

2007
***SECURITY AND
VULNERABILITY ASSESSMENT
PROJECT***

Prepared for:



**MADISON PUBLIC SCHOOLS
MADISON, CONNECTICUT**

November 2007

Prepared by:
**National Homeland Security Task Force, Inc.
340 Main Street North
Southbury, CT 06488
(203) 232-8307**

This report contains confidential, proprietary, and copyrighted information/processes/exhibits exclusive to National Homeland Security Task Force and should not be used without first obtaining written consent of an authorized representative of National Homeland Security Task Force, Inc.

Disclaimer

This security and vulnerability assessment represents a one-day snapshot for each of the schools within the Madison, CT Public School District and may or may not reflect the total depiction of what occurs on a daily basis. The National Homeland Security Task Force team based its findings on interviews with key administrative staff, data provided by each school, and individual observations made within this one-day time frame. Please be mindful that this assessment **is not binding** but is merely an independent review to assist school officials in their quest to examine practices and procedures in an attempt to achieve their documented strategic parameters and better serve their student population. It is therefore incumbent upon school district officials and school staffs to consider the team's report and determine what they believe are legitimate findings that may require immediate (**critical**), short-term and/or long-term corrective action(s) to address school safety management issues.

It is paramount to note that the use of any or all information contained in this report shall in no way be considered legal advice.

Statement of Confidentiality and Ownership

All of the analyses, findings, data, and recommendations contained within this report are the exclusive property of the Madison Public Schools located in Madison, Connecticut.

Moreover, no information regarding these findings will be released without the written consent of an authorized representative of the Madison Public Schools.

This report also contains confidential and proprietary information/processes/exhibits exclusive to National Homeland Security Task Force and should not be used without first obtaining written consent of an authorized representative of National Homeland Security Task Force, Inc.

National Homeland Security Task Force hereby assigns to the Madison Public Schools all rights under copyright that may exist in and to the Madison Public School's Security and Vulnerability Assessment Report.

Freedom of Information

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, the details of this assessment would not be included to satisfy a Freedom of Information request. Contact the Superintendent's office of the Madison Public Schools for any additional information.

Acknowledgements

National Homeland Security Task Force wishes to acknowledge those individuals who were instrumental in providing key information and data critical to the development of this security and vulnerability assessment. It is recognized that without their professionalism, knowledge, and dedication to school safety this project would not have been possible. A special gratitude is extended to Dr. H. Kaye Griffin for her extensive involvement in accomplishing this critical task for the Madison Public Schools.

School Administration

Board of Education

Robert Hale, *Chairman*
Holly Sellers, *Vice-Chair*
John Dean, *Secretary*
Becky Coffey
Debra Frey
Harriet Gowanlock
Diana Staley Lynch
Kathleen Rossini
David Youngerman

Madison Public Schools

Dr. H. Kaye Griffin, *Superintendent*

Island Avenue Elementary School

Alexis Christina, *Principal*

Daniel Hand High School

Barbara Britton, *Principal*
Fran Thompson, *Asst. Principal*
Daniel Zittoun, *Asst. Principal*
Donna Konarski, *School Nurse*

Walter C. Polson Upper Middle School

Frank Henderson, *Principal*
Jill Hale, *Asst. Principal*
Karen Owen, *School Nurse*

Dr. R.H. Brown Lower Middle School

Julie Phelps, *Principal*
Kathryn Hart, *Asst. Principal*
Candace Cardoza, *School Nurse*

J.M. Jeffrey Elementary School

Mona Goodman, *Principal*
Nicole Rinehardt, *Asst. Principal*
Joann Boulden, *Coordinator of School Health Services*

Kathleen H. Ryerson Elementary School

Paul Sinicrope, *Principal*
Stephanie Bulyk, *School Nurse*

ACES Town Campus Learning Center

Rose Morrow, *Principal*

Town Services/Safety Partners

John Bowers, *Director of Health and Emergency Management*
Art Sickle, *Director of Information Technology*
Bill McMinn, *Manager of Facilities*

Sam DeBurra, *Madison Fire Marshal*

Paul Jakubson, *Madison Police Chef*
Edmond Brunt, *Deputy Director of Emergency Management*

Durham School Services

Magda Grayson, *Manager*

Food Services (Chartwells)

Jason Wallace, *Manager*

TABLE OF CONTENTS

1 SECTION

Executive Summary.....Page 8

2 SECTION

Overview: Madison Public Schools.....Pages 9 - 12

Vision and Mission Statements
Facilities Fact Sheets

3 SECTION

Assessment Scope and Methodology.....Pages 13 - 14

Scope
Physical Site Assessment
Crisis Management/Emergency Response Plan Assessment

4 SECTION

Summary of Findings.....Pages 15 - 45

Madison Public School District, Main Campus
Daniel Hand High School
Walter C. Polson Upper Middle School
Dr. R.H. Brown Lower Middle School
J.M. Jeffrey Elementary School
Kathleen H. Ryerson Elementary School
Island Avenue Elementary School
Academy Elementary School
ACES Town Campus Learning Center
Durham School Services (Bus Depot)
Madison Town Campus
Town Services/Safety Partners
NIMS Review of Madison Public School's Crisis Management Plan
NIMS Review of Town of Madison's Emergency Operations Plan

TABLE OF CONTENTS, CONTINUED

SECTION 5

Observations and Recommendations.....Pages 46 - 70

SECTION 6

School Administrators Checklist Responses.....Page 71

Daniel Hand High School
Walter C. Polson Upper Middle School
Dr. R.H. Brown Lower Middle School
J.M. Jeffrey Elementary School
Kathleen H. Ryerson Elementary School
Island Avenue Elementary School
Academy Elementary School
ACES Town Campus Learning Center

SECTION 7

Chronological Event Timeline.....Page 72

SECTION 8

Conclusion.....Page 73

SECTION 9

References.....Pages 74 - 75

1 EXECUTIVE SUMMARY

"Schools should be places of safety and sanctuary and learning. When that sanctuary is violated, the impact is felt in every American classroom and every American community."

President Bush, April 17, 2007

The purpose of this security and vulnerability assessment is to specifically identify positive measures that may already be in place within the Madison Public School District and to identify steps which may reduce the risks of threats pertaining to school safety issues. It should also serve as a tool for identifying methods to improve physical safety aspects and for preparing to manage those school safety incidents that can not be prevented. It is not designed to be a panacea or a guarantee that an incident will never occur if any and/or all of the recommendations listed within this report are implemented.

School safety is the responsibility of everyone – administrators, staff, students, parent, and the community. A Security and Vulnerability Assessment is one tool that, if used effectively, can provide a snapshot of the school's level of safety and identify those areas that may need improvement. This type of proactive approach will help ensure that students can maximize their learning potential within a safe and secure environment.

School security and crisis management/emergency response plans are part of an on-going process, not just a single event. Knee-jerk reactions or quick fixes will likely have a minimal impact on improving school safety. The concept that "one size fits all" does not apply here, so the nuances of each school and school community must be taken into consideration. However, it should be pointed out that despite these nuances there still should be a common thread and consistencies across schools within the same school district.

It is not unusual for adult philosophies, community and/or school politics, personal agendas, and other related obstacles to get in the way of effective safe school planning or assessment implementation in any given community. To this point, the experience of National Homeland Security Task Force has identified a need for a "balanced" approach of prevention, intervention, and response combined with school climate, strong academic programs, extracurricular activities and participatory interaction among all stakeholders in the school and broader school community.

The following checklist represents the summary results of each assessment category for each school. On this checklist, a "✘" represents a deficiency noted, a "✓" represents no deficiency noted and "n/a" represents not applicable. Major deficiencies are color coded by priority with RED representing an immediate recommendation, YELLOW representing a short-term (1-3 years) recommendation, and GREEN representing a long-term (3-5 years) recommendation. These recommendations should be reviewed and implemented consistent with strategic parameters identified and budgetary constraints

School/District Security Vulnerability Assessment Madison Public Schools Executive Summary

School/District	Daniel Hand High School	Walter C. Polson Upper Middle School	Dr. R.H. Brown Lower Middle School	J.M. Jeffrey Elementary School	K.H. Ryerson Elementary School	Island Avenue Elementary School	ACES	Priority	Comments
Assessment Criteria									Legend: x = deficiency noted ✓ = no deficiency noted n/a = not applicable Red Priority = Immediate Yellow Priority = Short Term (1-3 yrs) Green Priority = Long Term (3-5 yrs)
NHSTF – 1. Homeland Security Advisory System	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 2. Potential Threat Information:	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 3. Specific Targeting:	✓	✓	✓	✓	✓	✓	✓		There is no specific targeting against the schools
NHSTF – 4. Visibility of Your Facility/Activity Within The Community:	✓	✓	✓	✓	✓	✓	✓		All schools are visible within the community.
NHSTF – 5. On-Site Hazards:	✓	✓	x	✓	x	✓	✓		See Observations and Recommendations
NHSTF – 6. Population of Site/Facility/Activity:	✓	✓	✓	✓	✓	✓	✓		All schools have at least 250 people present on site.
NHSTF – 7. Potential for Mass Casualties:	✓	✓	x	✓	x	✓	✓		See Observations and Recommendations
NHSTF – 8. Security Environment and Overall Vulnerability to Attack:	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 9. How Critical Are Your Services?	✓	✓	✓	✓	✓	✓	✓		All schools provide critical services to the local community.
NHSTF – 10. High Risk Personnel:	✓	✓	✓	✓	✓	✓	✓		The Board of Education, Superintendent and Principals
NHSTF – 11. Organization Communications:	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 12. Security and Response:	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 13. Policy, Procedures and Plans:	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 14. Security Equipment:	✓	✓	✓	✓	✓	✓	✓		All schools are equipped with a security alarm system
NHSTF – 15. Computer Security:	✓	✓	✓	✓	✓	✓	✓		Outstanding!
NHSTF – 16. Mail and/or Package Handling:	✓	✓	✓	✓	✓	✓	✓		See Observations and Recommendations

School/District Security Vulnerability Assessment Madison Public Schools Executive Summary

School/District Assessment Criteria	Daniel Hand High School	Walter C. Polson Upper Middle School	Dr. R.H. Brown Lower Middle School	J.M. Jeffrey Elementary School	K.H. Ryerson Elementary School	Island Avenue Elementary School	ACES	Priority	Legend: x = deficiency noted ✓ = no deficiency noted n/a = not applicable Red Priority = Immediate Yellow Priority = Short Term (1-3 yrs) Green Priority = Long Term (3-5 yrs) Comments
	NHSTF – 17. Student/Employee Health:	✓	✓	✓	✓	✓	✓	✓	
NHSTF – 18. Capacity to Respond to a Crisis:	x	x	x	x	x	x	x		See Observations and Recommendations
NHSTF – 19. Transportation Security	✓	✓	✓	✓	✓	✓	✓		Outstanding!
NHSTF – 20. Outside Assistance	x	x	x	x	x	x	x		See school checklist
NHSTF – 21. Food Service	✓	✓	✓	✓	✓	✓	✓		Outstanding!
NHSTF – 21. School Nurse	✓	✓	✓	✓	✓	✓	✓		Outstanding!
NCEF - 1. Facility Surroundings:									
NCEF - 1.1 Potential Man-Made Hazards	✓	✓	x	✓	x	✓	✓		See Observations and Recommendations
NCEF - 1.2 Seismic and Wind Hazards	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
NCEF - 1.3 Flood Hazards	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
NCEF - 2. Facility Grounds:									
NCEF - 2.1 General	x	x	x	x	x	x	x		See Observations and Recommendations
NCEF - 2.2 Site Access Control	x	x	x	x	x	x	x		See Observations and Recommendations
NCEF - 2,3 Site Circulation	✓	✓	✓	✓	✓	✓	✓		
NCEF - 2.4 School Bus Areas, Parent Pick-Up Areas & Public Transportation	✓	✓	✓	✓	✓	x	✓		See school checklist
NCEF - 2.5 Vehicle Parking	✓	✓	✓	✓	✓	✓	✓		

School/District Security Vulnerability Assessment Madison Public Schools Executive Summary

School/District Assessment Criteria	Daniel Hand High School	Walter C. Polson Upper Middle School	Dr. R.H. Brown Lower Middle School	J.M. Jeffrey Elementary School	K.H. Ryerson Elementary School	Island Avenue Elementary School	ACES	Priority	Legend: × = deficiency noted ✓ = no deficiency noted n/a = not applicable Red Priority = Immediate Yellow Priority = Short Term (1-3 yrs) Green Priority = Long Term (3-5 yrs) Comments
	NCEF - 2.6 Bicycle Parking	✓	✓	✓	✓	✓	✓	n/a	
NCEF - 2.7 Pedestrian Pathways & Student Drop-Off Areas	✓	✓	✓	✓	✓	✓	✓		
NCEF - 2.8 School Grounds and Recreational Areas	✓	✓	✓	✓	✓	✓	✓		
NCEF - 2.9 Exterior Lighting	✓	✓	✓	✓	✓	✓	✓		
NCEF - 2.10 Landscaping	✓	✓	✓	✓	✓	✓	✓		
NCEF - 2.11 Dumpster Enclosures	✓	✓	×	×	✓	×	✓		See school checklist
NCEF - 2.12 Storm Water Retention Areas	✓	✓	✓	✓	✓	✓	✓		
NCEF - 2.13 Site Utilities	×	×	×	×	✓	×	✓		See school checklist
NCEF - 3. School Buildings and Facilities:									
NCEF - 3.1 General	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.2 Building Access Control	×	×	×	×	×	×	×		See Observations and Recommendations
NCEF - 3.3 Exterior Walls	×	✓	×	×	×	×	✓		See school checklist
NCEF - 3.4 Exterior Doors	✓	✓	✓	×	✓	×	✓		See Observations and Recommendations
NCEF - 3.5 Windows	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.6 Roofs	✓	✓	×	×	×	×	✓		See school checklist
NCEF - 3.7 Canopies, Awnings, Breezeways and Covered Walkways	✓	✓	×	n/a	×	✓	✓		See school checklist

**School/District Security Vulnerability Assessment
Madison Public Schools Executive Summary**

School/District Assessment Criteria	Daniel Hand High School	Walter C. Polson Upper Middle School	Dr. R.H. Brown Lower Middle School	J.M. Jeffrey Elementary School	K.H. Ryerson Elementary School	Island Avenue Elementary School	ACES	Priority	Legend: x = deficiency noted ✓ = no deficiency noted n/a = not applicable Red Priority = Immediate Yellow Priority = Short Term (1-3 yrs) Green Priority = Long Term (3-5 yrs) Comments
	NCEF - 3.8 Courtyards	n/a	n/a	x	✓	✓	n/a	n/a	
NCEF - 3.9 Portable, Modular & Temporary Classrooms	n/a	n/a	n/a	✓	n/a	✓	✓		
NCEF - 3.10 Entryways	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.11 Main Office, Lobby and Reception Area	✓	✓	✓	x	x	x	x		See school checklist
NCEF - 3.12 Administrative Areas and Staff Offices	✓	x	x	✓	✓	x	x		See school checklist
NCEF - 3.13 Corridors, Circulation, and Lockers	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.14 Stairs and Stairwells	✓	n/a	n/a	n/a	n/a	n/a	n/a		
NCEF - 3.15 Classrooms	✓	x	x	x	x	x	x		See Observations and Recommendations
NCEF - 3.16 Media Center	✓	✓	✓	✓	n/a	✓	n/a		
NCEF - 3.17 Health Clinic/Nurse's Office	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.18 Guidance Office and Conference Rooms	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.19 Restrooms	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.20 Labs, Shops and Computer Rooms	x	x	x	x	x	x	x		See Observations and Recommendations/school checklist
NCEF - 3.21 Art Rooms	✓	✓	✓	✓	n/a	✓	n/a		
NCEF - 3.22 Music Rooms	✓	✓	✓	x	x	✓	n/a		See school checklist
NCEF - 2.23 Dance Classrooms	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

School/District Security Vulnerability Assessment Madison Public Schools Executive Summary

School/District Assessment Criteria	Daniel Hand High School	Walter C. Polson Upper Middle School	Dr. R.H. Brown Lower Middle School	J.M. Jeffrey Elementary School	K.H. Ryerson Elementary School	Island Avenue Elementary School	ACES	Priority	Legend: x = deficiency noted ✓ = no deficiency noted n/a = not applicable Red Priority = Immediate Yellow Priority = Short Term (1-3 yrs) Green Priority = Long Term (3-5 yrs) Comments
	NCEF - 3.24 Cafeterias and Student Commons	✓	✓	✓	✓	✓	✓	n/a	
NCEF - 3.25 Auditoriums and Theaters	x	x	x	x	x	x	n/a		See school checklist
NCEF - 3.26 Gymnasiums	✓	✓	✓	✓	n/a	✓	n/a		
NCEF - 3.27 Locker Rooms	✓	✓	✓	n/a	n/a	n/a	n/a		
NCEF - 3.28 Interior Doors	✓	x	x	x	x	x	x		See Observations and Recommendations
NCEF - 3.29 Interior Lighting and Ceilings	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.30 Elevators	✓	n/a	n/a	n/a	n/a	n/a	n/a		
NCEF - 3.31 Water Fountains	x	x	x	x	x	x	x		Soft, bendable splash guards
NCEF - 3.32 Vending Machines and Public Telephones	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.33 Fire Alarms and Control Systems	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.34 Means of Egress in Exiting Buildings	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.35 General Fire Requirements for Existing Buildings	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.36 Storage and Equipment Rooms	✓	✓	✓	✓	✓	✓	✓		
NCEF - 3.37 Non-Structural Building Hazards High Risk Areas Only	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
NCEF - 3.38 Emergency Shelters High Risk Areas Only	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
NCEF - 4. Communication Systems									

School/District Security Vulnerability Assessment Madison Public Schools Executive Summary

School/District Assessment Criteria	Daniel Hand High School	Walter C. Polson Upper Middle School	Dr. R.H. Brown Lower Middle School	J.M. Jeffrey Elementary School	K.H. Ryerson Elementary School	Island Avenue Elementary School	ACES	Priority	Legend: x = deficiency noted ✓ = no deficiency noted n/a = not applicable Red Priority = Immediate Yellow Priority = Short Term (1-3 yrs) Green Priority = Long Term (3-5 yrs) Comments
NCEF - 4.1 Building Notification Systems	✓	✓	x	✓	✓	✓	✓		See school checklist
NCEF - 4.2 Radio/Wireless Communication Systems	x	x	x	x	x	x	x		See school checklist
NCEF - 4.3 Telephone Systems	✓	✓	✓	✓	✓	✓	✓		
NCEF - 4.4 Communication Wiring	x	x	x	x	x	x	x		See school checklist
NCEF - 5. Building Access Control and Surveillance									
NCEF - 5.1 Building Access Control	x	x	x	x	x	x	x		See school checklist
NCEF - 5.2 CCTV Surveillance Systems	x	x	x	x	x	x	x		See Observations and Recommendations
NCEF - 6. Utility Systems									
NCEF - 6.1 Site Utilities	✓	x	x	x	✓	✓	✓		See school checklist
NCEF - 6.2 Water Supply and Storage	✓	✓	x	✓	✓	✓	✓		See school checklist
NCEF - 7. Emergency Power									
NCEF - 7.1 General (7.1)	✓	x	x	x	x	x	x		See school checklist
NCEF - 8. Mechanical Systems									
NCEF - 8.1 Fresh Air Intakes	✓	✓	✓	✓	✓	✓	✓		
NCEF - 8.2 Air Handling and Filtration	x	x	x	x	x	x	x		See school checklist
NCEF - 8.3 Equipment Inspection, Maintenance, Recommissioning and Testing	✓	✓	✓	✓	✓	✓	✓		

OVERVIEW: MADISON PUBLIC SCHOOLS

The Madison Public Schools' Board of Education has developed its framework for strategic planning that is used for continuing its efforts to provide high quality educational programming and services for the students who attend the Madison Public Schools. This framework includes:

Vision and Mission Statements (as listed on School's website):

Vision

Madison Public Schools will provide a high-quality, world-class education that ensures success for each student through excellence in teaching and learning.

Mission

To support students in achieving their highest educational and personal potential, to inspire in them an enduring love for learning, and to prepare them to be 21st Century citizens of the world who contribute to the diverse, multicultural, and international communities in which they will live.

Core Beliefs

Our core beliefs are the expression of our fundamental values, our ethical code, our convictions, and our principles.

- We believe each student can learn and succeed
- We believe a positive, caring school environment nurtures, inspires, and enables development of each student's potential
- We believe equitable access to learning opportunities and academic challenges benefits each student
- We believe that trusting working relationships among staff foster a dynamic, effective school community
- We believe adult behavior and attitude are powerful models for young people
- We believe that the best learning environment is provided when the family, school and community work together.

Strategic Parameters

Our strategic parameters are self-imposed limitations or boundaries within which our school organization will accomplish its mission.

- We put students first
- We expect and promote excellence in educational programming
- We are committed to the safety and security of our students and staff
- We treat all people with dignity and respect
- We continue to be good stewards of our resources
- We practice open and honest communication within our organization and the community.

Town/Student Statistics (as listed on School's website):

Generalized student information for the Madison Public Schools as listed on the Madison Public School's website includes the following statistics:

<u>Madison Student Profile</u>	
➤ 2000 town population:	17,858
➤ Total 2006-2007 public school enrollment:	3,882
➤ Public school enrollment as % of town population:	21.7%
➤ Public school enrollment as % of total student population:	90.5%
➤ Percent of adults with a high school diploma in 2000:	95.1%
<u>Madison Public Schools (2006-2007)</u>	50 students
➤ Pre-School Program (1 school)	
➤ Elementary schools (3 schools)	1,307 students
○ Island Avenue	
○ K. H. Ryerson	
○ J. M. Jeffrey	
➤ Middle schools (2 schools)	1,196 students
○ Dr. R. H. Brown Lower	
○ Walter C. Polson Upper	
➤ High school (1 school)	1,241 students
○ Daniel Hand	

Facilities Fact Sheets (as listed on School's website):

Daniel Hand High School

No information readily available from School's website

Walter C. Polson Upper Middle School: 30 classrooms

- Student population 2006 – 2007 school year = 655 students
- 30 core classrooms currently in use (14 for Grade 7, 16 for Grade 8)
- 1 Art suite
- 1 Chorus room
- 1 Band room
- 1 Orchestra room
- 1 Auditorium
- 3 computer technology laboratories
- 1 small gymnasium
- 1 large gymnasium shared with high school
- 1 cafeteria

Dr. R.H. Brown Lower Middle School: 33 classrooms

- Student population 2006-2007 school year = 637 students
- 33 core classrooms
- 2 art classrooms
- 2 computer classrooms

Facilities Fact Sheets, continued:

Dr. R.H. Brown Lower Middle School: 33 classrooms, continued

- 3 music spaces
- 1 gymnasium
- 1 auditorium
- 1 cafeteria

Jeffrey Elementary School: 32 classrooms

- Student population 2006-2007 (K) = 208
- Student population 2006-07 (Grade 1-4) = 440
- 27 total core classrooms (5 of these are now used for half-day kindergarten)
- 1 computer room
- 1 art room
- 1 music room
- 1 special education resource room
- 1 reading support room
- 1 library/media center
- 1 gymnasium
- 1 cafeteria

Kathleen H. Ryerson Elementary School: 21 classrooms

- Student population 2006-2007 year = 365
- 16 core classrooms
- 1 computer room
- 1 art room
- 1 music room
- 1 special education resource room
- 1 reading room
- 1 library/media center
- 1 Common Cafeteria/Gymnasium Space: for lunch and for physical education

Island Avenue Elementary School: 21 classrooms

- Student population 2006-2007 year = 329
- 16 core classrooms (mix of modular and permanent spaces)
- 1 Library/Media Center (located in modular space)
- 1 computer room
- 1 art room
- 1 music room
- 1 special education resource room
- 1 reading support room
- 1 Common Cafeteria/Gymnasium Space: for lunch and for physical education

Facilities Fact Sheets, continued:

Academy Elementary School: Currently Closed

- Two building basements not connected
- Sprinklers must be added on one lower level and ADA work done (e.g., new bathrooms and one elevator) to re-open building
- Building Capacity = 252 students (if the 4 classroom addition were built, the capacity of the building would increase to 336 students)
- 12 core classrooms left after closing one of two lower level basements (6 classrooms on first floor; 6 core classrooms on second floor)
- 3 specials classrooms available
 - 1 computer lab classroom on second floor
 - 2 specials/related arts classrooms in the lower level that could be used for music and art
 - Needed spaces for reading and special education programming would have to be carved from non-standard spaces like the windowless stage area of the library/media center or by dividing an extra large 2nd floor classroom to make two spaces, one a classroom, the other a specials space)
- 1 gymnasium (first floor)
- 1 cafeteria (on the lower level)
- 1 library/media center (first floor)

ACES Town Campus Learning Center: 12 modulars:

- 1 modular for physical therapy/indoor activity (i.e., PE)
- 1 modular for occupational therapy
- 2 modular classrooms for mandated district pre-K program: 40 students
- 1 modular classroom for ABA
- 2 modular classrooms for discrete trial
- 1 modular for multipurpose/lunch
- 1 for Kindergarten enrichment (parents pay fee for service)
- 1 modular for office space, Speech and Language, and therapy
- 1 for meeting room/staff room
- 1 modular for main principal's office, secretarial space, and workroom

ASSESSMENT SCOPE AND METHODOLOGY

Scope

National Homeland Security Task Force has endeavored to utilize its emergency preparedness expertise to insure that the information embodied within this report is consistent with current school safety recommendations and practices.

The recipients of this assessment should realize that the concepts of “safety” and “security” are broad in scope and that this assessment focuses solely on the specific issues listed herein. The nature and complexity of these concepts places limitations on such items that are examined within a limited timeframe.

Physical Site Assessments:

Site surveys were conducted on October 9th, 11th, 16th, 18th, and 23rd. These surveys utilized a four (4) layer approach to assess security procedures and devices (current and planned). Each site survey included the following as a minimum:

First Layer – Outside the building:

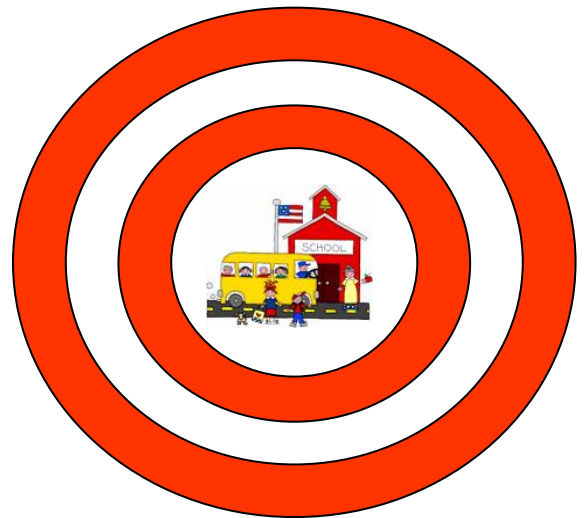
- Parking lots
- Lighting
- Ingress/egress to the property

Second Layer – Perimeter security of the building:

- Entry doors/access points
- Exit only doors
- Key control of access points
- Door ajar monitoring
- Access point monitoring
- Metal detectors

Third Layer – Public versus private areas of internal space:

- Key control of private areas/offices
 - Day time
 - After school hours
- Monitoring of public areas
 - Day time
 - After school hours



Physical Site Assessments, continued:

Fourth Layer – Security of equipment and information within private/public areas:

- Physical security of equipment
- Information and cyber security

Crisis Management/Emergency Response Plan Assessments:

An assessment of current crisis management/emergency response plans was accomplished for all individual schools within the Madison Public School District as well as at the District level. The necessity for this assessment was --

1. to identify compliance with any governing or regulatory requirements
2. to identify compliance with the National Incident Management System (NIMS)
3. to identify any coordination with local community emergency management plans
4. to identify if current plans adopt an “all hazard” approach to provide for safety of students and staff

NOTE: It is important to note that the specific questionnaire developed by National Homeland Security Task Force for the assessment of current Crisis Management/Emergency Response Plans addresses the critical requirements for school safety compliance to obtain Federal Grant Funding through the Department of Education and/or Department of Homeland Security as well as Connecticut Grant Funding through the Connecticut Department of Emergency Management and Homeland Security.

SUMMARY OF FINDINGS

This security and vulnerability assessment concentrated on the evaluation/review of two (2) critical safety areas –

A. Plans and Operations Review

- A. District Level
- B. School Level

B. Physical/Facilities Site Security Surveys

- A. Madison Public School District, Main Campus
- B. Daniel Hand High School
- C. Walter C. Polson Upper Middle School
- D. Dr. R.H. Brown Lower Middle School
- E. J.M. Jeffrey Elementary School
- F. Kathleen H. Ryerson Elementary School
- G. Island Avenue Elementary School
- H. Academy Elementary School
- I. ACES Town Campus Learning Center
- J. Durham School Services (Bus Depot)
- K. Madison Town Campus
- L. Town Services/Safety Partners
- M. NIMS Review of Madison Public School’s Crisis Management Plan
- N. NIMS Review of Town of Madison’s Emergency Operations Plan

***** SENSITIVE MATERIAL *****

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, **the details of this assessment have been restricted.** Contact the Superintendent’s office of the Madison Public Schools for any additional information.

OBSERVATIONS AND ⁵RECOMMENDATIONS

The following observations and recommendations are based on the data collected and findings during the Security and Vulnerability Assessment conducted during October 2007. These observations and recommendations are provided to the Madison Public Schools in an effort to facilitate their 2007-2012 Strategic Plan Goals and Objectives. Specifically –

“Goal 3: All students learn in safe and secure school facilities.

Objective 3.1: All school facilities and school sites will be equipped and properly staffed to provide an appropriate level of security and safety for students and staff.

Objective 3.2: All students, teachers, and administrators will receive training annually in creating and sustaining safe school environments and will demonstrate a readiness to address emergency situations.

Objective 3.3: Administrators and staff will implement best practices to reduce youth aggression, promote school safety, and engage students in planning for safe schools.”

National Homeland Security Task Force uses a common sense, practical and people oriented approach in recommending solutions to achieve client goals. We wish there were a magic widget, gizmo or gadget that would solve your concerns and create the environment you want to achieve. We have not found such a panacea and it would be irresponsible on our part to give you false confidence in such a remedy. Our recommendations must also be achievable within your budgetary constraints. We realize that you do not have unlimited funds to accomplish your goal and that there are competing priorities within the school district.

Our observations and recommendations are coded to assist you in prioritizing, scheduling and budgeting recommendations within your five year strategic plan. The coding system is as follows:



A star represents a **commendable** observation that requires no action.



A red circle represents an **immediate** recommendation that should be addressed as soon as possible within budgetary constraints.



A yellow circle represents a **short term** recommendation that should be addressed within a one to three year time frame within budgetary constraints.



A green circle represents a **long term** recommendation that should be addressed within a three to five year time frame within budgetary constraints.



A light bulb represents an **awareness** observation that requires no action.

OBSERVATIONS AND RECOMMENDATIONS

Observations and recommendations are provided within the framework of our layered assessment approach using an outside-in look at the district and schools.



First layer: outside the campus and building

Second layer: perimeter of the building

Third layer: inside the building

Fourth layer: security of equipment and information

First Layer: Outside the Campus and Building

***** SENSITIVE MATERIAL *****

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, **the details of this assessment have been restricted.** Contact the Superintendent's office of the Madison Public Schools for any additional information.

Second Layer: Perimeter of the Building

***** SENSITIVE MATERIAL *****

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, **the details of this assessment have been restricted.** Contact the Superintendent's office of the Madison Public Schools for any additional information.

Third Layer: Inside the Building

***** SENSITIVE MATERIAL *****

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, **the details of this assessment have been restricted.** Contact the Superintendent's office of the Madison Public Schools for any additional information.

Fourth Layer: Security of Equipment and Information

***** SENSITIVE MATERIAL *****

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, **the details of this assessment have been restricted.** Contact the Superintendent's office of the Madison Public Schools for any additional information.

SCHOOL ADMINISTRATORS CHECKLIST RESPONSES

This section is included in the assessment as a representation of the various perspectives of the key Madison Public School Administrators pertaining to school safety issues. The checklists included in this report merely represent the answers given to the specific questions on the questionnaire. As most can attest to, significant dialogue was needed to provide a fair assessment and to provide an answer to most questions. Please bear in mind, there was no right or wrong answer, only a perspective which should serve as a foundation to identify and implement school safety improvements as needed.

The checklist responses are provided in the following order:

- A. Daniel Hand High School
- B. Walter C. Polson Upper Middle School
- C. Dr. R.H. Brown Lower Middle School
- D. J.M. Jeffrey Elementary School
- E. Kathleen H. Ryerson Elementary School
- F. Island Avenue Elementary School
- G. ACES Town Campus Learning Center

***** SENSITIVE MATERIAL *****

The National Homeland Security Task Force methodology is very broad in scope and assesses the integration of all stakeholders. The checklist listed within the Executive Summary identifies the major categories looked at during this assessment and the summary of results for each school. A blank security and vulnerability assessment checklist is provided in this section as an example of data collected. We recognize the vested interest of all stakeholders in the Madison Public School district, but due to the sensitivity of information as it relates to security and vulnerabilities, **the details of this assessment have been restricted.** Contact the Superintendent's office of the Madison Public Schools for any additional information.

7 CHRONOLOGICAL EVENT TIMELINE

The following schedule was utilized to accomplish the security and vulnerability assessment for the Madison Public Schools:

Madison Public Schools Security and Vulnerability Assessments Audit Schedule

Date	Time	Location	Agenda
October 9, 2007	8:00 a.m. – 9:00 a.m.	Daniel Hand High School	Organizational
	9:00 a.m. – 12:00 p.m.		Assessment
	12:00 p.m. – 12:30 p.m.	Conference Room	Lunch
	12:30 p.m. – 3:30 p.m.		Assessment
October 11, 2007	8:00 a.m. – 9:00 a.m.	Brown Middle School	Organizational
	9:00 a.m. – 12:00 p.m.		Assessment
	12:00 p.m. – 12:30 p.m.	Conference Room	Lunch
	12:45 p.m. – 1:45 p.m.	Ryerson Elementary School	Organizational
	1:45 p.m. – 3:45 p.m.		Assessment
October 16, 2007	8:00 a.m. – 9:00 a.m.	Polson Middle School	Organizational
	9:00 a.m. – 12:00 p.m.		Assessment
	12:00 p.m. – 12:30 p.m.	Conference Room	Lunch
	12:45 p.m. – 1:45 p.m.	Jeffrey Elementary School	Organizational
	1:45 p.m. – 3:45 p.m.		Assessment
October 18, 2007	8:00 a.m. – 11:00 a.m.	Academy Elementary School	Assessment
	11:00 a.m. – 12:00 p.m.	Durham School Services	Assessment
	12:00 p.m. – 12:30 p.m.		Lunch
	12:45 p.m. – 1:45 p.m.	Town Campus	Assessment
	2:00 p.m. – 3:00 p.m.	Town Campus	Assessment
	3:15 p.m. – 4:15 p.m.	Town Campus	Assessment
October 23, 2007	8:00 a.m. – 12:00 p.m.	Town Campus Central Office Room B	Organizational
	12:00 p.m. – 12:30 p.m.	Town Campus Central Office Room B	Lunch
	1:00 a.m. – 3:30 p.m.	Town Campus Central Office Room B	Debriefing
October 25, 2007	9:00 a.m. – 10:00 a.m.	Island Avenue Elementary School	Organizational
	10:00 a.m. – 12:00 p.m.		Assessment

NOTE: Two (2) evening site surveys were conducted to evaluate night-time security at all school locations and the school bus depot. These were conducted on October 11th (3 schools) and October 18th (3 schools and the school bus depot). Ground maintenance, school bus depot personnel, and the Madison Police Department were notified in advance of our presence on school properties after dark to avoid possible conflicts.

8 CONCLUSION

The physical site assessments and crisis management/emergency response plan assessments, which are the main components and focus of this report, are too often falsely equated with 1) loads of equipment, 2) armed guards, and 3) a prison-like environment. Increased emphasis must be placed on the school safety “*strategies*” developed by all stakeholders involved, as opposed to just viewing security as physical security and staffing components. National Homeland Security Task Force strongly believes prevention and intervention programs are the cornerstone for improving school safety. Well balanced, rational, and common sense crisis management/emergency response measures are necessary to protect students, staff, and property so that implemented strategies can have their maximum intended impact.

As to the potential financial impact of addressing school safety shortfalls which ultimately concern so many school administrators, staff, and community stakeholders, it is imperative to remind all involved that “the cost of doing nothing is much greater than the cost of doing something”. The failure of school and community officials to exert reasonable efforts to improve school safety issues has resulted in increased risk of injuries or death, increased lawsuits, increased insurance claims, and the inability to attract and retain quality educators and/or staff, just to name a few.

Lastly, it should be pointed out that the majority of the recommendations set forth by National Homeland Security Task Force in this report focus less on “equipment” and more on the need for heightened awareness, staff training, standardized documentation and upkeep, and making sure what is common sense is reflected in common practice.

9 REFERENCES

Practical Information on Crisis Planning: A Guide for Schools and Communities, U.S. Department of Education

<http://www.ed.gov/admins/lead/safety/crisisplanning.pdf>

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, U.S. Secret Service and U.S. Department of Education, May 2002

<http://www.ed.gov/admins/lead/safety/threatassessmentguide.pdf>

The Final Report and Findings of the Safe School Initiatives: Implications for the Prevention of School Attacks in the United States, U.S. Secret Service and U.S. Department of Education, May 2002

<http://www.ed.gov/admins/lead/safety/preventingattacksreport.pdf>

FEMA for Kids: How Schools Can Become More Disaster Resistant, Federal Emergency Management Agency, 2007

<http://www.fema.gov/kids/schdizr.htm>

Building a Disaster Resistant University, Federal Emergency Management Agency, September 2006, FEMA #443

<http://www.fema.gov/institution/dru.shtm>

Emergency Management: Most School Districts Have Developed Emergency Management Plans, but Would Benefit from Additional Federal Guidance, U.S. General Accountability Office, June 2007

<http://www.gao.gov/new.items/d07609.pdf>

Emergency Management: Status of School Districts' Planning and Preparedness, U.S. General Accountability Office, Washington, DC, May 17, 2007

<http://www.gao.gov/new.items/d07821t.pdf>

Practical Information on Crisis Planning: A Guide for Schools and Communities, U.S. Department of Education, Office of Safe and Drug-Free Schools, Washington, D.C., Jan 2007

<http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>

National Response Plan, U.S. Department of Homeland Security, Washington, D.C., May 2006

http://www.dhs.gov/xlibrary/assets/NRP_FullText.pdf

National Incident Management System, U.S. Department of Homeland Security, Washington, D.C., March 2004

<http://www.nimsonline.com/docs/NIMS-90-web.pdf>

Local and Tribal NIMS Integration: Integrating the National Incident Management System into Local and Tribal Emergency Operations Plans and Standard Operating Procedures, U.S. Department of Homeland Security, Washington, D.C., Version 1.0

http://www.fema.gov/pdf/nims/eop-sop_local_online.pdf

REFERENCES

2004 Emergency Response Guidebook: A Guide for First Responders During the Initial Phase of a Dangerous Goods/Hazardous Materials Incident, U.S. Department of Transportation, 2004
<http://hazmat.dot.gov/pubs/erg/erg2004.pdf>

NCEF Safe School Facilities Checklist, National Clearinghouse for Educational Facilities, U.S. Department of Education, Office of Safe and Drug-free Schools
<http://www.edfacilities.org/safeschools>