

Door Security + Safety

DHI'S PUBLICATION FOR DOOR SECURITY + SAFETY PROFESSIONALS

MAY 2020



School Security + Safety

INSIDE:

- + COVID-19 PLUSES AND MINUSES FOR THE DOOR AND HARDWARE INDUSTRY
- + HAZARD PLANNING HELP FROM NFPA
- + WHEN REAL LIFE CONFRONTS SECURITY IN THE CLASSROOM
- + JOURNEY TO A LOCKDOWN SOLUTION
- + SCHOOL SAFETY PROTOCOLS



OPENING THE DOOR TO SCHOOL SAFETY

Become a DSSF Ambassador for your community.

www.lockdontblock.org

HELP US TELL SCHOOLS & PARENTS!

Several temporary door locking devices, or barricade devices, have been made available with the intention of providing protection for students while in the classroom.

Unfortunately, these products fall short of the code requirements and often lead to unintended consequences. There are already solutions in place in most schools and experts, like you, can help us inform schools and parents of the facts during these emotionally charged times. Become a DSSF Ambassador today!

Contact info@doorsecuritysafety.org to learn more about the DSSF Ambassador Program. It takes all of us to make a difference.



Door
Security & Safety
FOUNDATION

Twitter: @DSSFoundation • Facebook: @DSSFO • YouTube: Door Security & Safety Foundation

+ CONTENTS



FEATURES

10 COVID-19 PLUSES AND MINUSES FOR THE DOOR AND HARDWARE INDUSTRY

The COVID-19 crisis is affecting businesses across the board. The short-term pain is significant, but optimism for late 2020 and beyond is strong. Unexpected opportunities have also emerged.

AL RICKARD, CAE

16 HAZARD PLANNING? NFPA CAN HELP

The COVID-19 pandemic reinforces the need for assessing risks and defining emergency preparedness strategies.

JOHN MONTES

20 WHEN REAL LIFE CONFRONTS SECURITY IN THE CLASSROOM

Safety codes and best practices in securing classrooms are specific and strict. But what happens when everyday student situations occur? An industry professional who was a teacher explains.

ASHLEY LANGE

26 OUR SCHOOL'S JOURNEY TO A LOCKDOWN SOLUTION

How an industry professional and parent made a difference.

HAL KELTON AHC/CDC, CFDAI, CDT, RCI

32 INTEGRATING LOCKS WITH SCHOOL SAFETY PROTOCOLS

The chairman of the Partner Alliance for Safer Schools provides guidance on school safety and security policies and procedures and how door locks and hardware are essential components in these plans.

GUY GRACE

36 NAVIGATING SCHOOL SAFETY AND LOCKDOWN OPTIONS

Every day, schools face the potential for a wide array of violent incidents. That is why administrators, parents and the public are focused on school safety and lockdown options.

HERB BINDEL



Meet our new president's family. His wife is Michelle. His children are Malia and Sasha.

Visit our new president's office. He will work in the Oval Office. It's in the White House.

SEEKING



An electronic lock with the lockdown feature initiated.

OUR SCHOOLS' JOURNEY TO A LOCKDOWN SOLUTION

How an industry professional and parent made a difference.

BY HAL KELTON AHC/CDC, CFDAI, CDT, RCI

In August 2018, my oldest child was entering middle school. I reached out to the principal and volunteered to help evaluate their current school security/lockdown measures and see what assistance I could provide.

Just months earlier there were two horrific school shootings – at Marjory Stoneman Douglas High School in Parkland, Florida and at Santa Fe High School in Santa Fe, Texas. I couldn't fathom this happening at my children's schools.

Everyone was looking for ways to prevent these tragedies in their neighborhoods. As a member of the commercial doors, frames and hardware industry, I felt an obligation to better connect with our customers and our communities.

How can our combined expertise and our highly tested and proven products not meet our community's needs? How

can someone run through a school opening door after door, wreaking terror on our children, faculty and staff at will?

In the aftermath of these tragedies, how could we let our guard down as an industry to allow devices called "door barricades?" How could products that do not comply with building and fire codes and requirements of the Americans with Disabilities Act even be considered viable options to prevent these tragedies? Somehow it happened.

MEETING WITH THE STAKEHOLDERS

As luck would have it, our school district was just beginning to look at all the school locks to see what

additional steps it could take to improve security. Both the middle school principal and the district director of facilities invited me to meet with them. We discussed the current evaluation they had underway.

The two schools in the district are very different. The middle school was built in 1998 to accommodate the growing suburbs in my area of California. The elementary school with a rich history dating back to 1904 has had numerous remodels as well as door and hardware upgrades.

In recent years, the district had updated almost all classroom and campus locksets to cylindrical locks with the classroom inside cylinder lockdown function (BHMA Function F88) or to an exit device with keyed dogging (BHMA Function 09) – no fire doors.

The district's most recent teacher feedback indicated they were not sure whether they were locking or unlocking the cylindrical locks when attempting this from inside the classroom.



Ronnie Rehn with Smo-Key Key Service installs a red button lockdown device incorporated into the endcap of a panic device that is easy to find and engage.

TESTING KEYPAD LOCKS

I received demo products from three prominent lock and accessory manufacturers for the schools to start testing. Stand-alone, battery-operated keypad locks were the first to arrive. These locks were designed as a school lockdown product with numerous access control features and functions not available in a traditional mechanical lockset.

For example, multiple doors could be locked down with the push of a single key fob. Re-setting from lockdown mode could also be accomplished with the key fob. Access codes, as well as an administration override code, were all programmed with the keypad. Installation was quite simple.

Since we stayed with a cylindrical lockset and with the same manufacturer as the original locks, the existing key cylinders and keys were reused and only a few more holes were required for the cabling and through-bolts. The programming was typical for these types of locks and the user training was minimal. Initial input from the teachers was positive and they were anxious to start their testing.

TESTING PANIC LOCKDOWN BUTTONS

The next two products to test were strictly mechanical in design, with simplicity, speed and reliability as the main focus.

The first, a panic hardware lockdown button, addressed a better way to secure the classrooms and corridors that already had panic devices installed. California school designs often incorporate classrooms with exterior doors, generally held open during the day when the weather is agreeable.

Many teachers had handwritten directions on their doors – an arrow to show which way to turn the key – but they were not always confident they were locking their door. Invariably, they would open the door to double check that the lever was secure from the outside (the outside of a locked room is referred to by the Department of Homeland Security K-12 School Security Survey as the “Danger Zone”).

Other teachers kept their doors locked while utilizing a \$4 magnetic door strike cover to prevent the door from latching and allowing entry from the locked side. However, these doors opened out and the only way to remove the magnet in an emergency was to open the door and retrieve it from the

Danger Zone, hopefully also checking that the outside lever was in fact secure.

I commended the district on all that had been done to update their school locking solutions over the years. I made a point of discussing the building and fire codes that mandate free egress from these rooms as we began strategizing new locking solutions.

We adjourned that meeting with a plan for me to reach out to some manufacturers willing to provide demo units for the district to evaluate in classroom settings. We would focus these installations on budget-conscious solutions, both electromechanical and mechanical. The classrooms selected were those assigned to faculty who were on the schools’ safety committees.

Installing a mechanical lockdown device.



Virtually all panic hardware on campus had been upgraded with the incorporated keyed dogging feature. This allows faculty and staff to leave the exterior levers secure, while dogging the devices down and leaving the hardware unlocked, if they choose to, throughout the day. In an emergency, the teacher, administrator, or staff member would use their key to undog the panic hardware, enabling them to lock the door without opening it.

While this functionality is quite common in the educational market and served this occupancy well, it still requires a key to perform, something a substitute teacher is not always provided with and students never have. The panic hardware lockdown button we tested was a great way to make the locking function quicker

and available to anyone, with little to no training required.

While the key is still required to dog/unlock the panic hardware, a simple push of the red button on the endcap of the panic hardware undogs and locks the door instantly, without the need of a key or special tool. Installation was relatively simple for the district's experienced locksmith.

TESTING CODE-COMPLIANT RETROFIT LOCKING DEVICES

The last locking solution to be tested was an add-on retrofit locking bolt that works in conjunction with the existing cylindrical locks. This unique product is easy to integrate into multiple campuses that may have a number of lock manufacturers and key systems already in place.

Acoustical Door & Window Wall Unit

NEW!



Highest Acoustical Rating—up to STC 52

Krieger's Acoustical Door and Window Wall Unit underwent rigorous lab testing—in multiple configurations, testing higher than any other wall unit on the market.

Customizable Configuration

Configured to your exact specifications of size, number and placement of doors and windows and acoustical needs. The construction makes it possible to swap out the doors, panels, transoms, and side light components in case your needs change.

Fire Rated

Fire rated up to 90 minutes with glazing or up to 3 hours with acoustical transom of side light panels.

KRIEGER[™]
SPECIALTY PRODUCTS

www.KriegerProducts.com

The mechanical lockdown device after installation.



the lock and its functionality to the teacher as students were lining up to re-enter the classroom, all of them quite intrigued by what had been done to their door.

Without missing a beat, the teacher repeated my impromptu training session with the kids and told each of them to push the button and see how it works as they returned to their desks. Thirty-two seconds later, there were 33 people on campus who knew how to lockdown their classroom in seconds. With a dozen or so new locking devices installed on two campuses, testing was officially underway.

I was given the opportunity to present the district's testing objective to administrators, faculty and staff at both schools. It was important that everyone was aware of the new locks on campus. I also listened to their concerns and explained why these locking devices were being tested. We reviewed the various non code-compliant barricade devices and why they should not be used.

A DECISION IS MADE

A few months later I heard back from the school district. They made a decision to use the strictly mechanical lockdown functions, using a "red-button lockdown" solution. The red-button lockdown solution was a recommended practice promoted by the Department of Homeland Security in the infancy of its School Security Guide. It has been adopted by commercial lock manufacturers in their newest school-focused security hardware offerings.

Now that the district had direction, it was a perfect time to reach out to the local fire chief and deputy fire chief to present the lockdown plans and function to them. The chiefs had only a few concerns and it was great to have them onsite so we could demonstrate the lockdown procedures firsthand and get their approval.

Finally, we had to develop a budget and get school board input and approval. I was invited to a school board meeting to present our test findings and to discuss the importance of implementing this district-wide security upgrade and justify the benefits and costs. With a unanimous "yes" vote, it was time to implement the changes.

ANSWERING QUESTIONS

Then it was back to faculty meetings for a formal presentation of the approved lockdown-hardware solutions and an opportunity for faculty to get a close look at the process for securing their doors. As an exercise, I asked everyone in the meetings how long they thought it would take to secure their classroom or work area.

Let's think about this for a minute. How many seconds will it take for you to get to your door, retrieve the key and lock the door? Do you have to open your door to double-check that it's locked? If the door is held open, is it accomplished with a door wedge or a kickdown hold-open device? How much more time will it take to remove these obstacles and secure your door?

These are critical seconds that can literally be the difference between life and death. We learned from the tragedy at Sandy Hook Elementary School that we cannot overlook the importance of keeping a lock-down solution simple and quick to perform. The largest loss of life that horrific day was in two first-grade classrooms. The doors were unlocked, and by coincidence, one had a substitute teacher.

The consensus of the teachers was that it took 60 to 90 seconds to secure an opening with the security methods they had in place at the time. Those precious seconds could be mitigated with proper commercial door and hardware products and applications.

A simple push of the large, red button extends the stainless steel deadbolt in the lockdown device. Because the lockdown device also attaches to the cylindrical lock's lever, turning the inside lever of the lockset retracts both the latchbolt of the lock and the deadbolt of the lockdown device, allowing free egress with a single operation at all times. Exterior override for administration or first responders is provided with the use of a rim cylinder.

Like our first two products the installation was quite simple. Two through bolts, a rim cylinder hole, and finally two pilot holes on the inside were accomplished in short order.

As it happened, school recess ended right as the district's locksmith finished installing one of the devices. I took the opportunity to describe

According to an FBI study of active shooter incidents between 2000 and 2013, 70 percent were over within 5 minutes, the balance in less than 2 minutes. It has also been found that in most cases, being behind a locked door is the safest place to be but it would be naive to assume a locked door is all you need to stay safe.

NO MORE DIY HOLD-OPENS

As the new locking solution was being procured, it was time to go after those darn kick-down and wedge hold-opens. They were convenient but probably not quick to release in an emergency.

I referenced a few nearby classrooms that had hold-open closer arms and suggested that this was the way to move forward, albeit with a heavier duty version. Now anyone could swing the door closed quickly from the held-open position, combined with the intuitive red-button lockdown on either the panic hardware or rim lock. We were all confident that full lockdown could be accomplished within a few seconds.

I left faculty, staff and administrators with the task of reviewing their lockdown procedures in anticipation of the upcoming active shooter training they had scheduled.

In our meeting, we discovered that faculty had different ways and reasons for how they secure their particular classrooms throughout the day. It was imperative that the set of procedures they decided on as a group were consistent, easy to repeat, code compliant, quick to implement without special knowledge, tools or keys, and were universally adopted as part of their "Security and Emergency Plan."

A little more than a year later installation is underway on both campuses. The district has adopted and implemented a standard lockdown procedure. It has gone through multiple emergency and lockdown training sessions with students and first responders. This district is clearly continuing in the right direction.

WE ALL HAVE A ROLE

I challenge everyone who reads this article to reach out to a school district to offer your expertise, encourage analysis of what they have, and help determine what improvements they may need.

More importantly, teach them about basic life safety regulations and what unproven and untested devices they should avoid at all costs.

Your door industry expertise will rarely be tested as much as when you have to take a holistic look at a school campus, how it functions, the uniqueness of the faculty, staff and administration, flow of traffic throughout the school and classrooms as well as the budgeting and approval process for making such improvements.

And if you don't think you can make a difference, I submit to you my example of how a simple email and gesture to help can turn into a great collaboration. +



HAL KELTON, AHC/
CDC, CFDAI, CDT,
RCI is president of
DOORDATA
Solutions, Inc. and
Kelton Sales Group.
Phone: 877-521-
DATA. Email: hal@
doordata.com

ACCESS CONTROL

SCALABLE SECURITY SOLUTIONS

Access control systems can be deployed in almost any type of facility and with a varying range of system and product benefits. Depending on what is expected and needed from the system, **traditional access control locking solutions can be a significant investment.**

The **Hager powered by Salto HS4 Electronic Access Control system** offers a varying range of solutions for almost any type of facility. More than a keyless access control system, it delivers a secure and seamless user experience while providing flexible and affordable management throughout a facility.

For more information, please visit hageraccesscontrol.com.

HAGER
COMPANIES

www.hagerco.com



BUILDING A CULTURE OF SCHOOL SAFETY



MICHELE GAY, M.ED., is founder and executive director of Safe and Sound Schools, an organization she created after losing her daughter Josephine Grace on December 14, 2012 in the Sandy Hook School tragedy. Safe and Sound Schools includes Sandy Hook parents, educators, and community members and its mission is: To better protect our schools. To provide safe schools, secure schools, for our children and educators. And to help others do the same in their communities. Email: michelegay@safeandsoundschools.org. Website: www.safeandsoundschools.org.



SCHOOL SECURITY WEBINAR

DSSF recently delivered a webinar with Safe and Sound Schools called "Door Security & Safety: Continuing the Conversation." This roundtable discussion with experts, parents, and school leaders offered insights, best practices, and key resources to help us all successfully work together to solve security and safety issues in our schools.

To view the webinar, visit www.doorsecuritysafety.org and click on "Advocacy."

WHAT A DIFFERENCE A FEW WEEKS CAN MAKE.

I HOPE ALL OF YOU ARE SAFE AS WE ENDURE A LONG PERIOD OF SOCIAL DISTANCING THAT HAS DRAMATICALLY AFFECTED SCHOOLS, BUSINESSES, AND OUR ENTIRE SOCIETY.

The entire COVID-19 crisis has reinforced for me how critical it is to have fact-based education and community conversation - the message that Safe and Sound Schools delivers to many audiences.

Administrators, teachers, school resource officers, building managers, security officers, counselors, school psychologists, parents, and students, are critical to this communication about school safety. People in the community, including policymakers, first responders, and experts like you in the door and hardware industry are also important.

Just because we are physically separated for a time doesn't mean the need to talk about school safety stops.

Consider this an opportunity to reflect on how schools can continue to focus on the safety their physical buildings provide now that the national conversation about safety has expanded into new areas.

The pressure facing administrators and other leaders to make the best safety decisions with tight budgets will only increase.

A few months ago, Safe and Sound Schools proudly partnered with Door Security + Safety Foundation (DSSF) to conduct a webinar called "Door Security and Safety: Continuing the Conversation" that included experts such as John Montes of the National Fire Protection Association, Guy Grace

of the Partner Alliance for Safer Schools, Joelle Reidy, president of the parent-teacher organization at a middle school, and Laura Frye Weaver DHT, DAHC, DHC, CSI, CDT, CCS, CFDAI, of DSSF and DHI. (See the bottom of this page for a link to view it.)

In that webinar, we talked about how doors and door hardware have taken a prominent place in school safety planning discussions. We also talked about what it takes to instill a safety culture in our schools and communities.

Appropriate education and training and giving people options and pathways to safety is vital. Teaching safety-based behavior is critical. We're getting there, and the COVID-19 crisis - as horrible as it is - will hopefully accelerate safety awareness everywhere. It's one of the reasons we are a partner with DSSF, because we have similar values for how we achieve this goal. Door security and safety professionals have a unique skill and viewpoint that is necessary for our schools and communities.

When everyone connected with schools learns and communicates with each other about shared solutions and speaks with a single voice, we can improve safety.

Meanwhile, DSSF and Safe and Sound Schools are working on future programs to support your efforts. Stay tuned! +