



Public Input No. 53-NFPA 101-2024 [Section No. 14.2.2.2.2]

14.2.2.2.2

Any door in a required means of egress from an area having an occupant load of ~~100~~ 50 or more persons shall be permitted to be provided with a latch or lock only if the latch or lock is panic hardware or fire exit hardware complying with 7.2.1.7.

Statement of Problem and Substantiation for Public Input

Building Code, section 1010.2.9 require a Group A and E occupancies with 50 or more occupants be provided with panic hardware. This is a difference in the Building and Fire codes that lead to confusion by plans examiners and contractors/business owners. Since the Building Code that shows 50 persons is more stringent, than this section is irrelevant as their code will take precedent since it is more stringent. Recommending to have both codes mirror each other.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 52-NFPA 101-2024 [Section No. 13.2.2.2.3]	
Public Input No. 51-NFPA 101-2024 [Section No. 12.2.2.2.3]	
Public Input No. 54-NFPA 101-2024 [Section No. 15.2.2.2.2]	

Submitter Information Verification

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Submittal Date: Mon Mar 25 13:15:21 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The submitter did not provide technical information as to why the threshold for panic and fire exit hardware should be reduced from 100 persons to 50 persons. If there is an incident case study behind this proposal, that should be provided.



Public Input No. 253-NFPA 101-2024 [Section No. 14.2.2.2.4]

14.2.2.2.4* Locking of Exterior Doors, Classroom Doors and Doors to Other Instructional Spaces.

Classroom doors and doors to other instructional spaces ~~shall be permitted to be locked provided that the locking means is approved and~~, and exterior doors which provide access into the building, shall be capable of being locked to prevent unwanted entry. ~~The locking means shall comply with~~ all of the following conditions ~~are met~~ :

- (1) The locking means shall be capable of being engaged from the egress side of the door without opening the door.
- (2) The unlocking and unlatching from the egress side of the door shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3) The releasing mechanism shall open the door leaf with not more than one releasing motion.
- (4) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (5) Locks, if remotely engaged, shall be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.
- (6) ~~The door~~ Interior doors, and not less than one exterior door on each face of the building, shall be capable of being unlocked and opened from outside the room or building with the necessary key or other credential.
- (7) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (8) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (9) The emergency action plan, required by 14.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (10) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 14.7.2.

Statement of Problem and Substantiation for Public Input

In new educational occupancies, this proposal requires, primarily, egress doors from classrooms and other instructional spaces to be lockable from the inside of the room. This proposal also requires exterior doors which provide access into the building to be lockable from the egress side of the door.

These proposed requirements are consistent with current best practices of design and construction of new schools, and are consistent with recommendations by a wide range of school safety and security advocates, including the U.S. Dept. of Homeland Security (DHS), and the Partner Alliance for Safer Schools (PASS).

Several poignant examples:

The Sandy Hook Advisory Commission's Final Report, dated March 6, 2015, of the investigation of the tragedy at Sandy Hook Elementary School in Newtown, Connecticut, Dec. 14, 2012, recommends:

3. Requiring classroom and other safe-haven areas to have doors that can be locked from the inside.
4. All exterior doors in K-12 schools be equipped with hardware capable of implementing a full

perimeter lockdown.

The May 24, 2022 incident at Robb Elementary, Uvalde, Texas, confirmed the importance of the ability to lock exterior doors from the interior of the building. Reportedly, the door the gunman used to enter the Robb Elementary building was lockable only from the outside of the building (same with other exterior doors), and from the inside it was not possible to determine if the exterior door was locked to prevent entry. These exterior doors were required, by policy, to be kept locked and closed. The interior classroom doors in Robb Elementary reportedly could only be locked from outside the classroom, and teachers were required, by policy, to keep the classroom doors locked and closed. But, there was no way to confirm whether the exterior handle was locked from the inside of the classroom. For convenience, reportedly teachers would use rocks to prop open exterior doors, and they used door stops, wedges, and magnets to prevent interior door locks from latching.

Despite billions of dollars invested in hardening schools nationally, 1 in 4 U.S. public schools lack classroom doors that can be locked from the inside, according to a survey conducted two years ago by the National Center on Education Statistics, a federal research office.

Doors that can be quickly and easily locked can mean the difference between life and death when a shooter is on school grounds. Safety commissions, teachers, fire safety groups, and both gun rights and gun control groups have all advocated for doors which can be locked from the inside since the Columbine High School, Columbine, Colorado, shooting in 1999.

Sources:

<https://passk12.org/>

<https://www.cisa.gov/topics/physical-security/school-safety>

<https://passk12.org/>

https://portal.ct.gov/-/media/Malloy-Archive/Sandy-Hook-Advisory-Commission/SHAC_Final_Report_3-6-2015.pdf

https://house.texas.gov/_media/pdf/committees/reports/87interim/Robb-Elementary-Investigative-Committee-Report-update.pdf

<https://apnews.com/article/politics-shootings-texas-school-safety-2c97d26b56e8b081aa725ee2235e4a3b>

<https://www.nbcnews.com/news/us-news/uvalde-classrooms-lacked-security-door-locks-rcna37358>

https://nces.ed.gov/programs/digest/d21/tables/dt21_233.50.asp

<https://www.cft.org/california-teacher/our-fight-win-security-doorlocks>

<https://www.firemarshals.org/resources/Documents/>

<NASFM%20Classroom%20Door%20Security%2020210217.pdf>

<https://www.defensivestrategies.org/downloads/NRA-National-School-Shield-Report.pdf>

<https://everytownresearch.org/report/how-to-stop-shootings-and-gun-violence-in-schools/>

The proposed requirements do not mandate the use of specific locks or lock functions – that should be left up to the schools and educational institutions.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 255-NFPA 101-2024 [Section No. 16.2.2.2.6]	
Public Input No. 257-NFPA 101-2024 [Section No. 38.2.2.2.2]	
Public Input No. 259-NFPA 101-2024 [New Section after 12.2.2.2.6]	
Public Input No. 255-NFPA 101-2024 [Section No. 16.2.2.2.6]	
Public Input No. 257-NFPA 101-2024 [Section No. 38.2.2.2.2]	
Public Input No. 259-NFPA 101-2024 [New Section after 12.2.2.2.6]	

Submitter Information Verification

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Committee: SAF-END

Committee Statement

Resolution: The committee has concerns with combining exterior door requirements with the interior door requirements. In addition, the use of "each face of the building" is confusing and may not apply to all buildings. There was also concern with making the locking obligatory rather than optional. A reference to the emergency action plan section may be beneficial.



Public Input No. 261-NFPA 101-2024 [Section No. 14.2.2.2.4]

14.2.2.2.4* Locking of Classroom Doors and Doors to Other Instructional Spaces.

14.2.2.2.4.1

Classroom doors and doors to other instructional spaces shall be permitted to be locked to prevent unwanted entry , provided that the locking means is approved and all of the following conditions are met:

- (1) The locking means shall be capable of being engaged from the egress side of the door without opening the door.
- (2) The unlocking and unlatching ~~from the egress side~~ of the door for egress , shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3) The operation of the releasing mechanism shall ~~open~~ release all latching and all locking devices of the door leaf with not more than one ~~releasing~~ motion in a single linear or rotational direction .
- (4) The releasing mechanism shall not require tight grasping, tight pinching, or twisting of the wrist to operate.
- (5) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (6) Locks, if remotely engaged, shall ~~be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.~~ not inhibit egress.
- (7) The door shall be capable of being unlocked and opened from outside the room with the necessary key or other credential.
- (8) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (9) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (10) The emergency action plan, required by 14.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (11) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 14.7.2.

Statement of Problem and Substantiation for Public Input

The revisions in this proposal are intended to be primarily editorial, and to improve consistency with other similar provisions in this code.

Adding section numbering 14.2.2.2.4.1 is for formatting consistency with Chapters 15 and 17.

Inserting “to prevent unwanted entry” in 14.2.2.2.4.1 is for consistency with similar requirements in Chapters 16.

Revisions in Item 2 may describe the intent of the item slightly better.

The revisions in Item 3 are for consistency with 7.2.1.5.3.3. and more accurately describe the requirements of the operation of the releasing mechanism.

Proposed new Item 4 is consistent with similar requirements in Chapter 38 for new college and university instructional buildings.

Item 6 (was Item 5) is revised to perhaps better communicate the intent of this item. We believe the intent of this requirement for remotely engaged locks would be to not inhibit egress. The revisions assume that all locks used to prevent unwanted entry – remotely engaged or not – would be expected to meet the same egress requirements. The deleted phrase is a duplicate of the requirements in Item

2.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 266-NFPA 101-2024 [Section No. 15.2.2.2.4]	
Public Input No. 267-NFPA 101-2024 [Section No. 16.2.2.2.6]	
Public Input No. 268-NFPA 101-2024 [Section No. 17.2.2.2.6]	
Public Input No. 269-NFPA 101-2024 [Section No. 38.2.2.2.2]	
Public Input No. 270-NFPA 101-2024 [Section No. 39.2.2.2.2]	
Public Input No. 269-NFPA 101-2024 [Section No. 38.2.2.2.2]	

Submitter Information Verification

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Committee: SAF-END

Committee Statement

Resolution: The committee believes that the existing language clearly states the intended requirements. The proposed modifications do not provide any additional clarification to the user.



Public Input No. 345-NFPA 101-2024 [New Section after 14.3]

New 14.3.8 Educational occupancies shall be provided with an In-Building Emergency Responder Communications Enhancement System in accordance with section 9.15 where required by the authority having jurisdiction.

Statement of Problem and Substantiation for Public Input

This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 344-NFPA 101-2024 [New Section after 15.3]</u>	

Submitter Information Verification

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Committee: SAF-END

Committee Statement

Resolution: CI-6595-NFPA 101-2024

Statement: This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation. Based on the complexity of this proposal, it was decided to create a new Emergency Responder Communications Enhancement System (ERCES) task group and submit a public comment for Second Draft. The committee seeks to ensure that ERCES are only installed when needed, so that the requirements in this Code comply with FCC regulations.



Public Input No. 114-NFPA 101-2024 [New Section after 14.3.4.5]

14.3.4.6 Annunciation

14.3.4.6.1

Annunciation shall be accomplished in accordance with 9.6.8 and the requirements of this section.

14.3.4.6.2

A graphic map of the educational occupancy shall be provided where any of the following conditions apply:

- (1) In buildings provided with more than one automatic sprinkler protection zone in accordance with 14.3.4.2.2 or 14.3.5.
- (2) In buildings where manual fire alarm boxes have been eliminated in accordance with 14.3.4.2.3.1.
- (3) In buildings where provision is made at a central point to manually activate evacuation in only affected areas in accordance with 14.3.4.2.3.1 (4) or 14.3.4.2.3.2 (2).
- (4) In buildings provided with carbon monoxide detectors in accordance with 14.3.4.4.1.
- (5) In buildings provided with positive alarm sequence in accordance with 14.3.4.3.1.3.
- (6) Where required by an Emergency Action Plan in accordance with 14.7.1.
- (7) Where required by the authority having jurisdiction.

Statement of Problem and Substantiation for Public Input

While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. Understanding where an alarm is occurring and what options are available for full emergency evacuation, partial or phased evacuation, or shelter-in-place strategies is critical. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time.

For many code cycles, NFPA 101 has allowed manual fire alarm boxes to be eliminated where the building is protected throughout by an approved, supervised automatic sprinkler system and when there is a provision to manually activate the evacuation signal or to evacuate only affected areas. The key to this arrangement is that an authorized person at a “central point” can take the appropriate action. It is important that this authorized person, or the responding fire service, have a clear understanding of the layout of the educational occupancy. This code change seeks to require a graphic map to be located at this “central point” so that clear and accurate decisions can be made.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 112-NFPA 101-2024 [New Section after 9.6.8.8]</u>	Reference
<u>Public Input No. 113-NFPA 101-2024 [New Section after A.9.6.5]</u>	Reference
<u>Public Input No. 115-NFPA 101-2024 [New Section after 14.3.4.5]</u>	

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Committee: SAF-END

Committee Statement

Resolution: [FR-6716-NFPA 101-2024](#)

Statement: While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time. These provisions are more properly placed under the Emergency Action Plan section of the chapter.



Public Input No. 115-NFPA 101-2024 [New Section after 14.3.4.5]

14.3.4.6.3

Where a graphic map is required in accordance with 14.3.4.6.2, the graphic map shall include all of the following:

- (1)* The location of all installed fire alarm initiating devices shall be clearly identified and labeled.
- (2) The location of all installed carbon monoxide initiating devices shall be clearly identified and labeled.
- (3)* The location of all automatic sprinkler protection supervisory devices and fire protection zone boundaries shall be clearly identified.
- (4)* Identification of all available notification zones or areas for manual or automatic message activation.
- (5) Location of FACU and all annunciation locations where manual or automatic message activation can occur.
- (6)* All basic building elements including floors/levels, walls, doors, stairs, elevators, entry and exit points, and other building elements.
- (7) Point of compass (indication of north).
- (8) Symbol legend containing all device symbols, zone markings, color designations, and hatching used on the map.
- (9) A "You Are Here" designation for physical orientation of the map.

14.3.4.6.4

Where a graphic map is required in accordance with 14.3.4.6.2, the graphic map shall be located at the main fire alarm control unit, the central point and remote locations where manual or automatic announcements are made, and at all system annunciation points in the facility.

14.3.4.6.5

Graphic map layout and elements shall be reviewed and approved by the authority having jurisdiction.

14.3.4.6.6

All required graphic maps and annunciation means shall be readily accessible to responding personnel.

14.3.4.6.7

All required graphic maps and annunciation means shall be located as required by the authority having jurisdiction to facilitate an efficient response to the situation.

14.3.4.6.8*

Where required by the authority having jurisdiction, a graphic annunciator per NFPA 72 shall be provided in lieu of a graphic map.

Statement of Problem and Substantiation for Public Input

Public Input No. 114 seeks to add the requirement of a graphic map for educational occupancies. This Public Input seeks to add language of what is required on the graphic map.

Many AHJs already locally require graphic maps, but details of what is included in these graphic maps varies wildly. This new language seeks to create a baseline of what should be included in a graphic map. While this code change only seeks to add a low-cost graphic map, provision is included should a local AHJ require a graphic annunciator in accordance with NFPA 72.

A separate Public Input No. 112 and 113 has been submitted to Chapter 9 to contain all of the information in 14.3.4.6.3 through 14.3.4.6.8. However, since there is no guarantee that the Chapter Public Input will be accepted, it has been included in this PI. This can be cleaned up during the second draft.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 114-NFPA 101-2024 [New Section after 14.3.4.5]</u>	Dependent
<u>Public Input No. 112-NFPA 101-2024 [New Section after 9.6.8.8]</u>	Reference, Duplicate Information
<u>Public Input No. 113-NFPA 101-2024 [New Section after A.9.6.5]</u>	Reference
<u>Public Input No. 116-NFPA 101-2024 [New Section after A.14.3.4.2.3.2]</u>	

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Committee: SAF-END

Committee Statement

Resolution: FR-6716-NFPA 101-2024

Statement: While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time. These provisions are more properly placed under the Emergency Action Plan section of the chapter.



Public Input No. 192-NFPA 101-2024 [Section No. 14.7.1]

14.7.1 Emergency Action Plan.

14.7.1.1

Emergency action plans shall be provided in accordance with Section 4.8.

14.7.1. 1* Emergency action plans shall be provided in accordance with Section 4.8 and as required in this section .

A.14.7.1.1 While Section 4.8 includes general requirements, this language deals with planning that is more specific to educational occupancies:

- (1) The definition and assignment of roles and responsibilities for direction and control, with specific reference to the chain of command, designated back-up for each role, and other critical functions (whether by reliance on the Incident Command System outlined in “National Incident Management System” of March 1, 2004, published by the U.S. Department of Homeland Security or by implementation of other strategies and methods having the same goals), including:
 - (1) Responsibilities of individuals who discover an emergency or crisis;
 - (2) Responsibilities of the leader/commander and other members of the emergency team;
 - (3) Responsibilities of monitors who will ensure the proper execution of the planned response;
 - (4) Responsibility for communicating with first responders, building occupants, families, representatives of the media, and other members of the community;
 - (5) Responsibility for maintaining emergency-related records.
- (1) The description of the responses planned (i.e., what should happen, when, and at whose direction) to address various emergencies or crisis that are known to occur in or affect schools, including at least:
 - (1) Severe weather;
 - (2) Fire;
 - (3) Bomb threats or the discovery of suspicious items;
 - (4) Structural failure;
 - (5) Failure of utilities or loss of utility service;
 - (6) Bus accidents;
 - (7) Release of hazardous materials, both indoors and outdoors;
 - (8) Presence of an intruder, use of a weapon, or taking of a hostage;
 - (9) Public health or medical emergencies;
 - (10) Earthquakes; and
 - (11) Nuclear power plant accidents (if located within 25 miles of such a plant).
- (1) The inventory of resources that are available when responding to emergencies, including:
 - (1) Emergency contact lists;
 - (2) Methods for accounting for the whereabouts and status of all students and the process established for releasing students into the care of their parents and others;
 - (3) Response guidance material and the method of providing it to students and staff, including support personnel such as bus drivers, secretaries, and custodians;
 - (4) Emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel,

battery-operated radio, and other communication equipment), maintained for students and staff to use during an emergency or crisis.

14.7.1. 2*

The operation of security features, fire protection systems, and life safety systems shall be documented in the building's emergency action plan.

14.7.1.3* . Emergency action plans shall be reviewed and approved annually by each of the following stake holders, as applicable:

- (1) School board or the board's designee
- (2) School district representative or official designee
- (3) School principal
- (4) Education-related organization or association deemed appropriate by the school district.
- (5) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including, but not limited to:
 - (1) Local fire department
 - (2) Local law enforcement
 - (3) Local emergency medical services
 - (4) Other member of the first responder or emergency management community.

A.14.7.1.3 . The purpose of this annual review should be to review and update the emergency action plans, protocols, and procedures and the school safety drill programs of the district and each of its school buildings. The plan should also include the description of actions taken (i.e., the training provided and the materials used) to ensure all students, staff members, first responders, and visitors, both inside and outside the school building, are:

- (1)
 - (a) Alerted to the fact that an emergency exists;
 - (b) Receive adequate instructions on how to proceed, including supplemental instructions from first responders; and respond appropriately to the directions given. (Each drill is to test whether the notification system and those operating it are prepared to provide emergency notification and appropriate direction to everyone on the property, based on the emergency conditions that exist, and whether those present respond accordingly.)
 - (c) When evacuation is called for, to ensure that evacuation of the building and adjacent areas is complete; that alternate exit routes are used if primary routes are obstructed; and that individuals with physical impairments reach safe areas. (Each drill is to test whether and how quickly a building's occupants vacate it in an orderly and safe manner, regardless of any obstructions encountered, and whether staff is prepared to provide assistance effectively to those who are unable to evacuate on their own.)
 - (d) When sheltering in place is called for, to ensure that all the building's occupants reach designated safe areas in a reasonable amount of time. (Each drill is to test whether students are prepared to respond without hesitation to instructions.)

The report submitted should indicate whether each component listed in the plan is present and up to date and should describe the revisions, if any, that are needed in each. If any component is deemed inapplicable by the review participants, the report should include the rationale for this determination. The plan should be stored in locations where it can be easily obtained during times of emergency, whether hard copies, electronic, or both.

Statement of Problem and Substantiation for Public Input

I was a member of a task group for Educational Occupancies that was dealing with improving emergency action plans and it was felt more information was needed in the document to assist educational occupancies in developing these plans. This is my own submittal based upon those discussions and crisis planning requirements for schools in Illinois.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 193-NFPA 101-2024 [Section No. 15.7.1]	
Public Input No. 194-NFPA 101-2024 [Section No. 16.7.1]	
Public Input No. 203-NFPA 101-2024 [Section No. A.4.8.2.1]	
Public Input No. 204-NFPA 101-2024 [Section No. 4.8.2.2]	

Submitter Information Verification

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Committee: SAF-END

Committee Statement

Resolution: [FR-6715-NFPA 101-2024](#)

Statement: It was felt that guidance was needed for educational occupancies related to emergency action plans, such as who should be involved in their development and the topics that should be covered. The need for an annual review was considered important because educational occupancies and the relevant stakeholders are subject to change.



Public Input No. 341-NFPA 101-2024 [New Section after 14.7.1.1]

14.7.1.1 A Hazard/Risk Assessment shall be performed for all educational occupancies.

14.7.1.2 The Emergency Action Plan shall address the hazards/risks found in the Hazard/Risk assessment.

Statement of Problem and Substantiation for Public Input

This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 338-NFPA 101-2024 [New Section after 4.8.2]	
Public Input No. 339-NFPA 101-2024 [New Section after A.4.8.2.1]	
Public Input No. 342-NFPA 101-2024 [New Section after 15.7.1]	

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Committee: SAF-END

Committee Statement

Resolution: [FR-6713-NFPA 101-2024](#)

Statement: This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation. This addition provides the guidance needed to address the risks associated with any given facility.

Detail FR-6719 is related to this FR and changes the title of 14.7.1.



Public Input No. 54-NFPA 101-2024 [Section No. 15.2.2.2]

15.2.2.2

Any required exit door subject to use by 400- 50 or more persons shall be permitted to be provided with a latch or lock only if the latch or lock is panic hardware or fire exit hardware complying with 7.2.1.7.

Statement of Problem and Substantiation for Public Input

Building Code, section 1010.2.9 require a Group A and E occupancies with 50 or more occupants be provided with panic hardware. This is a difference in the Building and Fire codes that lead to confusion by plans examiners and contractors/business owners. Since the Building Code that shows 50 persons is more stringent, than this section is irrelevant as their code will take precedent since it is more stringent. Recommending to have both codes mirror each other.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 51-NFPA 101-2024 [Section No. 12.2.2.2.3]	
Public Input No. 52-NFPA 101-2024 [Section No. 13.2.2.2.3]	
Public Input No. 53-NFPA 101-2024 [Section No. 14.2.2.2.2]	
Public Input No. 51-NFPA 101-2024 [Section No. 12.2.2.2.3]	
Public Input No. 52-NFPA 101-2024 [Section No. 13.2.2.2.3]	
Public Input No. 53-NFPA 101-2024 [Section No. 14.2.2.2.2]	

Submitter Information Verification

Submitter Full Name: Tommy Demopoulos
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City:
State:
Zip:
Submittal Date: Mon Mar 25 13:16:37 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The submitter did not provide technical information as to why the threshold for panic and fire exit hardware should be reduced from 100 persons to 50 persons. If there is an incident case study behind this proposal, that should be provided.



Public Input No. 247-NFPA 101-2024 [Section No. 15.2.2.2.4]

15.2.2.2.4* Locking of Classroom Doors and Other Instructional Spaces.

15.2.2.2.4.1

Classroom doors and doors to other instructional spaces shall be permitted to be locked provided that the locking means is approved and all of the following conditions are met:

- (1) The locking means shall be capable of being engaged from the egress side of the door without opening the door.
- (2) The unlocking and unlatching from the egress side of the door shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3)* ~~Two releasing motions shall be permitted where approved by the authority having jurisdiction provided that releasing does not require simultaneous operations, and provided the door is not equipped with panic hardware or fire exit hardware~~ The operation of the releasing mechanism shall release all latching and all locking devices of the door leaf with not more than one motion in a single linear or rotational direction .
- (4) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (5) Locks, if remotely engaged, shall be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.
- (6) The door shall be capable of being unlocked and opened from outside the room with the necessary key or other credential.
- (7) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (8) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (9) The emergency action plan, required by 15.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (10) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 15.7.2.

15.2.2.2.4.2 –

~~Where existing classroom doors and doors to instructional spaces are replaced, they shall comply with the provisions of 14.2.2.2.4 .~~

Statement of Problem and Substantiation for Public Input

BHMA has long advocated for the foundational life safety requirement for egress doors in schools that classroom doors need to be openable for egress with not more than one releasing motion. Permitting doors on classrooms to require up to two releasing motions is contrary to BHMA's long-standing position, and is contrary to the established guidance of the National Association of State Fire Marshals (NASFM).

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 249-NFPA 101-2024 [Section No. 17.2.2.2.6]	
Public Input No. 251-NFPA 101-2024 [Section No. 7.2.1.5.3.8]	

[Public Input No. 249-NFPA 101-2024 \[Section No. 17.2.2.2.6\]](#)

[Public Input No. 251-NFPA 101-2024 \[Section No. 7.2.1.5.3.8\]](#)

Submitter Information Verification

Submitter Full Name: John Woestman
Organization: Kellen Company
Affiliation: Builders Hardware Manufacturers Association
Street Address:
City:
State:
Zip:
Submittal Date: Mon Jun 03 17:43:07 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The committee feels that the ability to use two releasing motions on existing doors is still necessary because of the existing construction of doors and the difficulty to install new one motion security hardware on these doors. The committee is comfortable that existing doors will eventually require replacement and the Code already includes a requirement for compliance with single motion requirements when the door is replaced.



Public Input No. 266-NFPA 101-2024 [Section No. 15.2.2.2.4]

15.2.2.2.4* Locking of Classroom Doors and Other Instructional Spaces.

15.2.2.2.4.1

Classroom doors and doors to other instructional spaces shall be permitted to be locked to prevent unwanted entry , provided that the locking means is approved and all of the following conditions are met:

- (1) The locking means shall be capable of being engaged from the egress side of the door without opening the door.
- (2) The unlocking and ~~unlatching from the egress side~~ unlatching of the door for egress shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3)* Two releasing motions to release all locking and all latching devices of the door leaf shall be permitted where approved by the authority having jurisdiction provided that releasing does not require simultaneous ~~operations~~ motions , and provided the door is not equipped with panic hardware or fire exit hardware.
- (4) The releasing mechanism for new installations shall not require tight grasping, tight pinching, or twisting of the wrist to operate .
- (5) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (6) Locks, if remotely engaged, shall ~~be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.~~ - not inhibit egress.
- (7) The door shall be capable of being unlocked and opened from outside the room with the necessary key or other credential.
- (8) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (9) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (10) The emergency action plan, required by 15.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (11) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 15.7.2.

15.2.2.2.4.2

Where existing classroom doors and doors to instructional spaces are replaced, they shall comply with the provisions of 14.2.2.2.4.

Statement of Problem and Substantiation for Public Input

The revisions in this proposal are intended to be primarily editorial, and to improve consistency with other similar provisions in this code.

Inserting "to prevent unwanted entry" in 15.2.2.2.4.1 is for consistency with similar requirements in Chapters 16.

Revisions in Item 2 may describe the intent of the item slightly better.

The revisions in Item 3 are for consistency with 7.2.1.5.3.3. and more accurately describe the requirements of the operation of the releasing mechanism.

Proposed new Item 4 is consistent with similar requirements in Chapter 39 for existing college and university instructional buildings.

Item 6 (was Item 5) is revised to perhaps better communicate the intent of this item. We believe the intent of this requirement for remotely engaged locks would be to not inhibit egress. The revisions assume that all locks used to prevent unwanted entry – remotely engaged or not – would be expected to meet the same egress requirements. The deleted phrase is a duplicate of the requirements in Item 2.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 261-NFPA 101-2024 [Section No. 14.2.2.2.4]	
Public Input No. 269-NFPA 101-2024 [Section No. 38.2.2.2.2]	

Submitter Information Verification

Submitter Full Name: John Woestman
Organization: Kellen Company
Affiliation: Builders Hardware Manufacturers Association
Street Address:
City:
State:
Zip:
Submittal Date: Mon Jun 03 19:03:10 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The committee believes that the existing language clearly states the intended requirements. The proposed modifications do not provide any additional clarification to the user.



Public Input No. 344-NFPA 101-2024 [New Section after 15.3]

New 15.3.8. Existing educational occupancies shall be provided with an In-Building Emergency Responder Communications Enhancement System in accordance with section 9.15 where required by the authority having jurisdiction and 15.3.8.1.

New 15.3.8.1. New Emergency Responder communications enhancement systems shall be installed where any of the following occur:

- 1) There has been an incident in the facility that was negatively affected by the lack of radio coverage.
- 2) There is a known deficiency of the emergency radio coverage in the building that will significantly impact the emergency response to the facility based upon the risk assessment and/or emergency action plans required by this chapter and 4.8.
- 3) The educational facility has a school resource officer that has identified the lack of emergency radio coverage to hinder their safety or their ability to fulfill their duties and responsibilities within the building.

Statement of Problem and Substantiation for Public Input

This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 345-NFPA 101-2024 [New Section after 14.3]	

Submitter Information Verification

Submitter Full Name: Maria Marks
Organization: Siemens Industry, Inc.
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City:
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Zip:
Submittal Date: Tue Jun 04 08:31:51 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: CI-6597-NFPA 101-2024

Statement: This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation. Based on the complexity of this proposal, it was decided to create a new Emergency Responder Communications

Enhancement System (ERCES) task group and submit a public comment for Second Draft. The committee seeks to ensure that ERCES are only installed when needed, so that the requirements in this Code comply with FCC regulations.



Public Input No. 117-NFPA 101-2024 [New Section after 15.3.4.5]

15.3.4.6 Annunciation

15.3.4.6.1

Annunciation shall be accomplished in accordance with 9.6.8 and the requirements of this section.

15.3.4.6.2

A graphic map of the educational occupancy shall be provided where any of the following conditions apply:

- (1) In buildings provided with more than one automatic sprinkler protection zone in accordance with 15.3.4.2.2 or 15.3.5.
- (2) In buildings where manual fire alarm boxes have been eliminated in accordance with 15.3.4.2.3.1.
- (3) In buildings where provision is made at a central point to manually activate evacuation in only affected areas in accordance with 15.3.4.2.3.1 (4) or 15.3.4.2.3.2 (2).
- (4) In buildings provided with carbon monoxide detectors in accordance with 15.3.4.4.1.
- (5) In buildings provided with positive alarm sequence in accordance with 15.3.4.3.1.3.
- (6) Where required by an Emergency Action Plan in accordance with 15.7.1.
- (7) Where required by the authority having jurisdiction.

Statement of Problem and Substantiation for Public Input

While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. Understanding where an alarm is occurring and what options are available for full emergency evacuation, partial or phased evacuation, or shelter-in-place strategies is critical. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time.

For many code cycles, NFPA 101 has allowed manual fire alarm boxes to be eliminated where the building is protected throughout by an approved, supervised automatic sprinkler system and when there is a provision to manually activate the evacuation signal or to evacuate only affected areas. The key to this arrangement is that an authorized person at a “central point” can take the appropriate action. It is important that this authorized person, or the responding fire service, have a clear understanding of the layout of the educational occupancy. This code change seeks to require a graphic map to be located at this “central point” so that clear and accurate decisions can be made.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 112-NFPA 101-2024 [New Section after 9.6.8.8]</u>	Reference
<u>Public Input No. 113-NFPA 101-2024 [New Section after A.9.6.5]</u>	Reference
<u>Public Input No. 118-NFPA 101-2024 [New Section after 15.3.4.5]</u>	

Submitter Information Verification

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City:

State:

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Submittal Date: Mon May 20 18:18:09 EDT 2024

Committee: SAF-END

Committee Statement

Resolution: [FR-6723-NFPA 101-2024](#)

Statement: While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time. These provisions are more properly placed under the Emergency Action Plan section of the chapter.



Public Input No. 118-NFPA 101-2024 [New Section after 15.3.4.5]

15.3.4.6.3

Where a graphic map is required in accordance with 15.3.4.6.2, the graphic map shall include all of the following:

- (1)* The location of all installed fire alarm initiating devices shall be clearly identified and labeled.
- (2) The location of all installed carbon monoxide initiating devices shall be clearly identified and labeled.
- (3)* The location of all automatic sprinkler protection supervisory devices and fire protection zone boundaries shall be clearly identified.
- (4)* Identification of all available notification zones or areas for manual or automatic message activation.
- (5) Location of FACU and all annunciation locations where manual or automatic message activation can occur.
- (6)* All basic building elements including floors/levels, walls, doors, stairs, elevators, entry and exit points, and other building elements.
- (7) Point of compass (indication of north).
- (8) Symbol legend containing all device symbols, zone markings, color designations, and hatching used on the map.
- (9) A "You Are Here" designation for physical orientation of the map.

15.3.4.6.4

Where a graphic map is required in accordance with 15.3.4.6.2, the graphic map shall be located at the main fire alarm control unit, the central point and remote locations where manual or automatic announcements are made, and at all system annunciation points in the facility.

15.3.4.6.5

Graphic map layout and elements shall be reviewed and approved by the authority having jurisdiction.

15.3.4.6.6

All required graphic maps and annunciation means shall be readily accessible to responding personnel.

15.3.4.6.7

All required graphic maps and annunciation means shall be located as required by the authority having jurisdiction to facilitate an efficient response to the situation.

15.3.4.6.8*

Where required by the authority having jurisdiction, a graphic annunciator per NFPA 72 shall be provided in lieu of a graphic map.

Statement of Problem and Substantiation for Public Input

Public Input No. 117 seeks to add the requirement of a graphic map for educational occupancies. This Public Input seeks to add language of what is required on the graphic map.

Many AHJs already locally require graphic maps, but details of what is included in these graphic maps varies wildly. This new language seeks to create a baseline of what should be included in a graphic map. While this code change only seeks to add a low-cost graphic map, provision is included should a local AHJ require a graphic annunciator in accordance with NFPA 72.

A separate Public Input No. 112 and 113 has been submitted to Chapter 9 to contain all of the information in 15.3.4.6.3 through 15.3.4.6.8. However, since there is no guarantee that the Chapter Public Input will be accepted, it has been included in this PI. This can be cleaned up during the second draft.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 117-NFPA 101-2024 [New Section after 15.3.4.5]</u>	Dependent
<u>Public Input No. 112-NFPA 101-2024 [New Section after 9.6.8.8]</u>	Reference, duplicate information
<u>Public Input No. 113-NFPA 101-2024 [New Section after A.9.6.5]</u>	Reference
<u>Public Input No. 119-NFPA 101-2024 [New Section after A.15.3.4.3.1.2]</u>	

Submitter Information Verification

Submitter Full Name: Larry Rietz
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City:
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Submittal Date: Mon May 20 18:21:22 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: FR-6723-NFPA 101-2024

Statement: While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time. These provisions are more properly placed under the Emergency Action Plan section of the chapter.



Public Input No. 342-NFPA 101-2024 [New Section after 15.7.1]

15.7.1.1 A Hazard/Risk Assessment shall be performed for all existing educational occupancies.

15.7.1.2 The Emergency Action Plan shall address the hazards/risks found in the Hazard/Risk assessment.

Statement of Problem and Substantiation for Public Input

This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 338-NFPA 101-2024 [New Section after 4.8.2]	
Public Input No. 339-NFPA 101-2024 [New Section after A.4.8.2.1]	
Public Input No. 341-NFPA 101-2024 [New Section after 14.7.1.1]	

Submitter Information Verification

Submitter Full Name: Maria Marks
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Street Address:
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Zip:
Submission Date: Tue Jun 04 08:29:15 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: [FR-6720-NFPA 101-2024](#)

Statement: This proposal codifies one of the important best practices frequently identified in the November 2021 Life Safety and Security Challenges in the K-12 Space Workshop sponsored by the Fire Protection Research Foundation. This addition provides the guidance needed to address the risks associated with any given facility.

Detail FR-6720 is related to this FR and changes the title of 15.7.1.



Public Input No. 193-NFPA 101-2024 [Section No. 15.7.1]

15.7.1 Emergency Action Plans.

15.7.1.1

Emergency action plans shall be provided in accordance with Section 4.8 and as required in this section .

A. 15.7.1.

2* –

1 While Section 4.8 includes general requirements. This language deals with planning that is more specific to educational occupancies:

- (1) The definition and assignment of roles and responsibilities for direction and control, with specific reference to the chain of command, designated back-up for each role, and other critical functions (whether by reliance on the Incident Command System outlined in “National Incident Management System” of March 1, 2004, published by the U.S. Department of Homeland Security or by implementation of other strategies and methods having the same goals), including:
 - (1) Responsibilities of individuals who discover an emergency or crisis;
 - (2) Responsibilities of the leader/commander and other members of the emergency team;
 - (3) Responsibilities of monitors who will ensure the proper execution of the planned response;
 - (4) Responsibility for communicating with first responders, building occupants, families, representatives of the media, and other members of the community;
 - (5) Responsibility for maintaining emergency-related records.
- (1) The description of the responses planned (i.e., what should happen, when, and at whose direction) to address various emergencies or crises that are known to occur in or affect schools, including at least:
 - (1) Severe weather;
 - (2) Fire;
 - (3) Bomb threats or the discovery of suspicious items;
 - (4) Structural failure;
 - (5) Failure of utilities or loss of utility service;
 - (6) Bus accidents;
 - (7) Release of hazardous materials, both indoors and outdoors;
 - (8) Presence of an intruder, use of a weapon, or taking of a hostage;
 - (9) Public health or medical emergencies;
 - (10) Earthquakes; and
 - (11) Nuclear power plant accidents (if located within 25 miles of such a plant).
- (1) The inventory of resources that are available when responding to emergencies, including:
 - (1) Emergency contact lists;
 - (2) Methods for accounting for the whereabouts and status of all students and the process established for releasing students into the care of their parents and others;
 - (3) Response guidance material and the method of providing it to students and staff, including support personnel such as bus drivers, secretaries, and custodians;
 - (4) Emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel, battery-operated radio, and other communication equipment), maintained for students and staff to

use during an emergency or crisis.

15.7.1.2* The operation of security features, fire protection systems, and life safety systems shall be documented in the building's emergency action plan.

15.7.1.3* Emergency action plans shall be reviewed and approved annually by each of the following stake holders, as applicable:

- (1) School board or the board's designee
- (2) School district representative or official designee
- (3) School principal
- (4) Education-related organization or association deemed appropriate by the school district.
- (5) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including, but not limited to:
 - (1) Local fire department
 - (2) Local law enforcement
 - (3) Local emergency medical services
 - (4) Other member of the first responder or emergency management community

A.15.7.1.3 The purpose of this annual review should be to review and update the emergency action plans, protocols, and procedures and the school safety drill programs of the district and each of its school buildings. The plan should also include the description of actions taken (i.e., the training provided and the materials used) to ensure all students, staff members, first responders, and visitors, both inside and outside the school building, are:

- (1)
 - (a) Alerted to the fact that an emergency exists;
 - (b) Receive adequate instructions on how to proceed, including supplemental instructions from first responders; and respond appropriately to the directions given. (Each drill is to test whether the notification system and those operating it are prepared to provide emergency notification and appropriate direction to everyone on the property, based on the emergency conditions that exist, and whether those present respond accordingly.)
 - (c) When evacuation is called for, to ensure that evacuation of the building and adjacent areas is complete; that alternate exit routes are used if primary routes are obstructed; and that individuals with physical impairments reach safe areas. (Each drill is to test whether and how quickly a building's occupants vacate it in an orderly and safe manner, regardless of any obstructions encountered, and whether staff is prepared to provide assistance effectively to those who are unable to evacuate on their own.)
 - (d) When sheltering in place is called for, to ensure that all the building's occupants reach designated safe areas in a reasonable amount of time. (Each drill is to test whether students are prepared to respond without hesitation to instructions.)

The report submitted should indicate whether each component listed in the plan is present and up to date and should describe the revisions, if any, that are needed in each. If any component is deemed inapplicable by the review participants, the report should include the rationale for this determination. The plan should be stored in locations where it can be easily obtained during times of emergency, whether hard copies, electronic, or both.

Statement of Problem and Substantiation for Public Input

I participated on a task group for Educational Occupancies that dealt with emergency action plans and it was felt that more information was needed for educational occupancies to develop these plans. This is my own submittal based on those discussions and crisis planning requirements for schools in Illinois.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 192-NFPA 101-2024 [Section No. 14.7.1]	
Public Input No. 203-NFPA 101-2024 [Section No. A.4.8.2.1]	
Public Input No. 204-NFPA 101-2024 [Section No. 4.8.2.2]	

Submitter Information Verification

Submitter Full Name: Catherine Stashak
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State:
Zip:
Submittal Date: Sat Jun 01 08:44:15 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: [FR-6722-NFPA 101-2024](#)

Statement: It was felt that guidance was needed for educational occupancies related to emergency action plans, such as who should be involved in their development and the topics that should be covered. The need for an annual review was considered important because educational occupancies and the relevant stakeholders are subject to change.



Public Input No. 255-NFPA 101-2024 [Section No. 16.2.2.2.6]

16.2.2.2.6 Locking of Exterior Doors, Classroom Doors and Doors to Other Client Care Spaces.

Classroom doors and doors to other client care spaces- ~~shall be permitted to be~~ , and exterior doors which provide access into the building, shall be capable of being locked to prevent unwanted entry- ~~provided that the~~ . The locking means is approved and shall comply with all of the following conditions- ~~are met~~ :

- (1) The locking means shall be capable of being engaged from the egress side without opening the door.
- (2) The unlocking and unlatching from the egress side of the door shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3) The releasing mechanism shall open the door leaf with not more than one releasing motion.
- (4) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (5) Locks, if remotely engaged, shall be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.
- (6) ~~The door~~ Interior doors, and not less than one exterior door on each face of the building, shall be capable of being unlocked and opened from outside the room or building with the necessary key or other credential.
- (7) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (8) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (9) The emergency action plan, required by 16.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (10) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 16.7.2.

Statement of Problem and Substantiation for Public Input

In new day-care occupancies, this proposal requires, primarily, egress doors from classrooms and other instructional spaces to be lockable from the inside of the room. This proposal also requires exterior doors which provide access into the building to be lockable from the egress side of the door.

This proposal is consistent with the similar proposal for Section 14.2.2.2.4. For brevity, the reasons for this proposal are not repeated here.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 253-NFPA 101-2024 [Section No. 14.2.2.2.4]	
Public Input No. 257-NFPA 101-2024 [Section No. 38.2.2.2.2]	
Public Input No. 259-NFPA 101-2024 [New Section after 12.2.2.2.6]	
Public Input No. 253-NFPA 101-2024 [Section No. 14.2.2.2.4]	

[Public Input No. 257-NFPA 101-2024 \[Section No. 38.2.2.2.2\]](#)

[Public Input No. 259-NFPA 101-2024 \[New Section after 12.2.2.2.6\]](#)

Submitter Information Verification

Submitter Full Name: John Woestman
Organization: Kellen Company
Affiliation: Builders Hardware Manufacturers Association
Street Address:
City:
State:
Zip:
Submittal Date: Mon Jun 03 18:01:26 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The committee has concerns with combining exterior door requirements with the interior door requirements. In addition, the use of "each face of the building" is confusing and may not apply to all buildings. There was also concern with making the locking obligatory rather than optional. A reference to the emergency action plan section may be beneficial.



Public Input No. 267-NFPA 101-2024 [Section No. 16.2.2.2.6]

16.2.2.2.6 Locking of Classroom Doors and Doors to Other Client Care Spaces.

16.2.2.2.6.1

Classroom doors and doors to other client care spaces shall be permitted to be locked to prevent unwanted entry provided that the locking means is approved and all of the following conditions are met:

- (1) The locking means shall be capable of being engaged from the egress side without opening the door.
- (2) The unlocking and ~~unlatching from the egress side~~ unlatching of the door for egress shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3) The operation of the releasing mechanism shall ~~open~~ release all latching and all locking devices of the door leaf with not more than one ~~releasing~~ motion in a single linear or rotational direction .
- (4) The releasing mechanism for new installations shall not require tight grasping, tight pinching, or twisting of the wrist to operate.
- (5) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (6) Locks, if remotely engaged, shall ~~be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.~~ not inhibit egress.
- (7) The door shall be capable of being unlocked and opened from outside the room with the necessary key or other credential.
- (8) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (9) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (10) The emergency action plan, required by 16.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (11) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 16.7.2.

Statement of Problem and Substantiation for Public Input

The revisions in this proposal are intended to be primarily editorial, and to improve consistency with other similar provisions in this code.

Adding section numbering 16.2.2.2.6.1 is for formatting consistency with Chapters 15 and 17.

Revisions in Item 2 may describe the intent of the item slightly better.

The revisions in Item 3 are for consistency with 7.2.1.5.3.3. and more accurately describe the requirements of the operation of the releasing mechanism.

Proposed new Item 4 is consistent with similar requirements in Chapter 38 for new college and university instructional buildings.

Item 6 (was Item 5) is revised to perhaps better communicate the intent of this item. We believe the intent of this requirement for remotely engaged locks would be to not inhibit egress. The revisions assume that all locks used to prevent unwanted entry – remotely engaged or not – would be expected to meet the same egress requirements. The deleted phrase is a duplicate of the requirements in Item 2.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 261-NFPA 101-2024 [Section No. 14.2.2.2.4]	
Public Input No. 269-NFPA 101-2024 [Section No. 38.2.2.2.2]	

Submitter Information Verification

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Submittal Date: Mon Jun 03 19:07:54 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The committee believes that the existing language clearly states the intended requirements. The proposed modifications do not provide any additional clarification to the user.



Public Input No. 194-NFPA 101-2024 [Section No. 16.7.1]

16.7.1* Emergency Action Plans.

16.7.1.1

Emergency action plans shall be provided in accordance with Section 4.8 and as required in this section.

A. 16.7.1. 1 While Section 4.8 includes general requirements, this language deals with planning that is more specific to educational occupancies:

- (1) The definition and assignment of roles and responsibilities for direction and control, with specific reference to the chain of command, designated back-up for each role, and other critical functions (whether by reliance on the Incident Command System outlined in “National Incident Management System” of March 1, 2004, published by the U.S. Department of Homeland Security or by implementation of other strategies and methods having the same goals), including:
 - (1) Responsibilities of individuals who discover an emergency or crisis;
 - (2) Responsibilities of the leader/commander and other members of the emergency team;
 - (3) Responsibilities of monitors who will ensure the proper execution of the planned response;
 - (4) Responsibility for communicating with first responders, building occupants, families, representatives of the media, and other members of the community;
 - (5) Responsibility for maintaining emergency-related records.
- (1) The description of the responses planned (i.e., what should happen, when, and at whose direction) to address various emergencies or crises that are known to occur in or affect the day care, including at least:
 - (1) Severe weather;
 - (2) Fire;
 - (3) Bomb threats or the discovery of suspicious items;
 - (4) Structural failure;
 - (5) Failure of utilities or loss of utility service;
 - (6) Bus accidents;
 - (7) Release of hazardous materials, both indoors and outdoors;
 - (8) Presence of an intruder, use of a weapon, or taking of a hostage;
 - (9) Public health or medical emergencies;
 - (10) Earthquakes; and
 - (11) Nuclear power plant accidents (if located within 25 miles of such a plant).
- (1) The inventory of resources that are available when responding to emergencies, including:
 - (1) Emergency contact lists;
 - (2) Methods for accounting for the whereabouts and status of all clients and the process established for releasing of clients into the care of their families or guardians;
 - (3) Response guidance material and the method of providing it to clients and staff, including support personnel such as bus drivers, secretaries, and custodians;
 - (4) Emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel, battery-operated radio, and other communication equipment), maintained for clients and staff to use

during an emergency or crisis.

16.7.1.2 * _ _

The operation of security features, fire protection systems, and life safety systems shall be documented in the building's emergency action plan

16.7.1.3* Emergency action plans shall be reviewed and approved annually by each of the following stake holders, as applicable:

- (1) Day care board or the board's designee
- (2) School district representative or official designee (if the day care center is associated with a school district)
- (3) Day care administrator or owner
- (4) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including, but not limited to:
 - (1) Local fire department
 - (2) Local law enforcement
 - (3) Local emergency medical services
 - (4) Other member of the first responder or emergency management community

A.14.7.1.3 The purpose of this annual review should be to review and update the emergency action plans, protocols, and procedures and the day care's safety drill programs of each of its buildings. The plan should also include the description of actions taken (i.e., the training provided and the materials used) to ensure all clients, staff members, first responders, and visitors, both inside and outside the school building, are:

- (1)
 - (a) Alerted to the fact that an emergency exists;
 - (b) Receive adequate instructions on how to proceed, including supplemental instructions from first responders; and respond appropriately to the directions given. (Each drill is to test whether the notification system and those operating it are prepared to provide emergency notification and appropriate direction to everyone on the property, based on the emergency conditions that exist, and whether those present respond accordingly.)
 - (c) When evacuation is called for, to ensure that evacuation of the building and adjacent areas is complete; that alternate exit routes are used if primary routes are obstructed; and that individuals with physical impairments reach safe areas. (Each drill is to test whether and how quickly a building's occupants vacate it in an orderly and safe manner, regardless of any obstructions encountered, and whether staff is prepared to provide assistance effectively to those who are unable to evacuate on their own.)
 - (d) When sheltering in place is called for, to ensure that all the building's occupants reach designated safe areas in a reasonable amount of time. (Each drill is to test whether students are prepared to respond without hesitation to instructions.)

The report submitted should indicate whether each component listed in the plan is present and up to date and should describe the revisions, if any, that are needed in each. If any component is deemed inapplicable by the review participants, the report should include the rationale for this determination. The plan should be stored in locations where it can be easily obtained during times of emergency, whether hard copies, electronic, or both.

Statement of Problem and Substantiation for Public Input

I participated on a task group that was dealing with emergency action plans and it was felt more information was needed for Day Care Centers to provide plans. This is my submittal based on those discussions and crisis planning for K-12 schools in Illinois, revised to address day care occupancies.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 192-NFPA 101-2024 [Section No. 14.7.1]	Similar concept
Public Input No. 195-NFPA 101-2024 [Section No. 17.7.1]	
Public Input No. 203-NFPA 101-2024 [Section No. A.4.8.2.1]	
Public Input No. 204-NFPA 101-2024 [Section No. 4.8.2.2]	

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Submittal Date: Sat Jun 01 08:51:32 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: [FR-6717-NFPA 101-2024](#)

Statement: It was felt that guidance was needed for day-care occupancies related to emergency action plans, such as who should be involved in their development and the topics that should be covered. The need for an annual review was considered important because day-care occupancies and the relevant stakeholders are subject to change.



Public Input No. 249-NFPA 101-2024 [Section No. 17.2.2.2.6]

17.2.2.2.6 Locking of Classroom Doors and Doors to Other Client Care Spaces.

17.2.2.2.6.1

Classroom doors and doors to other client care spaces shall be permitted to be locked provided that the locking means is approved and all of the following conditions are met:

- (1) The locking means shall be capable of being engaged from the egress side of the door without opening the door.
- (2) The unlocking and unlatching from the egress side of the door shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3)* ~~Two releasing motions shall be permitted where approved by the authority having jurisdiction provided that releasing does not require simultaneous operations and provided the door is not equipped with panic hardware or fire exit hardware .~~ The operation of the releasing mechanism shall release all latching and all locking devices of the door leaf with not more than one motion in a single linear or rotational direction .
- (4) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (5) Locks, if remotely engaged, shall be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.
- (6) The door shall be capable of being unlocked and opened from outside the room with the necessary key or other credential.
- (7) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (8) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (9) The emergency action plan, required by 17.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (10) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 17.7.2.

17.2.2.2.6.2 –

~~Where existing classroom doors and doors to client care spaces are replaced, they shall comply with the provisions of 16.2.2.2.6 .~~

Statement of Problem and Substantiation for Public Input

BHMA has long advocated for the foundational life safety requirement for egress doors in schools that classroom doors need to be openable for egress with not more than one releasing motion. Permitting doors on classrooms to require up to two releasing motions is contrary to BHMA's long-standing position, and is contrary to the established guidance of the National Association of State Fire Marshals (NASFM).

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 247-NFPA 101-2024 [Section No. 15.2.2.2.4]	
Public Input No. 251-NFPA 101-2024 [Section No. 7.2.1.5.3.8]	

[Public Input No. 247-NFPA 101-2024 \[Section No. 15.2.2.2.4\]](#)

[Public Input No. 251-NFPA 101-2024 \[Section No. 7.2.1.5.3.8\]](#)

Submitter Information Verification

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Submittal Date: Mon Jun 03 17:47:43 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The committee feels that the ability to use two releasing motions on existing doors is still necessary because of the existing construction of doors and the difficulty to install new one motion security hardware on these doors. The committee is comfortable that existing doors will eventually require replacement and the Code already includes a requirement for compliance with single motion requirements when the door is replaced.



Public Input No. 268-NFPA 101-2024 [Section No. 17.2.2.2.6]

17.2.2.2.6 Locking of Classroom Doors and Doors to Other Client Care Spaces.

17.2.2.2.6.1

Classroom doors and doors to other client care spaces shall be permitted to be locked to prevent unwanted entry provided that the locking means is approved and all of the following conditions are met:

- (1) The locking means shall be capable of being engaged from the egress side of the door without opening the door.
- (2) The unlocking and ~~unlatching from the egress side~~ unlatching of the door for egress shall be accomplished without the use of a key, a tool, or special knowledge or effort.
- (3)* Two releasing motions to release all locking and all latching devices of the door leaf shall be permitted where approved by the authority having jurisdiction provided that releasing does not require simultaneous ~~operations~~ motions and provided the door is not equipped with panic hardware or fire exit hardware.
- (4) The releasing mechanism for new installations shall not require tight grasping, tight pinching, or twisting of the wrist to operate.
- (5) The releasing mechanism for unlocking and unlatching shall be located at a height not less than 34 in. (865 mm) and not exceeding 48 in. (1220 mm) above the finished floor.
- (6) Locks, if remotely engaged, shall ~~be unlockable from the egress side of the door without the use of a key, a tool, or special knowledge or effort.~~ not inhibit egress.
- (7) The door shall be capable of being unlocked and opened from outside the room with the necessary key or other credential.
- (8) The locking means shall not impair the operation or affect the listing of the door closer, lockset, panic hardware, or fire exit hardware.
- (9) Modifications to fire door assemblies, including door hardware, shall be in accordance with NFPA 80.
- (10) The emergency action plan, required by 17.7.1, shall address the use of the locking and unlocking means from both sides of the door.
- (11) Staff shall be drilled in the engagement and release of the locking means, from both sides of the door, as part of the emergency egress drills required by 17.7.2.

17.2.2.2.6.2

Where existing classroom doors and doors to client care spaces are replaced, they shall comply with the provisions of 16.2.2.2.6.

Statement of Problem and Substantiation for Public Input

The revisions in this proposal are intended to be primarily editorial, and to improve consistency with other similar provisions in this code.

Inserting "to prevent unwanted entry" in 17.2.2.2.6.1 is for consistency with similar requirements in Chapters 16.

Revisions in Item 2 may describe the intent of the item slightly better.

The revisions in Item 3 are for consistency with 7.2.1.5.3.3. and more accurately describe the requirements of the operation of the releasing mechanism.

Proposed new Item 4 is consistent with similar requirements in Chapter 39 for existing college and university instructional buildings.

Item 6 (was Item 5) is revised to perhaps better communicate the intent of this item. We believe the intent of this requirement for remotely engaged locks would be to not inhibit egress. The revisions assume that all locks used to prevent unwanted entry – remotely engaged or not – would be expected to meet the same egress requirements. The deleted phrase is a duplicate of the requirements in Item 2.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 261-NFPA 101-2024 [Section No. 14.2.2.2.4]	
Public Input No. 269-NFPA 101-2024 [Section No. 38.2.2.2.2]	

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Submittal Date: Mon Jun 03 19:12:34 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: The committee believes that the existing language clearly states the intended requirements. The proposed modifications do not provide any additional clarification to the user.



Public Input No. 195-NFPA 101-2024 [Section No. 17.7.1]

17.7.1* Emergency Action Plans.

17.7.1.1

Emergency action plans shall be provided in accordance with Section 4.8 and as required in this section .

A.17.7.1.1 While Section 4.8 includes general requirements, this language deals with planning that is more specific to educational occupancies:

- (1) The definition and assignment of roles and responsibilities for direction and control, with specific reference to the chain of command, designated back-up for each role, and other critical functions (whether by reliance on the Incident Command System outlined in “National Incident Management System” of March 1, 2004, published by the U . S. Department of Homeland Security or by implementation of other strategies and methods having the same goals), including:
 - (1) Responsibilities of individuals who discover an emergency or crisis;
 - (2) Responsibilities of the leader/commander and other members of the emergency team;
 - (3) Responsibilities of monitors who will ensure the proper execution of the planned response;
 - (4) Responsibility for communicating with first responders, building occupants, families, representatives of the media, and other members of the community;
 - (5) Responsibility for maintaining emergency-related records.
- (1) The description of the responses planned (i.e., what should happen, when, and at whose direction) to address various emergencies or crises that are known to occur in or affect the day care, including at least:
 - (1) Severe weather;
 - (2) Fire;
 - (3) Bomb threats or the discovery of suspicious items;
 - (4) Structural failure;
 - (5) Failure of utilities or loss of utility service;
 - (6) Bus accidents;
 - (7) Release of hazardous materials, both indoors and outdoors;
 - (8) Presence of an intruder, use of a weapon, or taking of a hostage;
 - (9) Public health or medical emergencies;
 - (10) Earthquakes; and
 - (11) Nuclear power plant accidents (if located within 25 miles of such a plant).
- (1) The inventory of resources that are available when responding to emergencies, including:
 - (1) Emergency contact lists;
 - (2) Methods for accounting for the whereabouts and status of all clients and the process established for releasing of clients into the care of their families or guardians;
 - (3) Response guidance material and the method of providing it to clients and staff, including support personnel such as bus drivers, secretaries, and custodians;
 - (4) Emergency supplies and equipment (such as first aid kits, food, water, emergency lighting, fuel, battery-operated radio, and other communication equipment), maintained for clients and staff to use

during an emergency or crisis.

17.7.1.2*

The operation of security features, fire protection systems, and life safety systems shall be documented in the building's emergency action plan.

17.7.1.3* Emergency action plans shall be reviewed and approved annually by each of the following stake holders, as applicable:

- (1) Day care board or the board's designee
- (2) School district representative or official designee (if the day care center is associated with a school district)
- (3) Day care administrator or owner
- (4) Representatives from all local first responder organizations to participate, advise, and consult in the review process, including, but not limited to:
 - (1) Local fire department
 - (2) Local law enforcement
 - (3) Local emergency medical services
 - (4) Other member of the first responder or emergency management community

A.14.7.1.3 The purpose of this annual review should be to review and update the emergency action plans, protocols, and procedures and the day care's safety drill programs of each of its buildings. The plan should also include the description of actions taken (i.e., the training provided and the materials used) to ensure all clients, staff members, first responders, and visitors, both inside and outside the school building, are:

- (1)
 - (a) Alerted to the fact that an emergency exists;
 - (b) Receive adequate instructions on how to proceed, including supplemental instructions from first responders; and respond appropriately to the directions given. (Each drill is to test whether the notification system and those operating it are prepared to provide emergency notification and appropriate direction to everyone on the property, based on the emergency conditions that exist, and whether those present respond accordingly.)
 - (c) When evacuation is called for, to ensure that evacuation of the building and adjacent areas is complete; that alternate exit routes are used if primary routes are obstructed; and that individuals with physical impairments reach safe areas. (Each drill is to test whether and how quickly a building's occupants vacate it in an orderly and safe manner, regardless of any obstructions encountered, and whether staff is prepared to provide assistance effectively to those who are unable to evacuate on their own.)
 - (d) When sheltering in place is called for, to ensure that all the building's occupants reach designated safe areas in a reasonable amount of time. (Each drill is to test whether students are prepared to respond without hesitation to instructions.)

The report submitted should indicate whether each component listed in the plan is present and up to date and should describe the revisions, if any, that are needed in each. If any component is deemed inapplicable by the review participants, the report should include the rationale for this determination. The plan should be stored in locations where it can be easily obtained during times of emergency, whether hard copies, electronic, or both.

Statement of Problem and Substantiation for Public Input

I participated on the task group related to emergency action planning and it was felt that more information was needed so day care occupancies can develop plans. This is my submittal based on those discussions and crisis planning requirements required for K-12 schools in Illinois, revised to address day care occupancies.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 194-NFPA 101-2024 [Section No. 16.7.1]	
Public Input No. 203-NFPA 101-2024 [Section No. A.4.8.2.1]	
Public Input No. 204-NFPA 101-2024 [Section No. 4.8.2.2]	

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Submittal Date: Sat Jun 01 08:56:42 EDT 2024
Committee: SAF-END

Committee Statement

Resolution: [FR-6718-NFPA 101-2024](#)

Statement: It was felt that guidance was needed for day-care occupancies related to emergency action plans, such as who should be involved in their development and the topics that should be covered. The need for an annual review was considered important because day-care occupancies and the relevant stakeholders are subject to change.



Public Input No. 116-NFPA 101-2024 [New Section after A.14.3.4.2.3.2]

A.14.3.4.6.3 (1) Fire alarm initiating devices should be shown with NFPA 170 symbols or those symbols approved by the authority having jurisdiction.

A.14.3.4.6.3 (3) Fire sprinkler protection zone valve locations should be shown with clarity regarding physical location and zone naming. The coverage area of each fire sprinkler zone should be shown using hatching or area designations.

A.14.3.4.6.3 (4) Identification of all available notification zones or areas for manual or automatic message activation should be shown with clarity regarding zone naming and the coverage area of each notification zone. Notification zones should be shown using hatching or area designations. Zone naming used on the graphic map (e.g., “West Classroom Wing”, “East Classroom Wing”, etc.) should match the naming used on the live voice or recorded message selection switches on the fire alarm annunciation equipment.

A.14.3.4.6.3 (6) Graphic map building elements should include all appropriate building elements including floor/level identification, all walls and doors, room and area descriptions (i.e., room names or use identification), and egress elements like stairs and elevators. An AHJ may require elements outside of the building to be included in the graphic map, including adjacent streets, parking lots, courtyards, and similar geographical elements, as well as other life safety items like fire hydrants, fire department connections, and utility shut off locations.

A.14.3.4.6.8 Where a graphic annunciator is required by an AHJ, the annunciator should meet the requirements of NFPA 72 section 10.18.

Statement of Problem and Substantiation for Public Input

This is Annex A explanatory information for code language added in Public Input No. 115.

While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. Understanding where an alarm is occurring and what options are available for full emergency evacuation, partial or phased evacuation, or shelter-in-place strategies is critical. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time.

For many code cycles, NFPA 101 has allowed manual fire alarm boxes to be eliminated where the building is protected throughout by an approved, supervised automatic sprinkler system and when there is a provision to manually activate the evacuation signal or to evacuate only affected areas. The key to this arrangement is that an authorized person at a “central point” can take the appropriate action. It is important that this authorized person, or the responding fire service, have a clear understanding of the layout of the educational occupancy. This code change seeks to require a graphic map to be located at this “central point” so that clear and accurate decisions can be made.

Many AHJs already locally require graphic maps, but details of what is included in these graphic maps varies wildly. This new language seeks to create a baseline of what should be included in a graphic map. While this code change only seeks to add a low-cost graphic map, provision is included should a local AHJ require a graphic annunciator in accordance with NFPA 72.

A separate Public Input No. 112 and 113 has been submitted to Chapter 9 to contain all of the

information in 14.3.4.6.3 through 14.3.4.6.8, and this Annex A material. However, since there is no guarantee that the Chapter Public Input will be accepted, it has been included in this PI. This can be cleaned up during the second draft.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 115-NFPA 101-2024 [New Section after 14.3.4.5]</u>	Dependent
<u>Public Input No. 113-NFPA 101-2024 [New Section after A.9.6.5]</u>	Reference, duplicate information

Submitter Information Verification

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Committee: SAF-END

Committee Statement

Resolution: FR-6716-NFPA 101-2024

Statement: While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time. These provisions are more properly placed under the Emergency Action Plan section of the chapter.



Public Input No. 119-NFPA 101-2024 [New Section after A.15.3.4.3.1.2]

A.15.3.4.6.3 (1) Fire alarm initiating devices should be shown with NFPA 170 symbols or those symbols approved by the authority having jurisdiction.

A.15.3.4.6.3 (3) Fire sprinkler protection zone valve locations should be shown with clarity regarding physical location and zone naming. The coverage area of each fire sprinkler zone should be shown using hatching or area designations.

A.15.3.4.6.3 (4) Identification of all available notification zones or areas for manual or automatic message activation should be shown with clarity regarding zone naming and the coverage area of each notification zone. Notification zones should be shown using hatching or area designations. Zone naming used on the graphic map (e.g., “West Classroom Wing”, “East Classroom Wing”, etc.) should match the naming used on the live voice or recorded message selection switches on the fire alarm annunciation equipment.

A.15.3.4.6.3 (6) Graphic map building elements should include all appropriate building elements including floor/level identification, all walls and doors, room and area descriptions (i.e., room names or use identification), and egress elements like stairs and elevators. An AHJ may require elements outside of the building to be included in the graphic map, including adjacent streets, parking lots, courtyards, and similar geographical elements, as well as other life safety items like fire hydrants, fire department connections, and utility shut off locations.

A.15.3.4.6.8 Where a graphic annunciator is required by an AHJ, the annunciator should meet the requirements of NFPA 72 section 10.18.

Statement of Problem and Substantiation for Public Input

This is Annex A explanatory information for code language added in Public Input No. 118.

While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. Understanding where an alarm is occurring and what options are available for full emergency evacuation, partial or phased evacuation, or shelter-in-place strategies is critical. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time.

For many code cycles, NFPA 101 has allowed manual fire alarm boxes to be eliminated where the building is protected throughout by an approved, supervised automatic sprinkler system and when there is a provision to manually activate the evacuation signal or to evacuate only affected areas. The key to this arrangement is that an authorized person at a “central point” can take the appropriate action. It is important that this authorized person, or the responding fire service, have a clear understanding of the layout of the educational occupancy. This code change seeks to require a graphic map to be located at this “central point” so that clear and accurate decisions can be made.

Many AHJs already locally require graphic maps, but details of what is included in these graphic maps varies wildly. This new language seeks to create a baseline of what should be included in a graphic map. While this code change only seeks to add a low-cost graphic map, provision is included should a local AHJ require a graphic annunciator in accordance with NFPA 72.

A separate Public Input No. 112 and 113 has been submitted to Chapter 9 to contain all of the

information in 15.3.4.6.3 through 15.3.4.6.8 and this Annex A.15 information. However, since there is no guarantee that the Chapter Public Input will be accepted, it has been included in this PI. This can be cleaned up during the second draft.

Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 118-NFPA 101-2024 [New Section after 15.3.4.5]</u>	Dependent
<u>Public Input No. 113-NFPA 101-2024 [New Section after A.9.6.5]</u>	Reference, duplicate information

Submitter Information Verification

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Committee: SAF-END

Committee Statement

Resolution: FR-6723-NFPA 101-2024

Statement: While many authorized persons may be familiar with the educational facility, other authorities, including responding fire and police, school resource officers, and the like may not be familiar with the layout of the facility. A graphic map is a simple, cost-effective way to communicate a large amount of information in a short amount of time. These provisions are more properly placed under the Emergency Action Plan section of the chapter.