    - Accidental Gun Fire

- DECEMBER 2005
  - MIRAMAR CHARTER SCHOOL
    - Bus Shooting

Broward Schools

- Dillard High School shooting which one student was killed 2007.

- B. A High student shot and killed outside of campus after late night Talent Show, 2012

- Coral Springs HS. Student brought gun on campus. Planned to kill students, 2016.

- Tamavella HS. Student had toy gun. Students alerted staff, 2017.
• The school is on a code Yellow. What are the teachers responsibilities?

• Code Black evacuation is called. What are the teachers responsibilities?

• Code Red is called. What are the teachers responsibilities?

Are you prepared
Classroom Door Locks

• Prior to 2/14, the doors could only be locked from the outside by using a key.
• A quarter turn of the key would allow the door to be opened, but still remain locked after closing the door.
• A full turn of the key would unlock the door and keep the door unlocked after closing.
• A full turn in the opposite direction would then relock the door and allow for the door to remain locked after closing.

Steven Wexler, USSS (Retired)

• Retired Secret Service Agent.
• Over the past 5 years, Wexler has served as a guest speaker to several of the social studies classes at MSDHS.
• According to Assistant Principal Winfred Porter, Wexler developed a positive rapport with students and staff over the years.
Wexler’s Visit to MSDHS

• On 12/15/2017 AP Porter arranged a meeting with Wexler to discuss campus security and solicit feedback.

• On 12/15/2017, Porter met with Wexler in the east parking lot of the school.

• Porter entered Wexler’s vehicle who subsequently drove into the south parking lot of MSDHS. The south lot is secured by a perimeter fence with two swinging gates allowing vehicle access into the lot.

• The gates were left open and unattended.
Wexler pointed out that the gates should be locked at all times.

Wexler also pointed out that someone could position themselves on the Sawgrass Expressway and open fire during an evacuation.

Wexler proceeded to make his way through the campus on foot. Wexler placed sticky paper on doors denoting that each sticky represented a potential vulnerability.

Porter stated that Wexler made the following recommendations:

**Training**

1. Train early and often to ensure personnel and students are familiar with the processes.
2. Train substitutes when appropriate.
3. Custodians to attend Safe Team meetings.
4. Teacher training to identify “Safe Zones” in their classrooms.
5. Students are trained by teacher of proper protocol.
Wexler recommendations continued:

**Fire Alarms**

1. Determine if alarm is real/decoy/false.
2. Check out alarm prior to evacuating all buildings at once.
   - Porter stated it was determined that there would be no changes to the evacuation procedures due to the expectations of existing district practices.

Wexler made the following recommendations

**Exterior Gates**

- Place a monitor in front of the campus. (East lot)
Medina had been moved from his previous post to the front of the school to monitor students from coming and going as well as to monitor visitor traffic.

- Keep exterior gates locked.

Recommendations that were implemented:

- Training on existing emergency codes and who could call a Code Red, reiterated during the January 11th training.
- Locking exterior gates that were not being staffed when open.
- Provide substitutes with identification badges while on campus.
• Medina was assigned in front of the school.
• Identify “hard corners” in classrooms. Only 2 of 30 classrooms in building 12 were marked with hard corners on February 14, 2018.
• According to Porter, Wexler did not complete a written report. These suggestions were articulated verbally during a conversation between Wexler and Porter. Wexler is not an active Secret Service Agent. He was acting as a civilian.

Teacher Interviews:
Multiple teachers from building 12 were interviewed along with a sampling of 10 teachers whose classrooms were in other buildings of the school. Below is a summary of their statements.
• Most teachers knew that Assistant Principal Porter was in charge of school safety.
• All teachers stated that the color coded emergency flip chart was placed in their room.
• All teachers advised they had not drilled for any of the color codes prior to 2/14/18 except for monthly fire drills – No Code Red drills.
• All teachers advised they did not know of a specific policy regarding Code Red/lockdown.
• All teachers stated they attended the training conducted by Al Butler on 1/11/18 and found the information helpful during the time of the incident.

• No follow up or additional school security training was ever conducted by the administrative staff, security specialist or the SRO prior to, or after Butler’s training.
• Teachers were not advised on how to set up their classrooms. The administrative staff did not inspect rooms.
• All of the teachers interviewed stated that they knew to keep their doors locked.
• All teachers said their doors were locked on the day of the incident.
• During the January 11th training, the teachers were instructed to take all of their students to a hard corner of the room where they couldn’t be seen from the door window.

• Only 2 of the teachers interviewed denoted the hard corner by placing a line of tape on the floor. Although marked as a hard corner, multiple large objects limited the student’s access.

• The others verbally advised their students of the hard corner, but did not mark it nor did they clear the hard corner for student access.

• Classroom teachers are not assigned portable radios. They have to communicate with the front office via the PA or by phone. A landline phone is provided in each of the classrooms.

• According to teacher Ernest Rospierski, some teachers did not take code drills seriously because they were notified in advance that a drill would be conducted and didn’t want to lose out on instruction time.

• “It’s Parkland, we didn’t think that anything like this could happen here” was the response that was commonly stated when interviewing the teachers.
• Rospierski advised that the first thing he heard was the fire alarm and subsequently began the evacuation of his classroom. Once out in the hallway, Rospierski said that he heard gunshots.

• Rospierski said that the hallways are not equipped with PA speakers and while in the hallway, he was unable to hear what was said over the PA.

• All teachers in building 12 that sheltered in place did so because the first thing they heard was gunfire.

• All teachers in building 12 that evacuated their classrooms did so because the first thing they heard was the fire alarm.

• Not one teacher advised that they heard the Code Red being called over the PA. The teachers reacted to the sound of gunfire or the fire alarm.
• All teachers were unclear if they were allowed to call a Code Red.

• The MSDHS administrative staff stated anyone can call a Code Red (post 2/14/18).

• However, the teachers that we recently interviewed were still not completely clear about how and if they could call a Code Red.

• Most teachers and students interviewed perceived the event as though it was just a “Drill”.

• Teacher recommendations:
  • Arm willing staff.
  • More real life scenario training.
  • Move electrical outlets that are placed in the “Hard Corner” because they force teachers to utilize the space for their desk and other equipment.
  • Equip all teachers with a panic button on a lanyard.
  • Make sure PA system can be heard in the hallways and outside the common areas.
  • “Problem” students should not be placed in regular classes.
  • Better video camera system.
MSDHS Administrative Staff Interviews:

• All advised that the ingress and egress gates were opened in the morning and afternoon to allow foot and vehicle traffic in and also out. The gates were not staffed while open.

• All advised that they did not know of a specific school board policy regarding campus monitors.

• When referring to the campus monitors responsibilities, all MSDHS administrators used the term “Observe and Report.”

• But, upon further questioning, the administrators acknowledged that the campus monitors actually did make contact with students throughout the day vs. simply reporting an incident to the administrative staff.

• The campus monitors were each assigned a specific post to monitor during the course of the day.
• All administrators advised that they did not instruct teachers to set up their classrooms in a way that would keep the “hard corner” open.

• All administrators advised that the teachers were instructed to keep their doors locked and did not have the option to keep the doors ajar (post 1/11/18 training).

• All AP’s said that occasionally they would walk the campus and check doors to make sure they were locked.

• Prior to the January training there was no definitive answer given by any of the AP’s about who could call a Code Red.

• All AP’s stated that a fire alarm drill was conducted monthly; however, a Code Red drill had not been conducted prior to 2/14/18.

• All AP’s were aware of a web based school safety plan as well as an emergency flip chart. All teachers were provided with the emergency flip chart. Teachers were not aware of the safety plan generally.
• All MHSDS administrative staff knew the proper protocol to be followed once a Code Red was initiated. (Door locked, go to the safe corner, lights out, keep quiet)

• Per Principal Thompson, it was stated during the January training that “anyone” can call a Code Red. Teachers without radios would have to call the front office via the PA or phone and relay the information to the office. Nevertheless, they were still unclear about when or how to call a Code Red.

• 4 of the 5 AP’s stated they had no complaints about Deputy Scot Peterson, however AP Reed advised that Peterson should have been patrolling the campus more instead of being inside of his office all the time.

• On 2/14/18, AP’s Reed, Porter and Morford all advised that they called a Code Red via the Portable Radio. AP Porter stated he also called the Code Red via the school intercom system.
• AP Reed advised that she received information (Porter) about a “gas leak” alarm coming from building 12.
• AP Reed said that she responded to the area of building 12 and encountered Peterson standing in the breezeway between building 7 and 8.
• She stated that she clearly heard “a lot” of gun shots coming from within building 12 and told Peterson, “That’s gunfire in there.”

• AP Reed said that Peterson had his gun out and was on his police radio.
• She told me that she left the area to help get kids back inside and thought Peterson was going to building 12 to address the shooter.
• It’s at this point the teachers and assistant principal’s outside of building 12 remained locked down until rescued by law enforcement.