

Keep Your School SAFE



An informative guide to assessing and implementing an effective and affordable security program for North American Jewish Schools

“This document is a valuable resource that provides schools with pertinent yet practical safety and security considerations that can contribute to increased levels of preparedness towards establishing a culture of security within their organizations.”

Secure Community Network



“Principals and school administrators will find this vital safety and security guide to be a useful resource.”



“This guide is an essential tool for any school or synagogue to learn to identify potential threats and how to put in place the appropriate safeguards.”



“Practical, informative and useful, we are happy to be a part of this vital initiative.”



“The Keep Your School Safe guide is essential for every school and Synagogue to use to help identify the weak points of their current security procedures thereby creating a strong and manageable situation to maximize everyone’s safety.”



“Keeping Your School Safe’ has become the benchmark document for creating an effective security program at Jewish schools.

Joshua Gleis, PhD



This guide is in memory of the four rabbis murdered in Har Nof, and the brave policeman who gave his life protecting them. This guide is also dedicated in memory of those massacred in the recent attacks in Paris.

Authored by Frank Storch

Sponsored by The Chesed Fund Limited and Project Ezra of Greater Baltimore, Inc.

Authored by
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Northern Park Heights CERT
*(Community Emergency Response Team,
A Homeland Security Initiative)*

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*This guide has been reviewed by members
of law enforcement agencies and SWAT, as well as
Israeli and American Security and School Professionals.*

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The Chesed Fund Limited is dedicated in memory of Mordechai & Rebecca Kapiloff ז"ל,
Dr. Bernard Kapiloff ז"ל and Rabbi Norman & Louise Gerstenfeld ז"ל.

Printing dedicated in loving memory of Mr. M. Leo Storch ז"ל.

In loving memory of Shoshie Stern and Rabbi Dovid Winiarz ז"ל.

In special tribute to Alberto Nisman, the Argentinian special prosecutor.

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FRANK STORCH

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May 2013

Dear Presidents, Principals, School Staff, Rabbis, and Rebbetzins:

We were all shocked by the horrific tragedy that took place in December 2012 at Sandy Hook Elementary School in Newtown, Connecticut. This incident, along with the more recent Boston Marathon terror attack, calls attention to our schools' crucial responsibility to protect our children.

Based on over 35 years of hands-on safety and security consulting experience, and my role as Coordinator of the Northern Park Heights CERT (Community Emergency Response Team), I believe that every school can benefit from re-evaluating and updating its safety and security measures. This is due to the constantly changing nature of outside threats, the increasing availability of new equipment and methods, and the need for staff and students to be up to date on their security training.

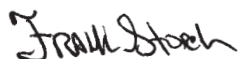
In this light, I present this "Keep Your School Safe" guide. The purpose of this guide is to help your school ask the right questions, the answers to which will help you create a safety program customized to your own particular needs. After completing an assessment of your security needs and outlining a plan to address them (including the anticipated budget), consider applying for a Homeland Security grant, as well as to private foundations, charitable organizations, non-profit and for-profit companies, and local sponsors for funding.

Included in this guide is a flyer featuring a potential new Community Security Initiative (CSI) program. This proposed community-based initiative utilizes a team of experienced volunteers to focus on current community safety concerns that have not yet been addressed. You may want to consider starting this type of initiative in your own community.

Your feedback is critical to this effort. It will enable me to expand the reach of this guide to public and private schools outside of the Jewish community. Please do not hesitate to share your thoughts and comments with me at 410-358-2525 or chesedfund@gmail.com.

Our goal is for this guide to reach every Jewish school, Yeshiva, Synagogue, and camp in North America. In addition to printing and distributing 10,000 copies, we are also providing an electronic version so that you can print and/or share it with others, along with resources and links. There is absolutely no obligation or charge for downloading, using or distributing this guide. Please visit www.KeepYourSchoolSafe.com for more information as well as letters of recommendation for this guide.

Respectfully yours,



Frank Storch



KEEP YOUR SCHOOL SAFE

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Resources

Visit these sites for more information.

American Red Cross
www.redcross.org

Community Security Service
www.theccs.org

Department of Homeland Security
www.dhs.gov

Federal Emergency Management Agency
www.fema.gov

Jewish Community Relations Council of New York
www.securityblog.jcrcny.org

National Clearinghouse for Educational Facilities
www.ncef.org

Ready
www.ready.gov

Secure Community Network
www.scnus.org

U.S. Department of Education
www.ed.gov

***To download free copies of this guide, please visit our website
www.KeepYourSchoolSafe.com***



Emergency Preparedness Audit

Please share with all staff, security personnel, other schools and community members.

This audit applies year-round to any and all programming on and off school grounds. After completion, please use the Summary of Audit Assignments found on page 21.

Instructions:

SAMPLE

On a scale of 1-10 (10 being the best), how is your school currently addressing this item? If it does not apply to your school, put "N/A".

If you're considering addressing this item, mark it with a "✓". If not, mark it with an "X".

Write the anticipated start date for dealing with this item.

Write the name(s) of those who will be in charge of following up on this item.

Write the completion date of this item.

- Has the school designed or adopted a Crisis Management Plan – a set of safety and security protocols to address the potential of a safety crisis in school buildings or on school grounds?

Score	To Consider	Start Date	Assigned To	Completion Date
3	✓	July 2, 2013	Yosef B. Jacobson Shulamis T. Siegel	Nov. 16, 2013

SAFETY & SECURITY PROTOCOLS

- Has the school designed or adopted a Crisis Management Plan – a set of safety and security protocols to address the potential of a safety crisis in school buildings or on school grounds?

Score	To Consider	Start Date	Assigned To	Completion Date

	Score	To Consider	Start Date	Assigned To	Completion Date
2. Does the Crisis Management Plan include procedures for bomb search, emergency evacuation, medical emergency, and hazardous materials, as well as natural disasters such as storm, fire, and earthquake?					
3. Is the Crisis Management Plan accessible to all key personnel?					
4. Are all safety and security protocols kept up to date?					
5. Is a thorough assessment of the school's safety and security protocols periodically conducted by security professionals and/or law enforcement? When was the last time such an assessment was completed?					
6. If the assessment was done by a security professional, has the school contacted local law enforcement to ensure that any suggestions implemented comply with local laws and regulations?					
7. Did the security assessment highlight items that need to be addressed immediately? Have they been addressed?					
8. Did the security assessment include procedural or operational recommendations? Have they been implemented?					
9. Has the school considered joining other schools in hiring a single security consulting company to develop unified and standardized safety and security protocols for cost-effectiveness and efficiency purposes?					

SCHOOL GROUNDS

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Is there anything unique to the school's geographical location or building infrastructure that needs to be addressed specifically with regard to security?					
2. Is daily traffic in and out of school grounds monitored by guards, cameras and/or video surveillance? Has the school considered using a guard station/booth with a uniformed guard present during school hours?					



	Score	To Consider	Start Date	Assigned To	Completion Date
3. Is there appropriate lighting and an unobstructed view of all vehicles and individuals entering the premises?					
4. Have the student drop-off and pick-up locations – both on and off school grounds – been assessed for any security concerns?					
5. Has consideration been given to parking a marked security vehicle at the entrance as a deterrent to intruders?					
6. Are there barriers and/or planters to prevent vehicles from driving into the building(s) and the outside play area(s)?					
7. Has consideration been given to prohibiting large vehicles from parking within 50 feet of the school? If vehicles (especially trucks) are allowed close to the building, are they monitored?					
8. Has the school considered installing rolling steel gates/grills to deny further access to an intruder who has already entered one section of the building?					
9. Has consideration been given to hiring an off-duty police officer or an Israel-trained security professional to provide extra coverage during school arrival and dismissal times and/or during special events?					
10. Are security personnel licensed, bonded, and insured?					
11. Has consideration been given to upgrading parking facilities and open spaces to make them less vulnerable to a security breach?					
12. Has consideration been given to issuing parking permits/decals to parents and staff members?					

SECURITY EQUIPMENT

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Is an alarm system on at all appropriate times to prevent unauthorized access?					

	Score	To Consider	Start Date	Assigned To	Completion Date
2. Are there panic buttons in key areas of the building? In every classroom?					
3. Do key personnel have portable panic buttons and/or two-way radios?					
4. Is there a backup generator to operate essential equipment (e.g. surveillance cameras, PA system) in the event of a power outage?					
5. Are surveillance cameras prominently displayed?					
6. Are there strategically placed inexpensive supplemental cameras to provide cost-effective additional deterrence?					
7. Are surveillance cameras checked regularly to ensure they are functioning properly?					
8. Are the existing cameras capable of automatic number plate recognition (ANPR), in case there is a need for further investigation?					
9. Are surveillance cameras monitored in real time, either by a security monitoring service or by local law enforcement?					
10. If surveillance cameras are not monitored in real time, are the recordings reviewed on a regular basis?					
11. Has the school considered connecting to already established live remote video feeds whereby local law enforcement can monitor any dangerous activity in the event of an emergency? (Video surveillance footage can be streamed live to patrol cars, local precincts, and command staff, as is already being done in states throughout the country, e.g. Illinois, Maryland, New Jersey and Pennsylvania.)					
12. Has consideration been given to using advanced cost-effective technology, such as smartphone or tablet applications that allow for live remote access viewing of the interior and exterior of the building(s)?					
13. Are there multiple clear and conspicuous signs notifying visitors that the school is monitored (e.g. "Security Cameras in Use")?					



ENTRANCES

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Are there clear signs directing visitors to enter the school only via the main entrance(s)?					
2. Are all entrance doors clearly marked with numbers for easy identification by emergency responders?					
3. Are there uniformed security personnel at the front desk?					
4. Are all visitors required to be buzzed in after a visual and verbal exchange?					
5. Has front desk personnel been trained in identifying suspicious appearance and behavior to determine if it is safe to buzz someone in?					
6. Are all visitors signed in and out?					
7. Are visitors given identification badges/stickers that must be worn at all times while on the premises?					
8. Has consideration been given to upgrading points of entry to an electronic access control system?					
9. Has consideration been given to installation of an additional entrance vestibule?					
10. Is there a procedure in place to carefully monitor the school entrance to prevent an intruder from slipping in with a large group of people?					
11. Has the need for a qualified armed security guard been evaluated? According to a report in <i>Time Magazine</i> ("The Next Gun Fight," Jan. 28, 2013), "About a third of all public schools in the U.S. already have armed security..."					
12. Have all interior and exterior doors been designed to close automatically and securely?					
13. If an exterior door is propped open, what mechanism is in place so that the office is notified immediately?					
14. Are all emergency exit doors clearly marked as such (e.g. "Emergency exit only, alarm will sound if opened")?					

15. Has consideration been given to installing heavily reinforced security doors (e.g. the Rav-Bariach doors manufactured in Israel) and reinforced safety glass?
16. Are specific staff members (and backups) assigned to lock up at the end of each day?
17. Have security protocols been tested by sending an unannounced, non-threatening visitor into the school to see if established procedures are followed?

Score	To Consider	Start Date	Assigned To	Completion Date

CLASSROOMS & OFFICES

1. Is a lockdown procedure checklist posted in every classroom and office?
2. Do all classrooms and offices have clearly marked room numbers outside the door so that emergency responders can easily locate them if necessary? Do the teachers know their classroom number(s)?
3. Do all classrooms and offices have a diagram that shows where the room is located within the building, and clearly indicates the locations of emergency exits, escape routes, and safe rooms?
4. Are all classroom and office doors and windows lockable? Is all locking hardware in working order?
5. Is there a clear policy to determine whether classroom or office windows may be opened, and to ensure they are re-locked upon closing?
6. Is there a mechanism in the main office to remotely lock all classroom doors to prevent entry?
7. Do classroom doors have classroom-safe double cylinder deadbolts to prevent an intruder from entering by breaking the glass, reaching in and unlocking the door? Is the deadbolt key easily accessible to staff?

Score	To Consider	Start Date	Assigned To	Completion Date



	Score	To Consider	Start Date	Assigned To	Completion Date
8. Has the school considered utilizing lock-down door magnets, which eliminate the need for a key to lock a classroom or office door during a lockdown?					
9. If classroom or office doors open out into the hallway, has consideration been given to installing a barricade security bar that pulls down onto the interior of the door to lock the door in place?					
10. Are classroom and office door windows fortified with reinforced security glass or a metal plate to prevent an intruder from shooting through the glass?					
11. If considering new construction or renovations, has the school consulted a security expert for advice on building details (e.g. reinforced ground floor doors and windows)?					
12. Are there heavy-duty door stoppers in each room to prevent doors from being forced open?					
13. Do classroom and office windows have locking mechanisms that prevent forced entry from outside the building while allowing easy escape from inside the building?					
14. Are window exteriors marked with room numbers for easy identification by emergency responders?					
15. Are mechanical malfunctions of doors and windows reported immediately to the Security Coordinator or designated administrator so that repairs can be completed as quickly as possible?					
16. A safe room is a pre-designated room where students can be kept safe for a period of time. How many safe rooms does the school have?					
17. Are safe rooms clearly marked, in a manner that would not be obvious to an intruder?					
18. Is a lockdown procedure checklist posted in each safe room?					
19. Is emergency equipment available in each safe room at all times?					

COMMUNICATION

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Does the school have an emergency contact list prominently posted in appropriate places (see page 33)?					
2. Does the school have a Public Address system?					
3. Is the school's PA/phone system fully operational? Is it checked periodically?					
4. Are there clear operating instructions near the PA/phone system?					
5. Can the PA/phone system be heard clearly throughout the entire school, including all administrative offices, restrooms, libraries, lunchrooms, gyms, auditoriums, outside areas, etc.?					
6. Are bullhorns available to be used in the event of an emergency where the PA/phone system is not working and/or the power is out?					
7. Have communication systems been established between school buildings and/or campuses?					
8. Are teachers required to carry two-way radios when they are outside the building with students?					
9. For those equipped with two-way radios, is there an established code word to alert others to a possible threat?					
10. Do key personnel and faculty have texting group lists of all staff stored on their cell phones for use in the event of an emergency?					
11. Does the school already have a teleconference line that is being used by key personnel and faculty for "meeting" purposes? If so, that same line can be used to discuss an emergency that is occurring, in the event that texting is not an option.					
12. Do all personnel have the teleconference phone number and password stored in their cell phones?					



	Score	To Consider	Start Date	Assigned To	Completion Date
13. If a teleconference line has not yet been arranged, has the school considered arranging for this service?					
14. Does staff know how to use the teleconference line? Has there been a practice call?					
15. Is there a designated hotline for parents to call to receive up-to-date information in the event of an emergency?					
16. Do bus drivers have cell phones with emergency contact information of all key personnel? Is there a bus monitor that can relay information in the event of an emergency?					
17. Do the school's private school buses have GPS trackers?					
18. Has the school considered utilizing a GPS tracker communication device (e.g. SPOT) that can send messages via satellite, so that if a school group off campus has an emergency it can be easily located?					
19. Is there a mechanism to alert other local and national Jewish schools and institutions to an emergency situation?					
20. Has the school ensured that only non-sensitive information is available on the school website, to prevent revealing information that could lead to a potential threat (e.g. advertising events with the number of people planning to attend)?					

SECURITY COORDINATOR

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Has a key staff member who is on-site daily been designated as the school's "Security Coordinator" to act as the point person for all safety and security protocols? Has the school considered hiring someone for that specific position?					
2. Has an Assistant Security Coordinator been designated in case the Security Coordinator is off-site during an emergency?					

	Score	To Consider	Start Date	Assigned To	Completion Date
3. Is there a clear chain of command for when the Security Coordinators are off-site for any amount of time?					
4. Are the Security Coordinators' roles and responsibilities clearly defined in writing?					
5. Does the Security Coordinator ensure backup coverage for all staff assignments?					
6. Does the Security Coordinator regularly review crisis plans and update protocols?					
7. Does the Security Coordinator regularly check in and compare notes with other schools? Are there periodic meetings?					
8. Does the Security Coordinator develop and maintain relationships with local law enforcement and the fire department?					
9. Have liaison officers been assigned to the school by local law enforcement and the fire department?					
10. Has the Security Coordinator encouraged local law enforcement/emergency responders to train for active shooter scenarios at the school?					
11. Has the Security Coordinator arranged for nearby facilities to be pre-designated evacuation sites in the event of a lockdown?					
12. Does the Security Coordinator have an up-to-date "crisis kit" that includes aerial photos of the school, blueprints, floor plans showing designated safe rooms, list of evacuation sites, door entry and alarm codes, master keys, student/staff rosters with emergency contact numbers, security procedures, daily school schedules, flashlight, two-way radio, first aid kit, location of utility shutoff valves, and location of emergency supplies?					
13. Is the crisis kit easily accessible? Do other key personnel know its location in the event that the Security Coordinator is not available?					
14. Is a crisis kit available at a secure off-site location (e.g. Hatzalah office, Shomrim office, etc.)?					

	Score	To Consider	Start Date	Assigned To	Completion Date
15. Are the school's blueprints available to the Security Coordinator and key personnel on an easily accessible tablet or laptop?					
16. Does the Security Coordinator provide local law enforcement and fire department officials with up-to-date relevant items from the crisis kit?					
17. Are the master keys provided to law enforcement in the crisis kit high security keys (e.g. Medeco, Rav-Bariach) marked "do not duplicate"?					
18. Are the master keys individually marked to correspond to door numbers? Are the keys for each building (e.g. elementary school, middle school, etc.) on separate key rings to allow for quick access?					
19. Does the Security Coordinator change the lock/alarm codes periodically? (Never leave the code next to the key pad – even if it is written in Hebrew.)					
20. Has the Security Coordinator assigned a staff member to perform routine checks (aside from school closing time) to ascertain that all doors and windows that should be locked are locked?					
21. Has the Security Coordinator established security measures for off-campus activities such as trips?					
22. In the event that armed security is needed immediately and police are unavailable, does the school have a relationship with a private security company and/or a list of trained community members who can respond immediately?					
23. Does the Security Coordinator submit an annual security report to the principal and school board?					

STAFF

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Are all permanent and temporary staff members required to wear photo ID badges?					

2. Is there a method of deactivating lost or stolen ID badges?
3. Do staff members wear a key ring with their classroom key and a clear plastic protector that holds a class roster (attached to their badge)?
4. Do all staff members have a list of emergency numbers beyond 911 (e.g. Hatzalah, Shomrim, Community Emergency Response Team – CERT, direct numbers to local law enforcement and the fire department)?
5. Does administrative staff have all contact information of key personnel stored in their cell phones?
6. Is staff and student contact information updated regularly? Are paper copies kept handy?
7. Are all teachers required to carry cell phones at all times, even when they leave the classroom?
8. Are teachers' cell phones powered on, and on "silent" mode?
9. Do phone operators know how to respond to a caller who threatens to harm the school (see Bomb Threat Response Checklist, page 28)?
10. Are background checks routinely performed as part of the hiring process for all staff members, including teachers, daily service staff members and school bus drivers?
11. Are staff members encouraged to share their personal views on the school's safety and security issues (see Faculty/Staff Security Questionnaire, page 30)?
12. Have all food vendors been properly screened to ensure that food is not tampered with?
13. Do kitchen staff and other food handlers follow protocols to properly store and secure all food, to prevent contamination or poisoning?

Score	To Consider	Start Date	Assigned To	Completion Date

TRAINING

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Are all current and incoming staff and students trained in the school's emergency procedures? Are procedures reviewed regularly?					
2. Does the school provide a brief yet comprehensive written summary of safety and security protocols to all staff, including substitute teachers?					
3. Is there a minimum of one in-service training day every year, to focus exclusively on safety and security issues?					
4. Has the school considered collaborating with other local schools for the in-service day, so that there is a greater probability that security professionals (e.g. SWAT) can be available to dispense critical advice?					
5. Does staff and student training include...					
a. protocols for alerting and assisting students with disabilities in the event of an emergency?					
b. not to open doors for visitors?					
c. not to use wedges to keep outside doors open?					
d. how to administer First Aid and CPR?					
e. the obligation to cooperate fully during all drills, as well as during a real emergency?					
f. "If you see something, say something™"? (For safety and security, they have an obligation to inform anyone who can help.)					
g. the "15-30 second rule" (that within 15-30 seconds everyone must enter the closest "safe room" or "safe office")?					
h. the policy that all doors will be locked after 30 seconds, regardless if staff or students are still outside the classroom?					

	Score	To Consider	Start Date	Assigned To	Completion Date
i. how to respond when they are outside of their classroom or building when a lockdown is announced?					
j. when to call 911?					
k. responses to various threat scenarios (e.g. if an intruder has gained entry to a classroom)?					
l. considering escape (without drawing attention) as an option if gunshots are heard?					
m. self-defense?					
n. the critical life-saving skill of remaining calm, making quick judgments, and taking decisive action?					
o. the understanding that intruders may be people they have seen before in the school, or whose dress and appearance might make it look like they belong in the school?					
p. mental health awareness, so they can be alert to the behavioral warning signs preceding acts of aggression or violence, and report appropriately?					
6. Has consideration been given to training maintenance and janitorial staff in relevant safety and security protocols?					
7. Does additional staff training for specific positions include firearms training and licensing?					
8. Has the school considered training parents in relevant safety and security procedures?					

LOCKDOWN DRILLS

	Score	To Consider	Start Date	Assigned To	Completion Date
1. Have lockdown drills been performed with and without prior notification to staff and parents?					
2. When parents are notified of an upcoming lockdown drill, is sufficient notice given for them to discuss it with their children?					



	Score	To Consider	Start Date	Assigned To	Completion Date
3. Does the school notify law enforcement prior to initiating a lockdown drill, to avoid any confusion?					
4. During a lockdown drill, is a sign posted on building doors and/or a staff member stationed outside to inform visitors that they may not enter due to an ongoing drill?					
5. Have lockdown drills been performed at different times of the day?					
6. Have there been drills to run through various lockdown scenarios, including when students are outside the building?					
7. Do drills include a pre-designated place for teachers and students to go if they are returning from an off-campus activity?					
8. Are lockdown drills performed for a minimum of ten minutes, allowing ample time to assess any potential flaws throughout all school buildings?					
9. Do drill procedures include adequate assistance for preschool children and students with disabilities?					
10. Is an all-clear signal with a code word announced over the PA/phone system when a lockdown is over, to ensure that the lockdown does not come to an end prematurely?					
11. To minimize "drill fatigue," are drills run on individual classrooms first to perfect the process on a smaller scale prior to running a larger campus-wide drill?					
12. Are campus-wide drills then practiced until they run smoothly?					
13. Have law enforcement officers been present during a lockdown drill? Have they provided written feedback?					
14. Does the Security Coordinator record lockdown drill dates, times, and outcomes? Is this information used to make recommendations for improvement?					

INSURANCE

1. Has the school's insurance coverage been re-evaluated recently?
2. Does the school have an umbrella policy?
3. Does the liability insurance specifically include acts of terror?
4. Does the school maintain separate directors and officers liability coverage?

Score	To Consider	Start Date	Assigned To	Completion Date

COST CONSIDERATIONS

1. Schools are strongly encouraged to contact Homeland Security as well as private foundations, charitable organizations, non-profit and for-profit companies, and local sponsors to help fund security measures.
2. If there are several schools in one city, consider joining other schools in hiring one individual to coordinate and implement the necessary on-site security measures for all of the schools.
3. Schools are encouraged to motivate the parent body to create a "School Safety Task Force" to help implement safety and security protocols, as well as develop fund-raising initiatives to help offset the cost of new security measures and/or upgrades.
4. Consider implementing safety and security measures over a twelve-month period to work within budget and time constraints.

Score	To Consider	Start Date	Assigned To	Completion Date

Legal Disclaimer

This guide is for educational and informational purposes only. The author of this document does not assume, and specifically disclaims, any and all liability with respect to any loss or damage caused by any omission, use or misuse of suggestions described. Information herein may not be applicable or appropriate in all states and jurisdictions. This document should only be used as a supplementary guide and does not substitute for all or specific legal and school safety risk-management advice or solutions. Please check with local law enforcement, security personnel, fire departments, the Americans with Disabilities Act and school districts to ensure that any suggestions implemented are in full compliance with public safety recommendations, laws and regulations.



SUMMARY OF AUDIT ASSIGNMENTS

Use the following pages to record who has been assigned to implement each item in the Emergency Preparedness Audit, beginning on page 5.

PAGE 5

SAFETY & SECURITY PROTOCOLS

1. Crisis Management Plan _____

PAGE 6

2. Emergency Plans _____

3. Accessibility _____

4. Up to Date _____

5. Professional Periodic Assessments _____

6. Local Requirements _____

7. Immediate Items _____

8. Procedural/Operational Recommendations _____

9. Single Consultant _____

SCHOOL GROUNDS

1. Geography & Infrastructure _____

2. Traffic Monitoring _____

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3. Lighting & Views _____

4. Drop-off & Pick-up Locations _____

5. Marked Vehicle _____

6. Barriers _____

7. Large Vehicles _____

8. Rolling Gates _____

9. Extra Coverage _____

10. Licensed, Bonded _____

11. Open Spaces _____

12. Permits/Decals _____

SECURITY EQUIPMENT

1. Alarm System _____

PAGE 8

2. Panic Buttons _____

3. Two-Way Radios _____

4. Backup Power _____

5. Surveillance Cameras _____

6. Supplemental Cameras _____

7. Camera Functionality _____

8. Automatic Plate Recognition _____

9. Real-Time Monitoring _____

10. Recording Review _____

11. Live Video Feed _____

12. Smartphone/Tablet Viewing _____

13. Clear Signage _____

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ENTRANCES

1. Entrance Signs _____

2. Numbered Doors _____

3. Uniformed Security _____

4. Visual/Verbal Exchange _____

5. Front Desk Training _____

6. Sign In _____

7. ID Badges _____

8. Access Control _____

9. Vestibule Entrance _____

10. Large Groups Entering _____

11. Armed Security _____

12. Door Closure _____

13. Open Door Alert _____

14. Emergency Door Signage _____

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15. Reinforced Doors/Windows _____

16. Lock-up Assignment _____

17. Protocols Testing _____

CLASSROOMS & OFFICES

1. Checklist Posting _____
2. Room Numbers _____
3. Diagram _____
4. Window & Door Locks _____
5. Open Window Policy _____
6. Remote Locks _____
7. Deadbolts & Keys _____

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Lockdown Procedures

ALWAYS USE COMMON SENSE IN ALL AREAS OF LOCKDOWN PROCEDURES

A “lockdown” should take place if a crisis occurs inside or outside a school building where any movement within the building may place students or staff in danger. The Principal/Security Coordinator should be the primary person(s) authorized to call for a lockdown. If a teacher notices suspicious activity, they should lock down their own classroom and then notify staff via intercom, group text, or teleconference, so that a full lockdown can be implemented.

***As soon as the need for an actual lockdown has been verified,
begin lockdown procedures:***

1. The Principal/Security Coordinator should announce over the PA/phone system that a lockdown has begun.
2. The Principal/Security Coordinator or key personnel should call 911 when it is safe to do so and alert emergency responders that the building is under a lockdown.
3. Law enforcement should be notified that you are calling from a Jewish institution. Remain calm and provide as much information as possible concerning the nature of the emergency. Do not hang up the phone until advised to do so.
4. If the school does not have a PA system, classrooms should be equipped with two-way radios and instructions on how to use them, as well as whistles for teachers to blow in the hallways to notify others of a lockdown.
5. Teachers should never call to confirm a lockdown. If they hear a lockdown announcement, they should immediately follow lockdown procedures.
6. Pre-designated staff members should check hallways, restrooms, and other high-traffic areas to make sure everyone in the building is relocating to the closest classroom or safe room.
7. Office staff should immediately lock front lobby doors, office doors, and steel grates/grills, if applicable.
8. Doors must not be opened during a lockdown, even for students or staff outside the building.



9. Each wing of the school should have a designated person responsible for locking the corridor and exterior doors.
10. A teacher who is outside with students and cannot enter the building must err on the side of caution, take students to a pre-designated evacuation site and await further instruction.
11. Students in offices, lunchrooms, gyms, auditoriums, libraries, etc. should follow school protocol—either stay where they are or move to designated safe rooms.
12. Preschool children and students with disabilities who are outside the classroom should be escorted to the nearest classroom or safe room.
13. All lights, computer monitors and radios in occupied classrooms and offices should be turned off.
14. All cell phones should be set on “silent” mode.
15. All windows and doors in occupied classrooms should be closed and locked. If there are keyed deadbolts on classroom doors, lock them. If there are lockdown door magnets in place, utilize them. Pull down metal plates on door windows, if applicable.
16. School emergency protocols should be followed with regard to pulling down shades and covering windows in occupied classrooms.
17. Door stoppers, desks, cabinets, tables, lockers, etc. should be used to barricade the door.
18. Interior walls should be used to position staff and students away from any threat and to minimize visibility from windows and doors.
19. Staff and students should sit on the floor, remain absolutely silent and await further instruction.
20. If it is possible to do so without drawing attention to themselves, when there is critical information to relay to other staff members, teachers should first attempt to text a message to their school group list. If texting is not an option, they should – as quietly as possible – call the teleconference number stored in their cell phones.
21. If students are anxious or panicky, teachers should do their best to calmly and quietly comfort them and reassure them that help is on the way, preferably in writing so as to remain silent (see sample card on page 26).
22. If the fire alarm sounds during a lockdown, no one should evacuate unless it has been verified that there is an actual fire or they have been advised to evacuate by law enforcement or the Principal/Security Coordinator.
23. Classroom and office doors should not be opened for any reason, even if someone knocks on the door or someone needs to use the restroom.
24. Only once the end of the lockdown has been announced over the PA/phone system with the pre-designated all-clear code, should the door be opened.
25. The Principal/Security Coordinator should be the primary person(s) to determine that the lockdown is over.

As soon as the safety of students and staff is no longer in question, begin post-lockdown procedures:

1. If necessary, appropriate follow-up medical attention should be administered to any injured persons.
2. Students should report to their assigned homerooms.
3. Teachers should take roll call and report any missing students to the Principal/Security Coordinator immediately.
4. Pre-designated administrative staff members should ensure that all staff and visitors are accounted for.
5. The Principal/Security Coordinator should indicate when to begin notifying parents.
6. Students who are going home should wait in a designated area, along with staff assigned to monitor them.
7. Students should be carefully guided to the cars that are picking them up. Fear and confusion can cause children and parents to run into the parking lot or street, which could lead to potential injury.
8. The Security Coordinator should submit a report to the Principal, the school board, and law enforcement.

Please make enlarged copies of this sample emergency card to be kept in every classroom.



Please make copies of the lockdown procedures, and distribute to your staff.

Legal Disclaimer

This guide is for educational and informational purposes only. The author of this document does not assume, and specifically disclaims, any and all liability with respect to any loss or damage caused by any omission, use or misuse of suggestions described. Information herein may not be applicable or appropriate in all states and jurisdictions. This document should only be used as a supplementary guide and does not substitute for all or specific legal and school safety risk-management advice or solutions. Please check with local law enforcement, security personnel, fire departments, the Americans with Disabilities Act and school districts to ensure that any suggestions implemented are in full compliance with public safety recommendations, laws and regulations.

Classroom/ Office Lockdown Checklist

ALWAYS USE COMMON SENSE IN ALL AREAS OF LOCKDOWN PROCEDURES

- Check hallways and direct all students to the nearest classroom or safe room.
- Close and lock all doors and windows.
- Barricade the room entrance by putting a door stopper under the door, and then moving desks, cabinets, tables and lockers in front of the door.
- Based on school lockdown protocol, cover room and door windows and use magnets and metal plates.
- Turn off all lights and computer monitors.
- Set all cell phones to “silent” mode.
- Staff, teachers and students should remain absolutely silent.
- Staff, teachers and students should sit on the ground against interior walls to avoid being seen.
- Help any staff or students who need special assistance.
- Staff, teachers and students should not leave the office or classroom, not even to go to the restroom.
- Wait until the all-clear signal and code have been announced over the PA system before returning to pre-lockdown status.

Please post in every classroom and office.

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Bomb Threat Response Checklist

Bomb threats are usually received by phone and are to be taken seriously until proven otherwise. All office staff should be familiar with this protocol. Phone operators should be trained to respond to the caller appropriately and to complete this checklist thoroughly. The Security Coordinator or Principal, along with law enforcement, should evaluate the threat and make an informed decision regarding the need to evacuate.

If you receive a bomb threat, your calm and quick response is crucial.

- » Listen carefully, be courteous and do not interrupt the caller.
- » Keep the caller on the phone as long as possible.
- » If your phone has a Caller ID display, write down the phone number clearly and accurately.
- » Do not hang up, even if the caller does.
- » Indicate to a coworker (by a prearranged signal or note) that a bomb threat has been made, so they can call police and key personnel.

ASK THE CALLER:

1. Where is the bomb? _____
2. When will it go off? _____
3. What does it look like? _____
4. What type of bomb is it? _____
5. Did you place the bomb? _____
6. Why? _____
7. What is your name and callback number? _____
8. Where are you? _____



Date: _____ Time call began: _____ Time caller hung up: _____

Phone number the call was received at: _____

What threatening words did the caller use? _____

Was the caller's voice familiar? _____

Based on the description of the bomb location, did the caller seem familiar with the building?

Immediately after the phone call, complete the checklist below.

CALLER'S VOICE

- | | | | |
|---------------------------------|-----------------------------------|---------------------------------------|--|
| <input type="checkbox"/> Male | <input type="checkbox"/> Adult | <input type="checkbox"/> Loud | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Female | <input type="checkbox"/> Juvenile | <input type="checkbox"/> Soft | <input type="checkbox"/> Raspy |
| | <input type="checkbox"/> Child | <input type="checkbox"/> High Pitched | <input type="checkbox"/> Distorted/Muffled |

CALLER'S SPEECH

- | | | | |
|---|-------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Accent (<i>specify</i>)
_____ | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Distinct | <input type="checkbox"/> Distorted |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Irrational | <input type="checkbox"/> Stuttered | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Emotional | <input type="checkbox"/> Nasal | <input type="checkbox"/> Quiet |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Laughing | <input type="checkbox"/> Disguised | |
| | <input type="checkbox"/> Slow | <input type="checkbox"/> Fast | |

CALL BACKGROUND

- | | | | |
|----------------------------------|----------------------------------|---------------------------------------|-------------------------------|
| <input type="checkbox"/> House | <input type="checkbox"/> Traffic | <input type="checkbox"/> Music | <input type="checkbox"/> Baby |
| <input type="checkbox"/> Office | <input type="checkbox"/> Train | <input type="checkbox"/> Animals | |
| <input type="checkbox"/> Factory | <input type="checkbox"/> Airport | <input type="checkbox"/> Conversation | |

Name of operator: _____ Phone number: _____

Additional comments: _____

Please post at all switchboards and appropriate phones.

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Confidential Faculty/Staff Security Questionnaire

Please provide a copy of this document to all faculty and staff.

In an effort to ensure the highest level of security for our staff and students, the school is performing a safety and security audit. Your input will increase the effectiveness of any security protocol additions and/or changes. Please fill out the following confidential questionnaire and leave it in our school's designated location, so that we can review it and improve the school safety and security measures accordingly. Thank you.

CONFIDENTIAL

1. Are you aware of our school's safety and security protocols? _____
2. Have you been trained in the protocol guidelines? _____
3. Do you feel confident in your ability to implement these guidelines? _____
4. What areas of our safety and security protocols need improvement?

5. What on-site physical measures need to be implemented or changed?



6. Which safety and security needs are being met appropriately at our school?

7. Do you feel our school is placing the right amount of emphasis on safety and security? _____

8. If cost was not a major factor, how would you improve on the present safety and security of our school? _____

9. If you were responsible for our school's safety and security, what different measures would you implement? _____

10. Additional comments: _____

Please use additional paper if necessary.

Your feedback is critical and greatly appreciated!

Security Incident Report

Please detail any security incidents (either suspicious activity or actual breaches) on this sheet. Be sure to provide copies to any relevant authorities and staff, and store copies securely in the school's records.

1. Date: _____ Time: _____

2. Place: _____

3. School personnel involved: _____

4. Student(s) involved: _____

5. Law enforcement personnel involved: _____

6. Identity of perpetrator(s) involved: _____

7. Detailed description of event: _____

8. Reported to: _____

9. Actions taken: _____

10. Follow-up/resolution: _____

Please make copies of this sample incident report, and distribute to your staff.

Please use additional paper if necessary.



Emergency Contacts

	Name	Land Line	Cell Phone	Email
Local Police Dept.				
State Police				
Sheriff's Dept.				
Homeland Security				
Bomb Squad				
SWAT				
Public Safety				
Local Fire Dept.				
Ambulance				
Hospital				
Poison Control				
CDC				
Hatzalah				
Shomrim				
Chaverim				
CERT Emergency				
Principal				
Assistant Principal				
President				
Chairman				
Facility Managers				
Gas & Electric				
Water Company				
Alarm/Security				
Plumber				
Electrician				
HVAC Company				
Phone System				
IT Management				

Please post where appropriate.

THIS FLYER IS FOR A COMMUNITY INITIATIVE THAT IS NOT YET ACTIVE. WE PROPOSE IT AS...

A Model Program for Your Community!

COMMUNITY SECURITY INITIATIVE



**Evaluating &
Supporting
the Safety
of Our
Community
& Schools**

*Utilizing Research,
Training, and
Preventive
Measures*

Community Security Initiative (CSI) would be a not-for-profit community-based security initiative to protect our schools, synagogues, camps, and community social venues from potential security threats or vulnerabilities.



CSI **COMMUNITY SECURITY** **INITIATIVE**

Q & A

1. What is the mission of CSI?

The mission of CSI is to provide training and support to community institutions and venues so that they can be better prepared to contend with current safety threats and concerns that have not yet been addressed.

2. Who is on the CSI team?

CSI is comprised of a volunteer team of experienced security professionals.

3. What will CSI do?

CSI team members will evaluate current security protocols at schools, synagogues, and other facilities to ensure that safety and security standards are met and maintained. If necessary, new procedures will be recommended. CSI will also assist in arranging for safety and security training, lectures, and seminars.

4. Why do we need this type of organization?

Jewish communities in the USA have largely been spared the kind of horrific violence that has beset the Jews of Argentina, Bulgaria, France, India, Israel, Turkey, and elsewhere. However, with the recent spate of school and public shootings, we must not be complacent and think that it could never happen here. We owe it to our children to ensure that we have the most up-to-date safety and security measures in place.

5. How will CSI be funded?

CSI operations should be underwritten by government grants, private foundations, charitable organizations, and generous local sponsors who recognize the importance of being prepared for security threats to their families and community.

FRANK ALLAN STORCH

3209 Fallstaff Road
Baltimore, MD 21215

Mobile: (410) 358-2525
chesedfund@gmail.com



SAFETY | SECURITY | SOLUTIONS

PROFILE

Inquisitive, resourceful, and naturally intuitive safety and security specialist with 35+ years of experience and the proven ability to identify risk management concerns, pinpoint process gaps, and produce eye-opening reports and recommendations that inform and prompt action. Developed relationships with law enforcement and first responder partners, working closely throughout career with local, city, county, and state agencies. Founded and led numerous community organizations centered on safety, security, crime prevention, and crisis response, being known as a key community resource. Problem solver who leverages private detective background to serve as the “eyes and ears” of the police department, being called frequently to assist as supplemental event security.

ACCOLADES

“We would like to thank you again for your **remarkable contribution to security matters**...your specific suggestions to make prisons more secure are certainly worth study and consideration...we envisage forwarding your **eye-opening remarks** to the [Headquarter] team to be studied thoroughly.” — State of Israel, Ministry of Public Security

“On behalf of President Weizman, I wish to thank you for sending him a copy of your **important security observations and recommendations**...the time and effort you devoted to this critical subject are truly appreciated and we trust that your recommendations will be implemented by the appropriate authorities.” — Office of the President, The Director General, State of Israel

“We appreciate your attention, devotion, and investment that you made for the benefit of us all...[thank you for] your **detailed and eye-opening report** that you prepared on the security at Ben Gurion Airport.” — Office of the Minister of Justice

“Thank you for your latest letter on the **security conditions at Memorial Stadium**...I have sent your letter to [the] director of stadium operations for his evaluation and review.” — Baltimore Orioles

“First of all, allow me to thank you for the attention that you paid to the Canion Yerushalayim, we have no doubt that your **assistance and contribution was very great**...we have implemented some of your suggestions [and] some are still in the process...” — Canion Yerushalayim

“On behalf of Mayor Olmert, thank you for your concern for the security of the people of Jerusalem. I am sure that your efforts on behalf of the people of this city will help make a **positive contribution to our future security**.” — Municipality of Jerusalem

HIGHLIGHTS

Institutional:

- Identified, and positioned to share keen insight into, the safety and security concerns of local healthcare and hospitality facilities, taking a vested interest in the health and well-being of others by identifying opportunities to tighten internal controls and patient safety and security.
- Partnered with schools, both in the U.S. and internationally, to upgrade security, identifying potential threats to student and staff safety and taking action to reduce vulnerability.
- Partnered with a local school to provide practical go-forward recommendations to improve bus transportation safety for students. Worked with a camp to upgrade security and improve safety.
- Provided detailed reports of security risks and safety concerns for hospitality venues, healthcare facilities, and schools, lending critical eye to help organizations pinpoint and prioritize concerns. On multiple occasions, coordinated emergency response efforts while a hotel guest.



HIGHLIGHTS

Corporate/Commercial:

- Recognized with the Governor's Crime Prevention Award for efforts in the safety and security of a portfolio of commercial properties—as VP of M. Leo Storch Management Corp.—creating first-time systems and processes to proactively manage risk and prevent crime.
- Addressed security concerns in multiple facilities in Israel, receiving the Maccabiah Award for generous donation of time and attention to protect the people of Israel. Implemented risk management practices at such sites as the Ben Gurion Airport, Wailing Wall, and Jerusalem Mall.

Community:

- Co-founded the Northwest Citizen's Patrol, currently the largest civilian patrol in the U.S.—provides safety and security monitoring, CCTV deployment, event security, and more—working with law enforcement partners to prevent crime in the community.
- Reorganized and co-founded CERT, the Community Emergency Response Team, a Homeland Security initiative focused on educating the community about disaster preparedness. Assisted neighborhood residents, and worked in concert with first responders, following an event.
- Funded and dedicated Chaverim of Baltimore—a motorist assistance community organization responding in the local area to traffic accidents, disabled vehicles, and other safety incidents and accidents—in memory of father, M. Leo Storch.
- Launched the Fallstaff Safety and Security Patrol and served as the president for 5 years, fueling such low incident rates that the organization was no longer deemed necessary.
- Worked alongside the Baltimore Police Department to coordinate security arrangements for visiting dignitaries—including Benyamin Netanyahu—and special community events.
- Founder and past president of Project Ezra, a health and safety organization centered on providing support to members of the community and organizing innovative projects.
- First responder during crises in the community, assisting citizens during and following storms, floods, and other natural disasters. Serve as a 'go-to' resource for the community in coordinating response efforts, establishing lines of communication, and partnering with law enforcement. Published security reports for schools and synagogues after the September 11, 2001 terrorist attacks.
- Facilitator and instructor on the topic of safety and security, with 25+ years of experience educating diverse process stakeholders in prevention and response techniques. Trains women and girls in awareness and self-protection techniques bi-yearly.
- Assisted in planning and coordinating missing person searches in the Pittsburgh and New York City areas, working as a partner with law enforcement and bringing a unique background to searches; played a leading role in the successful conclusion of one of the searches.
- Set up a one-of-a-kind mobile fire safety trailer to educate members of the community.

PROFESSIONAL

M. Leo Storch Management Corporation – Vice President

Involved, for 35 years, in the development and management of commercial properties throughout the region, protecting investments through avid risk management and security plans.

The Chesed Fund, Limited & Project Ezra of Greater Baltimore, Inc. – Founder

Launched two nonprofits offering 40+ charitable programs to members of the community, focusing on improving the health, welfare, and well being of individuals and families. Examples of active offerings include an AED program which is the largest faith-based program in Maryland, and which has already saved two lives; a helmet program which in 25 years has given away, or offered at cost, thousands of bicycle helmets; a program to offer no-charge earplugs to help minimize hearing damage; a reflective safety belt program which has given away thousands of belts to enhance nighttime safety; and a program which has taught thousands of individuals first aid and CPR.

Jewish Day Schools Need Security Rethink – Now *Newtown Had More Robust Plan Than Many Day Schools*

By Joshua Gleis

The horrific murder of 20 small children and six adults at an elementary school in the quiet suburb of Newtown, Conn., was a jolting reminder of just how vulnerable our schools remain. Practically overnight, parents around the country demanded that schools significantly improve their security, and administrators began the process of deciding what changes needed to be made, how quickly they could be implemented and how to pay for them. In many ways, the Sandy Hook massacre was the 9/11 of the American school system. It was the unfortunate wake-up call that was needed to show that too many of our schools are wholly unprepared to deal with most types of major emergencies.

Yet Sandy Hook Elementary School itself did have a relatively robust plan in place for dealing with active shooters and other emergencies. It was a plan that not only saved a lot of lives on that horrific December 14 morning, but was also significantly more advanced and drilled than what exists at most Jewish schools. At Sandy Hook, new security protocols had recently been implemented. Contrary to initial reports, all doors were locked when the shooter, Adam Lanza, arrived at the school.

Lockdowns had been rehearsed, and teachers and staff quickly jumped into action to protect their students, several at the cost of their own lives.

For Jewish schools, the risks of attack are in many ways higher than at non-Jewish institutions, and therefore the importance of operational training is even more relevant. All schools run the risk of an attack by a mentally disturbed person, disgruntled

employee or angry student. Yet Jewish schools also run the risk of attack by those who specifically want to target Jews because they are Jews. This should not be construed as an alarmist comment or overreaction, but rather a reality. The government of the United States has for years recognized that the Jewish community is at an increased risk. It is the reason that in 2010 — the last time data was released — 94% of all Department of Homeland Security grants for houses of worship and schools went to Jewish institutions.

Through good policing, intelligence and, in some cases, just sheer luck, most plots to attack American Jewish institutions — including schools — have been unsuccessful. Attacks that have succeeded — such as the August 1999 shooting attack on the Los Angeles Jewish Community Center, which injured children and a camp counselor — did little to raise the Jewish community out of its complacent slumber.

Security training for our schools can truly be a game changer for three main reasons. The first is that nearly every crime committed, be it a terrorist attack or a home burglary, involves some sort of surveillance of the target. To identify and contact law enforcement about a potential attacker operating during this pre-attack phase can literally help avert a disaster. Second, nearly every major active shooter incident over the past 10 years involved the attacker acting visibly suspicious, especially in terms of the clothing worn: camouflage, military vest, all black, hockey masks and shirts with hateful messages.

Basic behavioral detection and situational awareness trainings could have helped identify these suspicious individuals prior to an attack taking place.

Finally, nobody knows the community as well as the community itself. We are blessed with incredible support and professionalism from law enforcement, but only with vigilance and assistance from the community can the police department most effectively do its job. Just saying “If you see something, say something” is nice; knowing what to see and how to say that something takes things to another level.

To date, major Jewish organizations are yet to embrace the idea of this sort of intensive security training, and are providing no financial backing to support such a program. Likewise, too many schools are now jumping to buy security hardware and to implement guards without understanding that they, too, must play an active role in protecting their children. Until they do, the Jewish community’s security response will remain incomplete.

The New York City Police Department released a report recently that indicated evidence of an increase in attacks by active shooters in the United States since 2000.

With each successful new incident, the likelihood of additional, deadlier attacks increases, as well. Many of the attackers are familiar with the massacres of the past: They learn from them, seek to emulate and outdo them; they seek infamy and historical relevance. The security of our children’s schools is of critical importance.

The Jewish community must do more to help promote effective security procedures. And that means more security training, for starters.

Joshua Gleis is an author, analyst and international security consultant. He blogs at www.joshuagleis.com.



March 20, 2013

To Whom It May Concern:

As you may be aware, I have been on a full time SWAT Team for 23 years and have served as Team Leader and Senior Trainer for the past 16 years. During this time, I have dealt with all aspects of school and community safety. In this context, I have now reviewed your Keep Your School Safe Guide, and can unequivocally recommend this workbook as an important, must-have for every school in our country.

This report is comprehensive, well-researched, accurate, and utterly necessary. The workbook manages to be both concise and thorough and assures an excellent foundation for everyone involved in providing school safety. I would go so far as to state that this is mandatory reading for every principal and school administrator.

Given how complex school safety can be in this day and age, this remarkable workbook is an excellent start at grappling with the various scenarios confronting school and security officials. I am grateful that someone has shown the initiative in creating this Keep Your School Safety guide. It is not expensive or difficult to put into practice, in fact; this workbook is low-tech, actually. The ideas and questions contained are without exception integral to creating a plan for school safety. They apply to most school situations, and perhaps, even more so to segments of the population that present vulnerabilities.

To be perfectly candid, I was surprised at the depth of knowledge shown by the author. This guide is extremely well-written and thought-out. Furthermore, the workbook format is motivating – it includes an assignment summary sheet in each subject area so that immediate action can be taken. I believe it will prove to be an essential resource.

In all my years with SWAT, including handling school shootings on-site, this may be the most informative and expertly conceived manual I have read. Coupled with its easy to use format, I am convinced this workbook could save lives. I strongly encourage all to distribute and implement this Keep Your School Safe guide as broadly and efficiently as possible.

Yours truly,



Robert Jones

1513 Rising Ridge Road
Mt. Airy, MD 21771
Telephone: (443) 538-4215
Email: edinter@comcast.net

Howard G. Weinberg

Government Affairs & Security Relations Consultant

March 12, 2013

Mr. Frank A. Storch
Security Consultant & Coordinator
The Chesed Fund Ltd.
3209 Fallstaff Road
Baltimore, MD 21215

RE: Keep Your School Safe Publication

Dear Mr. Storch:

As an outside consultant to the U.S. Department of Defense and the federal law enforcement community since 1989, I have had the opportunity to review your reference document in detail. While there are numerous publications on school safety, your step-by-step audit resource for identifying both the physical security needs of a school system and its community, coupled with before, during and after school-related activities should be noted by educators as a true template of protocols to keep students safe.

In recent years, too many tragic school shootings have focused the nation's attention on the need for secure school and campus environments. Knowing what to do in a crisis can be the difference between stability and upheaval. Your publication addresses every facet of school security in a clear, concise manner and in my professional opinion a *must read* for all educators, school district administrators, principals and supporting law enforcement agencies.

Accordingly, I fully endorse the distribution of your guide to promote strategies, practices and programs that support safe schools and its distribution to both faculty and parents across the country.

Sincerely,

Howard G. Weinberg

"Exceeding Rational Expectations Every Day"





8 Nisan 5753
March 19, 2013

Dear Yeshiva School Official,

In light of the tragic school shootings at the Sandy Hook Elementary School in Newtown, CT last December, as well as the continuous threats of violence that our community faces from a variety of sources, we all recognize the importance of yeshivos addressing the issues of safety and security in their facilities and making appropriate preparations for emergencies. In that connection, we would like to bring to your attention the enclosed booklet entitled “Keep Your School Safe”.

This document has been prepared by Mr. Frank Storch, of Baltimore, a community *askan* who is well known to Agudath Israel. Mr. Storch has many years of experience with safety and security issues as a Coordinator of a Community Emergency Response Team.

This guide is not a completed emergency preparedness plan. Rather, it is a guide to assessing and implementing an effective and affordable security program in your yeshiva.

The guide does indeed guide the school through a series of questions for the Head of School to ask and steps to take in order to achieve a viable security plan. It focuses the school on assigning tasks and setting deadlines to complete each task.

We commend this document to your attention, while we all *daven* that such plans may never need to be implemented.

Dovid Tanenbaum

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