



REPORT OF THE EMERGENCY TASK FORCE ON SCHOOL SAFETY AND SECURITY

A NEW CULTURE OF SAFETY

REPRESENTATIVE TERRI COLLINS, CHAIR

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Task Force Members

- **Chair:** Terri Collins, Alabama State Representative, District 8; Chair of the House Education Policy Committee
- **Vice Chair:** Scott Pilgreen, State Fire Marshal
- Jenna Bedsole, Attorney, appointed by the Alabama Law Institute
- Erica Bozeman, appointed by the Alabama Law Enforcement Agency
- Jeff Byard, appointed by the Alabama Emergency Management Agency
- Dick Brewbaker, Alabama State Senator, District 25; Chair of the Senate Education Committee
- Curt Carpenter, appointed by the Alabama Tactical Officers Association
- Kathy Carson, appointed by the Alabama Association of Emergency Managers
- Philip Cleveland, Interim Superintendent of Education
- Jim Cunningham, Fort Payne City Schools Superintendent, appointed by the Alabama School Superintendents Association
- Greg DeJarnett, appointed by the Department of Education
- Joanne Hale, Secretary of Information Technology
- Cary Hill, appointed by the Alabama Department of Mental Health
- Cindy Jackson, appointed by the Alabama School Boards Association
- Jay Jones, Sheriff of Lee County, appointed by the Alabama Sheriffs Association
- Joseph McPhillips, Educator, appointed by the Governor
- Rudolph Munnerlyn, appointed by the Alabama Association of Police Chiefs
- Pamela Revels, School Resource Officer, Lee County, appointed by the Alabama Association of School Resource Officers
- Emily Rich, President of the Alabama School Counselors Association
- Art Rousseau, appointed by the Alabama Community College System

Introduction

During the 2016 Regular Session, the Legislature adopted House Joint Resolution 19 to establish the Emergency Task Force on School Safety and Security to accomplish the following three objectives:

- Complete a comprehensive review and assessment of state laws, regulations, protocols, and minimum standards in place concerning school safety and security.
- Identify gaps in school safety and security that need to be addressed.
- Submit recommendations for immediate, achievable, legislative actions to the Speaker of the House of Representatives, the President Pro Tempore of the Senate, and the appropriate legislative committees to ensure that public schools across the state are as safe, secure, and protected as possible.

Recognizing that advancements in technology and significant cultural shifts in society have impacted how school safety and security should be approached, the task force carefully examined existing laws, regulations, protocols, and practices relating to school security and safety and formed subgroups to examine specific areas pertinent to school safety, including the following:

- Minimum standards;
- Partnership and training;
- Notification; and
- Best practices.

Drawing upon the breadth of school safety and security experience of the members of the task force, as well as reaching out to additional resources in the state covering numerous disciplines, and using the information and results of past School Safety Task Forces, the task force identified specific areas for change and formulated strategic steps to enhance the safety of students and educators statewide without significantly impacting academic achievement. Some of the identified strategies enhancing safety and security will require legislative action, while others will require policy and practice modifications at the state and local levels. The central goal of the task force is to encourage the adoption of a “new culture of safety” in which the mindset of how educators, students, parents, law enforcement, and other relevant entities view safety and security in schools is meaningfully transformed.

The task force recognizes that implementation of many of the recommendations in this report will require funding from the Legislature.

Minimum Standards for Safety

The Subgroup on Minimum Standards convened to study and evaluate the standards and practices necessary to ensure the safety of children in Alabama school districts. The group evaluated safety-related standards currently in place for law enforcement officers and school resource officers, emergency operation procedures in place in local school districts, fire codes, statutory requirements, and other pertinent standards and determined if these standards were in need of update or modification or if adoption of certain new standards would enhance school safety.

Fire Codes

After review of the relevant fire codes affecting school safety, the State Fire Marshal and this subgroup determined that there were no gaps in the fire code as currently written that would compromise student safety. The task force as a whole opined that safety in schools also is contingent upon the maintenance of certain basic security infrastructure, such as locks, sprinklers, fire alarms, etc.

Emergency Operation Plans (EOPs)

The subgroup focused on emergency operation plans (EOPs) in place for utilization by school districts. Although Alabama is up-to-date on federal school safety requirements for EOPs, the subgroup noted that some of the procedures could be simplified for better understanding and application in emergency situations. The subgroup discussed the possibility of providing a brochure to each school district explaining EOPs in detail, put in simple terms, to encourage proper application of the procedures.

Safety Planning and Response Cards (SPARC) and Drills

The subgroup also discussed the distribution of a simplified card summarizing the necessary steps to take when a school facility is placed on lockdown. The subgroup reviewed a Safety Planning and Response Card (SPARC) that is used in some school districts and which contains simplified instructions for proper action during emergencies. The SPARC cards have been enthusiastically received by school staff and law enforcement officers. After discussing safety drills and other safety preparedness measures, such as active shooter drills, the subgroup determined that, while some minimum standards are appropriate, the standardization of drills was not the best approach. Local school districts are in the best position to formulate a plan for effective safety drills that reflect the unique characteristics and configuration of member schools. The committee did note that local school districts should consider special needs students when preparing a plan for safety drills.

Local Safety Coordinators

Upon continued review of standards to maximize school safety in light of technological advances and other cultural shifts, the subgroup concluded that school safety could be significantly enhanced if each school district designates a Safety Coordinator to serve as a resource to students and school staff in preparation and development of the EOP for times of crisis, which could enhance communication during emergency situations. The Safety Coordinator should be included in the State Employee Education Directory. The group suggested that the individual appointed as Safety Coordinator attend no less than two state mandated trainings per year related to school safety. Each Safety Coordinator should also be required to coordinate

annual safety training for school resource officers, law enforcement, and first responders for compliance monitoring purposes.

School Resource Officers

The subgroup recognized the importance of the role of school resources officers in school safety. The statutory definition and related standards relating to school resource officers appear to be accurate and up-to-date. The subgroup identified specific training concerns for school resource officers which are discussed in the next section of this report. The subgroup concluded that it is important that each school have a school resource officer on location. Given the budgetary challenges the state is currently facing, the subgroup recognized that the placement of school resource officers in each school may prove difficult, but is hopeful that a budgetary strategy could be developed by the Legislature.

Recommendations by the Subgroup on Minimum Standards for Safety:

- ❖ Designate an individual as a Safety Coordinator in each local school district, with a requirement that the coordinator attend two safety-related trainings per year.
- ❖ Require local school districts to develop simplified Emergency Operating Plans that comply with guidelines provided by the Department of Education.
- ❖ Encourage local school districts to distribute brochures for school personnel summarizing emergency operating plans.
- ❖ Encourage local school districts to use the Safety Planning and Response Card (SPARC) with instructions for responses to emergencies.
- ❖ Provide a funding strategy to increase the number of school resource officers as a priority.

Partnerships and Safety-Related Training

The Subgroup on Partnership and Training convened to examine current safety-related training offered to law enforcement officers, school resource officers, school personnel, students, parents, and other relevant persons or entities. The subgroup was tasked with making achievable recommendations for enhancing training to facilitate safer school environments. The subgroup also examined communication and partnerships between all education stakeholders and how this notably impacts and enhances safety.

Training for School Personnel

The subgroup catalogued existing safety training opportunities for school personnel and noted that three regional safety trainings were scheduled to occur later in the year. These regional trainings were the result of a federal grant designed to improve school safety. Teacher training was identified as a paramount concern for the enhancement of student safety. Teachers should be kept abreast of information and strategies to address crisis and safety concerns which empower them to act responsively during critical situations.

Training for Students and Parents

In addition to teacher safety training, the subgroup determined that students and parents are in need of safety training. The subgroup discussed providing active training for parents at PTA meetings and providing students with appropriate, detailed safety information in student handbooks. Empowering students and parents in the proactive process of reporting safety issues, as well as responding to crisis situations, is a critical component of safety.

Training for Law Enforcement Officers

Much of law enforcement training appears to translate effectively to responding to school safety-related incidents. However, the subgroup determined that it would be beneficial for the Department of Education to work with the Alabama Peace Officers' Standards and Training Commission to develop training for law enforcement officers specific to school emergency operation plans. Command level staff should receive annual, curriculum-specific training regarding responding to school emergencies, as well as training to enhance familiarity and proper utilization of Virtual Alabama.¹

Training for First Responders

Similar to training for law enforcement officers, the subgroup determined that it would be beneficial for career and volunteer first responders to receive annual training regarding effective responses to school safety-related incidents. The training should be developed specific to school emergency operation plans, with career and volunteer first responders receiving annual, curriculum-specific training regarding responding to school emergencies, as well as training to enhance familiarity and proper utilization of Virtual Alabama. The training for school resource officers, discussed in the following subsection, should be coordinated with the training for first responders recommended in this subsection to avoid duplication of costs and training efforts.

Training for School Resource Officers

With regard to school resource officers (SROs), there are no specific uniform state standards for training. However, the National Association of School Resource Officers provides a detailed, forty-hour training regimen for school resource officers. This training curriculum could serve as a resource for the development of specific SRO standards in Alabama by the Alabama Peace Officers' Standards and Training Commission, in collaboration with the Department of Education.

Development of Partnerships to Foster Safety

The subgroup concluded that the lynchpin of safety in schools is effective communication among all of the interested parties—effective communication between all school personnel, law enforcement, first responders, the state, students, parents, and the media. Building an open network of communication among these parties is imperative for successful responses to emergency situations in schools. Local school districts should provide intentional invitations to first responders for lunch, tours, and other activities on school property, especially during safety-related drills, to enhance the familiarity of first responders with the school premises and to foster relationships between school personnel and first responders. Moreover,

¹ Virtual Alabama is a project of the Alabama Department of Homeland Security using 3D visualization to facilitate common operating pictures and situational awareness needed by Alabama's first responders to protect lives and safeguard citizens before, during, and after a disaster.

development of a network of collaboration between first responders and local school districts in EOP development and implementation would significantly enhance safety in schools.

Recommendations of the Subgroup on Partnerships and Training:

- ❖ Require the Department of Education to develop safety specific training for teachers.
- ❖ Require the Department of Education to develop safety awareness guidelines for students and parents.
- ❖ Require the Alabama Peace Officers' Standards and Training Commission, in cooperation with the Department of Education, to develop annual training for law enforcement officers specific to school emergency operation plans and proper utilization of Virtual Alabama.
- ❖ Require annual training for career and volunteer first responders specific to school emergency operation plans and proper utilization of Virtual Alabama.
- ❖ Encourage local school districts to foster an open network of communication and partnership among school personnel, law enforcement, first responders, the state, students, parents, and the media regarding issues affecting school safety.
- ❖ Require collaboration between first responders and local school districts in EOP development and implementation.
- ❖ Require local school systems to invite first responders to visit schools regularly and to actively participate in school programs.
- ❖ Require the Department of Education and the Alabama Peace Officers' Standards and Training Commission to develop uniform training standards for school resource officers.

Safety Notification

The Subgroup on Notification convened to evaluate current notification systems used by the state and local school districts with regard to notification of potential or existing emergencies or safety issues. The subgroup identified the following four types of notification relating to safety and security:

- The state to local law enforcement and schools.
- Local school districts to parents.
- Notification within a school.
- Schools to the Department of Education.

After discussion and evaluation, the subgroup determined that notification from the state to law enforcement agencies is meeting and exceeding expectations and that no action was needed to change these systems. The subgroup concluded that it should carefully examine how schools notify parents of emergencies and safety risks, how faculty and staff within a local school communicate with one another inside a school regarding emergencies and safety risks, as well as how schools communicate information relating to emergencies and safety to the Department of Education.

Following these determinations, the subgroup formulated the following two-step action plan:

Step One. Identify Notification Systems. It is critical to identify which notification systems are used by local school districts throughout the state.

Step Two. Identify Successful Schools. Identification and review of notification systems that have proved successful, including procedures and protocol regarding use of the systems, would serve as a benchmark for informing other local school districts which systems to use, as well as how to implement the use of those systems.

A survey was prepared by the Department of Education to send to superintendents across the state to determine what notification systems were being used by local school districts. The Notifications Subgroup is awaiting results from the survey. The subgroup concluded that local school districts, guided by the Department of Education, should implement notification systems that use the best technology for providing accurate and succinct information to parents during times of crises. The subgroup also recognized that funding constraints may impair the implementation of notification systems in certain school districts.

The subgroup learned that the Information Technology Division of the Department of Education had developed a computer notification system designed to allow schools to input specific information relating to school delays, early releases, shelter in place information, etc. The information would be compiled in one location, facilitating the department's ability to keep the Governor up-to-date regarding critical developments in schools across the state. Although the system is complete and ready for utilization, it has not yet been implemented for actual use. This system would enhance communication between local school districts and the state regarding emergencies and other situations in which circumstances and the need for action are rapidly changing moment by moment. Implementation of this system would significantly facilitate communication between local school districts and the state during times of crisis.

The subgroup also determined that NOAA weather radios are now used for all hazards, not just serious weather threats. However, many schools do not regularly use this emergency preparedness tool or are using it improperly. Required use and training relating to weather radios would foster better preparedness in schools for weather and other emergency-related events threatening the safety of students.

Recommendations by the Subgroup on Notification:

- ❖ Require the Department of Education through legislation to implement the computer notification system as the central point of intake of emergency and other information from local school districts for use by the department.²
- ❖ Encourage local school districts, in consultation with the Department of Education, to implement notification systems utilizing the best technology for facilitating communication between the school and parents.
- ❖ Require the Department of Education to provide training for local school districts regarding the optimal use of notification systems.

² This requirement is included in the draft legislation attached to the report as Appendix B.

- ❖ Work with the Legislature and the Office of Information Technology to provide funding for local school districts to implement notification systems with the best technology.
- ❖ Encourage the Department of Education to provide training for local school districts regarding the proper use of NOAA weather radios.

Best Practices for School Safety

The Subgroup on Best Practices for School Safety convened to review the task force recommendations in order to develop viable, comprehensive best practices for implementation by local school districts. The subgroup determined that these safety and security best practices should encompass a wide range of school safety areas and should be in a format that is both easy to use and that provides practical methods for schools to evaluate their safety programs.

The safety and security best practices are organized into the following five program areas:

- Effectiveness and efficiency;
- Safety planning and training;
- Discipline practices and code of student conduct;
- School climate and community outreach; and
- Facilities and equipment.

A sample comprehensive checklist developed by this subgroup identifying school safety and security best practices that could be used by local school districts is attached as Appendix A.³

Recommendations by the Subgroup on Best Practices for School Safety

- ❖ Encourage the Department of Education to distribute to local school districts a “School Safety and Security Best Practices” checklist that identifies comprehensive best practices to enhance school safety and security.

Statutory Updates Relating to School Safety

The task force as a whole, as well as its subgroups, reviewed relevant sections of the Code of Alabama 1975, to determine if any of these sections needed updating to adequately address safety or if there were any specific gaps in the statutory framework for school safety.

³ The School Safety and Security Best Practices Checklist is modeled after the checklist developed by the Florida Office of Program Policy Analysis and Government Accountability (OPPAGA), an office of the Florida Legislature. See Report No. 03-63.

The task force first identified Section 12-15-217, Code of Alabama 1975, relating to notice to schools regarding delinquent acts of juveniles, as a section for modification. Pursuant to this section, the juvenile court is required to notify the superintendent of the school system the juvenile attends if he or she has been found delinquent for an action that would be a crime. The superintendent may share the information with the relevant principal, who may, in turn, share the information with teachers and other staff in order to appropriately work with the student or protect other staff or students from potential harm.

Juvenile probation officers are in a unique position post-adjudication to monitor the progress of a juvenile delinquent and may have pertinent information that would assist the school in addressing the needs of the student or to adequately assess the safety of staff or other students. It is unclear under Section 12-15-217 and existing law if, and to what extent, probation officers may share information with schools. Section 12-15-217 could be amended to expressly provide for the sharing of information between schools and probation officers.

The task force also identified Section 13A-11-72, Code of Alabama 1975, as a potential impediment to school safety. This section makes it a Class C felony for a person to “knowingly **with intent to do bodily harm** carry or possess a deadly weapon on the premises of a public school.” (emphasis added.) The statute includes exceptions for law enforcement officers, school resource officers, and other security personnel employed by a local school district. The statute also exempts those persons with a concealed pistol permit from the prohibition. Although this section properly prohibits the possession of deadly weapons on the premises of a public school, it erroneously ties possession to “intent to do bodily harm.” Intent to do bodily harm should be irrelevant to this prohibition.

Section 13A-11-72, Code of Alabama 1975, could be amended to simply strike the words “with intent to do bodily harm” to remedy misapplication of this section.

These statutory changes are included in draft legislation attached to this report as Appendix B.

Recommendations for Statutory Changes:

- ❖ Amend Section 12-15-217, Code of Alabama 1975, to provide for the sharing of information between juvenile probation officers and school districts relating to delinquent students that may pose a threat to safety.
- ❖ Amend Section 13A-11-72, Code of Alabama 1975, to clarify that the prohibition for carrying a deadly weapon on the premises of a public school is prohibited.

Summary of Task Force Recommendations

- ❖ Require local school districts to develop simplified Emergency Operating Plans that comply with guidelines provided by the Department of Education.
- ❖ Encourage local school districts to distribute brochures for school personnel summarizing emergency operating plans.
- ❖ Encourage local school districts to use the Safety Planning and Response Card (SPARC) with instructions for responses to emergencies.
- ❖ Provide a funding strategy to increase the number of school resource officers as a priority.
- ❖ Designate an individual as a Safety Coordinator in each local school district, with a requirement that the coordinator attend two safety related trainings per year.
- ❖ Require the Department of Education to develop safety specific training for teachers.
- ❖ Require the Department of Education to develop safety awareness guidelines for students and parents.
- ❖ Require the Alabama Peace Officers' Training Commission, in cooperation with the Department of Education, to develop annual training for law enforcement officers specific to school emergency operation plans and proper utilization of Virtual Alabama.
- ❖ Require annual training for career and volunteer first responders specific to school emergency operation plans and proper utilization of Virtual Alabama.
- ❖ Encourage local school districts to foster an open network of communication and partnership between school personnel, law enforcement, first responders, the state, students, parents, and the media regarding issues affecting school safety.
- ❖ Require collaboration between first responders and local school districts in EOP development and implementation.
- ❖ Require local school systems to invite first responders to visit schools regularly and to actively participate in school programs.
- ❖ Require the Department of Education and the Alabama Peace Officers' Training Commission to develop uniform training standards for school resource officers.
- ❖ Require the Department of Education through legislation to implement the computer notification system as the central point of intake of emergency and other information from local school districts for use by the department.
- ❖ Encourage local school districts, in consultation with the Department of Education, to implement notification systems utilizing the best technology for facilitating communication between the school and parents.
- ❖ Require the Department of Education to provide training to local school districts regarding the optimal use of notification systems.
- ❖ Work with the Legislature and the Office of Information Technology to provide funding for local school districts to implement notification systems with the best technology.

- ❖ Encourage the Department of Education to provide training to local school districts regarding the proper use of NOAA weather radios.
- ❖ Encourage the Department of Education to distribute to local school districts a “School Safety and Security Best Practices” checklist that identifies comprehensive best practices to enhance school safety and security.
- ❖ Amend Section 12-15-217, Code of Alabama 1975, to provide for the sharing of information between juvenile probation officers and school districts relating to delinquent students that may pose a threat to safety.
- ❖ Amend Section 13A-11-72, Code of Alabama 1975, to clarify that the prohibition for carrying a deadly weapon on the premises of a public school is prohibited.

APPENDIX A

School Safety and Security Best Practices

Efficiency and Effectiveness

1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has clearly stated goals and outcome-based, measurable, objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district uses appropriate performance measures and benchmarks to evaluate the school safety and security program and uses these in management decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district regularly conducts an assessment of performance and analyzes the effectiveness of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

2. The district ensures the accuracy of its safety and security related data and reports accurate data to the Department of Education.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district and its schools have a process in place to collect, revise, and update the appropriate data for the Department of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district and its schools have a process in place to collect, revise, update and ensure the accuracy of its data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has established and implemented strategies to ensure the reliability of its safety and security program data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

3. The district regularly reviews the organizational structure and staffing levels of the safety and security program.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. On at least an annual basis, the district uses applicable comparisons and/or benchmarks and reviews the program's organizational structure and staffing levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In conducting its staffing review, the district obtains broad stakeholder input.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Safety Planning and Training

4. The district has developed and implemented a simplified Emergency Operations Plan that complies with the guidelines provided by the Department of Education and includes districtwide emergency and safety procedures and identifies those responsible for them.

Indicators of Meeting the Best Practice	In			
	Yes	No	Progress	N/A
a. The district has written school plan(s) that include districtwide school safety goals and procedures to ensure that students are in orderly, disciplined classrooms conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses: <ul style="list-style-type: none"> • the evaluation of the school principal's performance regarding school safety, monitoring and implementation of the plan at the school level, including coordinating with local law enforcement; • the roles and responsibilities of the school principal and other administrators, teachers, and other school personnel for restoring and maintaining a safe, secure, and orderly school environment; • the roles and responsibilities of the transportation staff for restoring and maintaining a safe, secure, disciplined, and orderly bus environment; • the goals and objectives of the school resource officers, if any; • the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior; • arrangements to work with local emergency officials and first responders including but not limited to state and local law enforcement, fire department, medical personnel and facilities including mental health officials, EMA, and the media; • safety issues and policies at school-sponsored events; and processes by which the district will instruct parents and the local community as to how to <ul style="list-style-type: none"> • respond to an emergency situation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

5. The district develops, shares, and maintains its school safety plan(s) and emergency response procedures with stakeholder input.

Indicators of Meeting the Best Practice	In			
	Yes	No	Progress	N/A
a. A broad cross-section of stakeholders including parents, community representatives, local emergency agencies, teachers, staff and students, if applicable, were involved in developing the comprehensive school safety plan and emergency procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The comprehensive school safety plan and emergency procedures have been shared with appropriate emergency response agencies, state and local law enforcement, fire department, medical personnel and facilities including mental health officials, and EMA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The comprehensive school safety plan and emergency procedures have been distributed to designated administrators and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The comprehensive school safety plan and emergency procedures are reviewed and revised annually or more often if events warrant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

6. The district conducts an annual review of all relevant health and safety issues for each educational facility.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. A certified fire safety inspector conducts an annual fire safety review of all educational and ancillary facilities to ensure compliance with Alabama law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. An annual casualty safety review of all educational and ancillary facilities is conducted to ensure compliance with Alabama law and all deficiencies are corrected within a reasonable period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

7. The district has developed emergency response procedures.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has developed a districtwide plan for potential attacks against school sites or students and incorporates the appropriate school responses outlined on the Safety Planning and Response Card (SPARC).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district utilizes procedures and resources, including the computer notification system, implemented by the Department of Education for the input of critical information in the event of a districtwide emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district, in consultation with the Department of Education, implements a notification system for communication between the school and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with the emotional reactions of those involved, to aid in making the adjustment after the emergency, and to assist in re-entering the school environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses <ul style="list-style-type: none"> • communicating necessary information to the media and parents to include necessary information such as where parents should go, whom they should contact to find out about their children and where to get further information; • identifying established separate staging areas (e.g., specified locations) for media and parents; and • providing guidelines on how to respond to media questions and interviews. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

8. The district has provided each school with an emergency checklist and/or Safety Planning and Response Card (SPARC).

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum, <ul style="list-style-type: none"> • weapons-use and hostage situations; • terrorist acts; • bomb threats; • hazardous materials or toxic chemical spills; • weather emergencies including hurricanes, tornadoes, and severe storms; and • exposure as a result of a manmade emergency. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The emergency checklist includes evacuation, lockdown, and shelter-in-place procedures developed with school transportation personnel, the fire marshal, law enforcement agencies, and other local agencies as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

9. The district and each school regularly practice emergency responses based on potential safety concerns at each site.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district school board has developed and implemented procedures for emergency drills in accordance with state law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has identified the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

10. The district provides emergency response/first response agencies with floor plans and blueprints as appropriate.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district has blueprints of each educational facility readily available for review during an emergency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

11. The district's plan for In-Service Training identifies district and school personnel training needs and provides for appropriate levels of safety training, including classroom management and violence mitigation, to include training in the detection of the abuse of alcohol, tobacco, and other drugs for all appropriate personnel.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district has a process in place and has identified the training required for all types of school staff (instructional and non-instructional), as well as the staff members that require specialized safety training and incorporates those needs in its In-Service Training plan. This training should include classroom management and violence mitigation, to include training in the detection of the abuse of alcohol, tobacco, and other drugs for appropriate personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district's required training in school-wide discipline, classroom management, conflict resolution, and other safety training components are included in the district's plan for In-Service Training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district reviews and uses the relevant training opportunities provided by the Dept of Education and other appropriate organizations including state and local law enforcement and APOSTC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School principals can demonstrate that staff has received training based on the needs identified in its In-Service Training, the school's safety assessment plan, and the staff members' roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district supplies trained personnel with the appropriate safety equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers at each grade level are provided in-service training to teach students positive social skills and violence prevention, conflict resolution, and communication/decision making skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Discipline Policies and Code of Student Conduct

12. The district and each school have a code of student conduct based on Department of Education policies and stakeholder input, and review it on an annual basis.

Indicators of Meeting the Best Practice	Yes	No	In	
			Progress	N/A
a. The school district is in compliance with relevant laws and regulations regarding discipline policies, including the code of student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The code of student conduct is clearly written and avoids the use of technical terminology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Parents are an integral part of the student discipline procedures and actions. They are made aware of expectations of students and are informed of changes in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

13. The district's code of student conduct and other policies provide clear procedures for handling disciplinary actions.

Indicators of Meeting the Best Practice	Yes	No	In	
			Progress	N/A
a. The district, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the district to report all violations subject to Alabama law to a local law enforcement agency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Alternatives to suspension and expulsion have been built into the disciplinary policy and are appropriately and consistently used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has a process in place to relocate students who are regularly dismissed from their classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Disciplinary policies include statements regarding anti-harassment, anti-bullying, and anti-violence policies and due process rights in accordance with state and federal laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and relevant state agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Disciplinary policies include procedures governing locker searches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district's discipline policies are consistent with the state and federal requirements for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

School Climate and Community Outreach

14. The district has a process in place to minimize danger to students from community members, staff, or other students, and minimize danger to teachers from students.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district requires each student to disclose legally required information regarding the student's prior disciplinary history of expulsions, arrest resulting in a charge, and juvenile justice actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district requires all school personnel to report to the principal or the principal's designee any suspected unlawful use, possession, or sale by a student of any controlled substance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district uses available information to track charges and convictions of students and employees from within the district as well as other school districts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has a policy to encourage and facilitate principals, or their designees, to regularly monitor websites that identify registered sex offenders who reside in the vicinity of their school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district school board outlines the standards for use of reasonable force by school personnel that complies with relevant state laws in order to maintain an orderly environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district school board, superintendent, and principal, in accordance with school policies, fully support the authority of each teacher and school bus driver to remove disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students from the classroom and the school bus, and the school board, superintendent, and principal have the authority to place such students in an alternative educational setting, when appropriate and available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

15. Each school has a system in place to identify students that exhibit early warning signs of, or pose a threat of future violent behavior.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff, and students the early warning signs associated with students who pose a threat of future violent behavior, how to recognize them, and what to do once they are suspected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs, or pose a threat of future violent behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Schools in the district have a Student Assistance Program/Team that provides assistance for students experiencing learning and/or behavioral difficulties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district makes available appropriate psychological counseling for students exhibiting early warning signs, or posing a threat of future violent behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs, or posing a threat of future violent behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district reviews and revises, as needed, the process to identify the warning signs of student violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

16. Each school has a system in place to identify, assess, and minimize the risk for students indicating a threat of, or exhibiting suicidal behavior.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district teaches instructional and non-instructional staff warning signs associated with students who pose a risk for suicidal behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district facilitates and encourages requests for assistance with students who pose a risk for suicidal behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district provides timely access to professional staff trained to evaluate student risk for suicidal behavior and provides training and consultation for appropriate staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has developed procedures for the appropriate management of students determined to be at risk for suicidal behavior, including supervision, duty to warn, and community-based referrals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district has developed procedures for guiding the support of students re-entering the school environment following hospitalization, suicide attempt, or those surviving the suicide attempt of a peer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

17. The district identifies and implements parent and community outreach strategies to promote safety in the schools.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district has crime watch programs and school safety hotline(s) in place and available in all schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has procedures in place to inform students, parents, and other community partners about its crime watch programs and school safety hotline(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district provides safety-related information, such as the safety and security self-assessment results, in an annual report to the public and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

Facilities and Equipment

18. The district has procedures that govern access to each educational facility and its students and access is limited to authorized students and visitors.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Entrances to educational facilities are as limited as the physical setting will allow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Each educational facility has a clearly marked central point for receiving all visitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. There is a key control program to account for all keys to all buildings, rooms, and gates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

19. The district provides appropriate safety equipment and information to prevent or treat injuries to students and others.

Indicators of Meeting the Best Practice	Yes	No	In Progress	N/A
a. Each educational facility is equipped with first aid kits and fire extinguishers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with critical situations, dangerous tools, equipment, or chemicals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Related Statutes and Rules

APPENDIX B

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SYNOPSIS: Under existing law, a juvenile court is required to notify the superintendent of the school district of a child, when the child is found delinquent for an act that would be a Class A or Class B felony. The juvenile court may notify the superintendent when a child is found delinquent for committing any other crime.

This bill would allow a juvenile probation officer to share certain information and records relating to a child, excluding mental health and medical records, with school personnel for the limited purpose of promoting safety and enhancing education and rehabilitation services provided to the child.

This bill would also provide that all shared information and records must remain confidential and provide immunity for the sharing or receipt of information in good faith.

Also under existing law, it is a Class C felony for a person to knowingly with intent to

1 cause bodily harm carry or possess a deadly weapon
2 on the premises of a public school.

3 This bill would remove the requirement that
4 the possession of the deadly weapon be with the
5 intent to cause bodily harm.

6 This bill would also require the Alabama
7 Department of Education to develop and implement an
8 electronic notification system designed to allow
9 local schools to input specific information
10 relating to school delays, early releases, shelter
11 in place information, as well as other
12 emergency-related information that is compiled in
13 one central electronic repository that is
14 accessible by the department and the Governor.

15 Amendment 621 of the Constitution of Alabama
16 of 1901, now appearing as Section 111.05 of the
17 Official Recompilation of the Constitution of
18 Alabama of 1901, as amended, prohibits a general
19 law whose purpose or effect would be to require a
20 new or increased expenditure of local funds from
21 becoming effective with regard to a local
22 governmental entity without enactment by a 2/3 vote
23 unless: it comes within one of a number of
24 specified exceptions; it is approved by the
25 affected entity; or the Legislature appropriates
26 funds, or provides a local source of revenue, to
27 the entity for the purpose.

1 meaning of Amendment 621 of the Constitution of Alabama of
2 1901, now appearing as Section 111.05 of the Official
3 Recompilation of the Constitution of Alabama of 1901, as
4 amended.

5 BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

6 Section 1. Sections 12-15-217 and 13A-11-72, Code of
7 Alabama 1975, are amended to read as follows:

8 "§12-15-217.

9 "(a) Notwithstanding subsection (a) of Section
10 12-15-133, written notice that a child enrolled in a school,
11 kindergarten to grade 12, has been found delinquent of an act,
12 which if committed by an adult, would be a Class A or B
13 felony, or any other crime, at the discretion of the juvenile
14 court, shall be provided within seven days to the
15 superintendent of the school district of attendance, or, if
16 the child attends a private school, to the principal of the
17 school. The juvenile court shall provide the notice using
18 whatever method it deems appropriate or otherwise as decided
19 by the Administrative Office of Courts. The prosecutor may
20 recommend to the juvenile court that notice be given to the
21 school for any delinquent act. Written notice shall include
22 only the offenses, enumerated by the appropriate code section
23 and brief description, found to have been committed by the
24 child and the disposition of the case involving the child.
25 Where applicable, this notice shall be expeditiously
26 transmitted by the district superintendent to the principal at
27 the school of attendance. The principal shall disseminate the

1 information to those counselors directly supervising or
2 reporting on the behavior or progress of the child. In
3 addition, the principal may disseminate the information to any
4 teacher, administrator, or other school employee directly
5 supervising or reporting on the behavior or progress of the
6 child whom the principal believes needs the information to
7 work with the pupil in appropriate fashion or to protect other
8 students and staff.

9 "(b) Any information received by a teacher,
10 counselor, administrator, or other school employee pursuant to
11 this section shall be received in confidence for the limited
12 purpose of rehabilitating the child and protecting students
13 and staff, and shall not be further disseminated by the
14 teacher, counselor, or administrator, except insofar as
15 communication with the child, his or her parent, legal
16 guardian, legal custodian, law enforcement personnel, and the
17 juvenile probation officer of the child is necessary to
18 effectuate the rehabilitation of the child or to protect
19 students and staff.

20 "(c) (1) Notwithstanding any other law, a juvenile
21 probation officer may share any information or records,
22 excluding mental health or medical records, concerning a
23 specific child who is or will be enrolled as a student at a
24 school with the superintendent of the school district, or his
25 or her designee, or the school's principal, or his or her
26 designee, if disclosure of the information or records promotes
27 public safety or the safety of the child, or enhances the

1 school's or the probation officer's ability to provide
2 education and other rehabilitation services to the child. The
3 superintendent, principal, or respective designee may
4 disseminate this information to only those school employees
5 directly supervising the child or reporting on the behavior or
6 progress of the child.

7 "(2) Information or records received by a
8 superintendent, principal, or respective designee under
9 subdivision (1) may only be used for the limited purposes
10 provided therein and shall remain confidential.

11 "(3) A juvenile probation officer, superintendent,
12 principal, or designee of a superintendent or principal
13 sharing or receiving information under subdivision (1) is
14 immune from all civil and criminal liability if the individual
15 acted in good faith and in compliance with this subsection.

16 "~~(c)~~(d) An intentional violation of the
17 confidentiality provisions of this section is a Class A
18 misdemeanor under the jurisdiction of the juvenile court."

19 "§13A-11-72.

20 "(a) No person who has been convicted in this state
21 or elsewhere of committing or attempting to commit a crime of
22 violence, misdemeanor offense of domestic violence, violent
23 offense as listed in Section 12-25-32(15), anyone who is
24 subject to a valid protection order for domestic abuse, or
25 anyone of unsound mind shall own a firearm or have one in his
26 or her possession or under his or her control.

1 "(b) No person who is a minor, except under the
2 circumstances provided in this section, a drug addict, or an
3 habitual drunkard shall own a pistol or have one in his or her
4 possession or under his or her control.

5 "(c) Subject to the exceptions provided by Section
6 13A-11-74, no person shall knowingly ~~with intent to do bodily~~
7 ~~harm~~ carry or possess a deadly weapon on the premises of a
8 public school.

9 "(d) Possession of a deadly weapon ~~with the intent~~
10 ~~to do bodily harm~~ on the premises of a public school in
11 violation of subsection (c) of this section is a Class C
12 felony.

13 "(e) School security personnel and school resource
14 officers qualified under subsection (a) of Section 16-1-44.1,
15 employed by a local board of education, and authorized by the
16 employing local board of education to carry a deadly weapon
17 while on duty are exempt from subsection (c) of this section.
18 Law enforcement officers are exempt from this section, and
19 persons with pistol permits issued pursuant to Section
20 13A-11-75, are exempt from subsection (c) of this section.

21 "(f) A person shall not be in violation of Section
22 13A-11-57 or 13A-11-76 and a minor shall not be in violation
23 of this section if the minor has permission to possess a
24 pistol from a parent or legal guardian who is not prohibited
25 from possessing a firearm under state or federal law, and any
26 of the following are satisfied:

1 "(1) The minor is attending a hunter education
2 course or a firearms safety course under the supervision of an
3 adult who is not prohibited from possessing a firearm under
4 state or federal law.

5 "(2) The minor is engaging in practice in the use of
6 a firearm or target shooting at an established range under the
7 supervision of an adult who is not prohibited from possessing
8 a firearm under state or federal law.

9 "(3) The minor is engaging in an organized
10 competition involving the use of a firearm or participating in
11 or practicing for a performance by an organized group under 26
12 U.S.C. § 501(c) (3) which uses firearms as part of the
13 performance.

14 "(4) The minor is hunting or fishing pursuant to a
15 valid license, if required, and the person has the license in
16 his or her possession; has written permission of the owner or
17 legal possessor of the land on which the activities are being
18 conducted; and the pistol, when loaded, is carried only in a
19 manner discernible by ordinary observation.

20 "(5) The minor is on real property under the control
21 of the minor's parent, legal guardian, or grandparent.

22 "(6) The minor is a member of the armed services or
23 National Guard and the minor is acting in the line of duty.

24 "(7) The minor is traveling by motor vehicle to any
25 of the locations or activities listed in subdivisions (1)
26 through (6), has written permission to possess the pistol by
27 his or her parent or legal guardian, and the pistol is

1 unloaded, locked in a compartment or container that is in or
2 affixed securely to the motor vehicle and is out of reach of
3 the driver and any passenger in the motor vehicle.

4 "(g) This section does not apply to a minor who uses
5 a pistol while acting in self-defense of himself or herself or
6 other persons against an intruder into the residence of the
7 minor or a residence in which the minor is an invited guest.

8 "(h) The term "school resource officer" as used in
9 this section means an Alabama Peace Officers' Standards and
10 Training Commissioner-certified law enforcement officer
11 employed by a law enforcement agency who is specifically
12 selected and specially trained for the school setting.

13 "(i) The term "public school" as used in this
14 section applies only to a school composed of grades K-12 and
15 shall include a school bus used for grades K-12.

16 "(j) The term "deadly weapon" as used in this
17 section means a firearm or anything manifestly designed, made,
18 or adapted for the purposes of inflicting death or serious
19 physical injury, and such term includes, but is not limited
20 to, a bazooka, hand grenade, missile, or explosive or
21 incendiary device; a pistol, rifle, or shotgun; or a
22 switch-blade knife, gravity knife, stiletto, sword, or dagger;
23 or any club, baton, billy, black-jack, bludgeon, or metal
24 knuckles.

25 "(k) (1) The term "convicted" as used in this section
26 requires that the person was represented by counsel in the
27 case, or knowingly and intelligently waived the right to

1 counsel in the case if required by law, and either the case
2 was tried before a judge, tried by a jury, or the person
3 knowingly and intelligently waived the right to have the case
4 tried, by guilty plea or otherwise.

5 "(2) A person may not be considered to have been
6 convicted for the purposes of this section if the person is
7 not considered to have been convicted in the jurisdiction in
8 which the proceedings were held or the conviction has been
9 expunged, set aside, or is of an offense for which the person
10 has been pardoned or has had civil rights restored, unless the
11 pardon, expungement, or restoration of civil rights expressly
12 provides that the person may not ship, transport, possess, or
13 receive firearms.

14 "(1) The term "misdemeanor offense of domestic
15 violence" as used in this section means a misdemeanor offense
16 that has, as its elements, the use or attempted use of
17 physical force or the threatened use of a dangerous instrument
18 or deadly weapon, and the victim is a current or former
19 spouse, parent, child, person with whom the defendant has a
20 child in common, or a present or former household member.

21 "(m) The term "valid protection order" as used in
22 this section means an order issued after a hearing of which
23 the person received actual notice, and at which the person had
24 an opportunity to participate, that does any of the following:

25 "(1) Restrains the person from harassing, stalking,
26 or threatening a qualified individual or child of the
27 qualified individual or person or engaging in other conduct

1 that would place a qualified individual in reasonable fear of
2 bodily injury to the individual or child and that includes a
3 finding that the person represents a credible threat to the
4 physical safety of the qualified individual or child.

5 "(2) By its terms, explicitly prohibits the use,
6 attempted use, or threatened use of physical force against the
7 qualified individual or child that would reasonably be
8 expected to cause bodily injury.

9 "(n) The term "qualified individual" as used in
10 subsection (m), means a spouse or former spouse of the person,
11 an individual who is a parent of a child of the person, or an
12 individual who cohabitates or has cohabited with the person.

13 "(o) The term "unsound mind" as used in this section
14 includes any person who is subject to any of the findings
15 listed below, and who has not had his or her rights to possess
16 a firearm reinstated by operation of law or legal process:

17 "(1) Found by a court, board, commission, or other
18 lawful authority that, as a result of marked subnormal
19 intelligence, mental illness, incompetency, condition, or
20 disease, is a danger to himself or herself or others or lacks
21 the mental capacity to contract or manage his or her own
22 affairs.

23 "(2) Found to be insane, not guilty by reason of
24 mental disease or defect, found mentally incompetent to stand
25 trial, or found not guilty by a reason of lack of mental
26 responsibility by a court in a criminal case, to include
27 state, federal and military courts.

1 "(3) Involuntarily committed for a final commitment
2 for inpatient treatment to the Department of Mental Health or
3 a Veterans' Administration hospital by a court after a
4 hearing."

5 Section 2. (a) The Department of Education shall
6 develop an electronic notification system designed to allow
7 local schools to input specific information relating to school
8 delays, early releases, shelter in place information, as well
9 as other emergency-related information to be compiled in one
10 central electronic repository that is accessible by the
11 department and the Governor.

12 (b) The department shall implement the electronic
13 notification system under subsection (a) by October 1, 2017.

14 Section 3. Although this bill would have as its
15 purpose or effect the requirement of a new or increased
16 expenditure of local funds, the bill is excluded from further
17 requirements and application under Amendment 621, now
18 appearing as Section 111.05 of the Official Recompilation of
19 the Constitution of Alabama of 1901, as amended, because the
20 bill defines a new crime or amends the definition of an
21 existing crime.

22 Section 4. This act shall become effective on the
23 first day of the third month following its passage and
24 approval by the Governor, or its otherwise becoming law.