



Safe School Self-Assessment Training for Southeast Service Cooperative

schoolsafety.dps.mn.gov



Mike Christianson

Safe Schools Assessment Coordinator



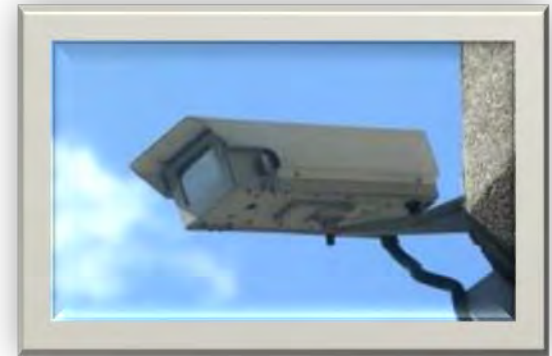
Overview

- Identifying Hazards
- Self-Assessment Tool
- Crime Prevention through Environmental Design (CPTED)
- Recommendations for Improvements
- Physical Security



Safe School Self-Assessment

- An instrument or tool used to identify potential hazards and risks in school
- A process used to reduce risks





Hazards: Identifying and Assessing Risk

- What are the hazards?
- Where are they located?
- How will they affect a school's operation?
- What can the school do to reduce or eliminate the risk posed by hazards?





Hazards

- Situations involving threats of harm to students, personnel, and/or facilities
- Hazards include but are not limited to;
 - natural,
 - technological,
 - and human-caused incidents.





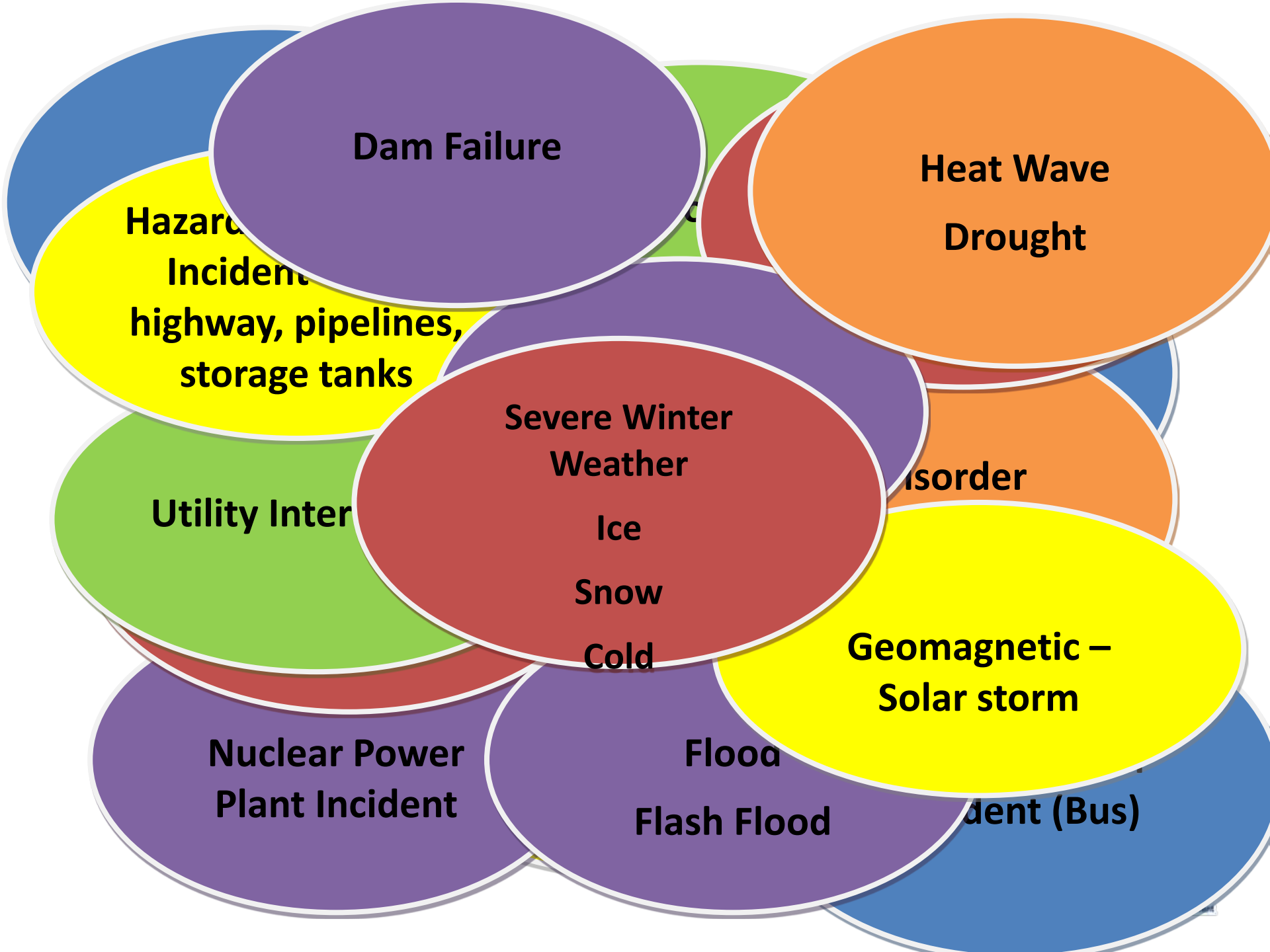
Identifying Hazards

Community hazards:

- Weather-related hazards
- Commercial/industrial facilities
- Transportation
- Neighborhood
- Utilities

Where can schools get this information?



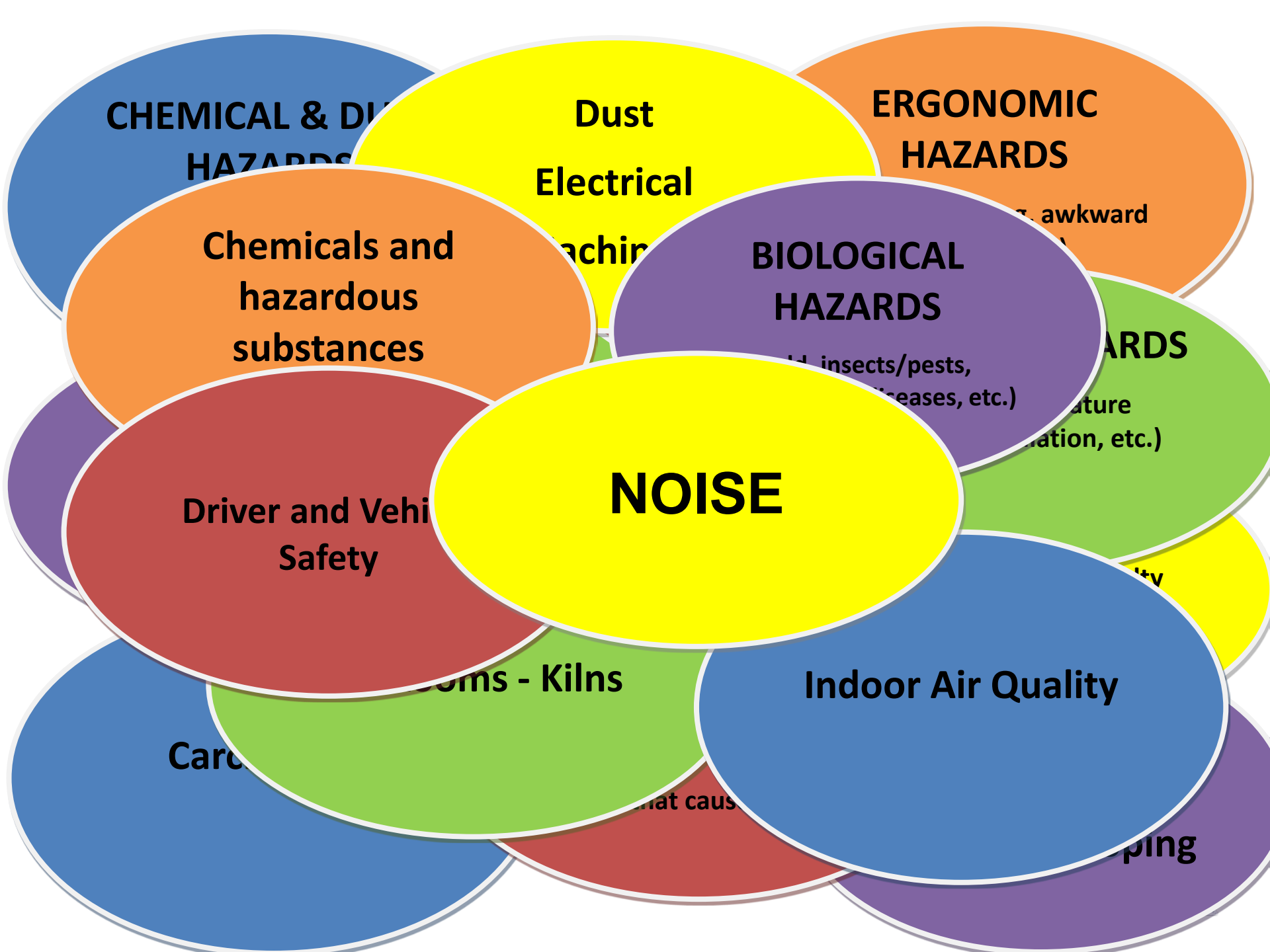


Identifying Hazards

School buildings:

- Interior and exterior structure
- Grounds (playgrounds, parking lots, athletic fields)
- Building access
- Specialized equipment
- Maintenance areas







Tools for Assessing Schools

Self-Assessment: Designed to give a general overview of building preparedness



School Safety Checklist: Comprehensive checklist to assess entire building and its procedures



Fire and OSHA inspections: Specific to fire and industrial safety, done at regular intervals and may result in corrective action recommendations





Additional Benefits to a Self-Assessment

- Prevents potential risks for injury and/or liability
- Brings school and community stakeholders and response agencies together
- Ensures a welcoming, healthy physical environment
- Creates an environment where students feel safe and learn





Tips for Conducting the School Safety Assessment

- Two or more people
- Diverse group for varied perspective
- Document with photos or video
- Use checklist as guide: take many notes
- During “game day”
- Review emergency plan and OSHA/Fire inspection reports prior to walk-through
- Assessment team from other schools in district
- Follow up action plan





Key Considerations for Evaluators

- Be vigilant about the physical school environment, and communicate to administration any hazards noticed
- Ensure that your law enforcement agency and the school share updated maps and photos of the facility and grounds
- Interact with support staff such as custodial and food services, listening to their concerns for safety
- Be aware of and help enforce best practices in school security



Campus Safety Assessments

- School building – interior and exterior
- Portable buildings
- Playground
- Parking lots
- Athletic fields
- Transportation





What to Assess?

- School emergency plan
- Policies and drills
- Building access
- Key control
- Identification
- Visitor procedures
- Staff training
- Physical climate
- Communications
- General exterior
- Buses and parking
- Playground/recreation area
- Deliveries
- General interior
- Cafeteria
- Gymnasium
- Specialized areas
- Monitoring and surveillance



most of within first ten days of
beginning of classes)

c. 1 severe weather

Comments:

BUILDING ACCESS

*Asterisked questions should be observed and verified on the assessment day.

1. There is a policy, system, and practice for ensuring secure entry/exit.
2. There is a single point of public entry/exit to each building.
3. Designated points of entry are monitored to control building access.
4. School staff monitors all entrances and exits during *arrival* and *departure* of students.
5. *Main entrance is observable from main office.
6. Students are required to have written permission to leave school grounds.
7. *Signs are visibly posted listing items not allowed in the school (e.g. weapons, drugs, tobacco, alcohol, etc.)
8. Staff follow written procedures for accessing the building before and after school hours.

Updated February 2014



Evaluating the School Emergency Plan

- Covers multiple incidents
- Incident Command System
- Identifies ideally three designees in event of absences
- Special populations and ESL/ELL
- Designed with community response agencies
- Updated maps are communicated to emergency responders
- Includes a recovery module



Evaluating the School Emergency Plan cont.

- Threat assessment process
- Includes special events
- Mail handling procedures
- Cash handling procedures
- After school activities
- Addresses multiple hazards



Evaluating Policies and School Safety Drills

Required Policies:

- Crisis management plan
- Bullying/Intimidation
- Harassment/Violence
- Hazing
- Student discipline

Required Drills:

- Fire drills
- Lockdown drills
- Tornado drill

Minnesota Statutes 121A...



Drills Continued

- Designated Severe Weather Shelter Areas
- Shelters and evacuation routes clearly labeled
- Drills practiced



Evaluating Building Access Main Entrance

- Traffic is directed to one main entrance
- Lists items not allowed in school
- Main entrance is monitored
- Main entrance is observable from the main office



Building Entrance cont.

Important safety information conveyed at the door



Evaluating Building Access

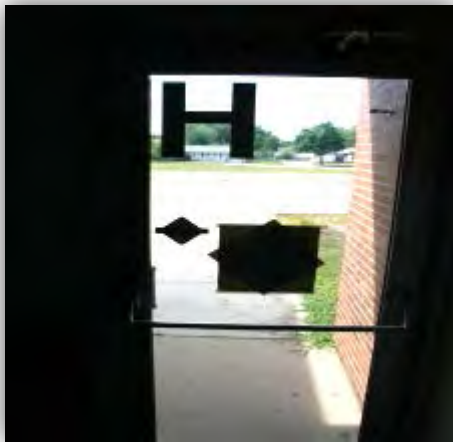
- Policy, system and practice in place
- Staff monitors all entrances and exits during arrival and departure
- Special procedures during non-school hours?





Building Access cont.

Doors are clearly identified to assist emergency responders



Building Access cont.

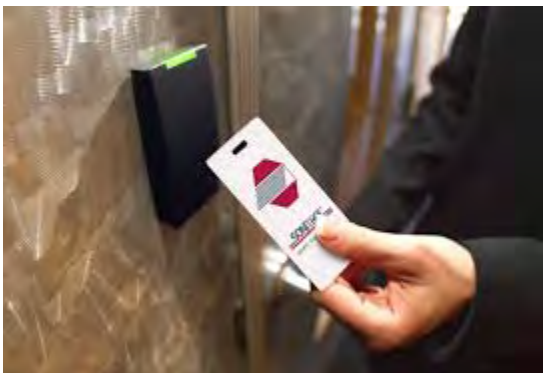
Building Security Access

- Is it monitored?
- Where is it located?
- What do you want to accomplish?



Evaluating Key/Access Card Control

- Is there a control systems in place?
- Audited? How often?
- Fire Department lock box?



Evaluating Identification

- All staff and substitutes wear identification
- Procedures are enforced school-wide
- Emergency response team designated



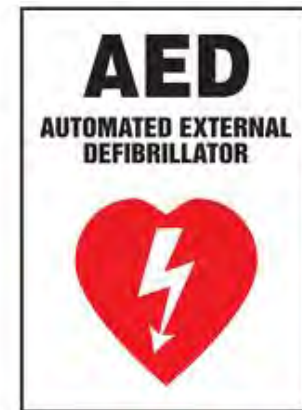
Evaluating Visitor Procedures

- Visitor procedures are enforced
- Sign in stations are staffed and properly equipped
- Visitors sign in and out and wear identification in the building
- Visitor badges are not accessible to visitors
- Escorted?



Evaluating Staff and Student Training

- Drills and evacuation routes
- Threat assessment
- Awareness of suspicious activity, packages, vehicles, etc.
- Response to bomb threats
- AEDs, CPR, first aid, etc.
- Question or report visitors without identification and refer them to the office



Student and Staff Training Cont.

- Safety equipment present
- Specialized emergency procedures posted
- Who's trained on procedures



Evaluating Physical Climate – What do you see?

- Posters encourage positive behavior choices and well-being
- Anti-bullying messages
- Classroom Management/ Student Discipline
- Staff Supervision and interaction in hallways



Evaluating Communication Systems

- 2-way communication to significant areas/ individuals
- Dead spots within schools
- Public address system
- Anonymous reporting system
- Communicating to the community
- Media procedures





CPTED - Crime Prevention through Environmental Design

Design and use of school facilities has a direct relationship to code of conduct violations and criminal behavior.

"The proper design and effective use of the built environment can reduce the incidence and fear of crime, and make an improvement in the quality of life."

"Designing Safer Schools" – Timothy D. Crowe



CPTED- Crime Prevention through Environmental Design



- Natural Surveillance
Ability to observe activity without having to take special measures to do so. Clear sightlines.
- Natural Access Control
Guides people entering and leaving a space through the placement of entrances, exits, fences, landscaping and lighting.



CPTED- Crime Prevention through Environmental Design



- Territorial Reinforcement
Ability to establish authority over an environment- who belongs, who is in charge, who is an outsider (i.e. gangs), "make it mine"
- Maintenance & Management
A well maintained building creates a sense of ownership. "Unkempt areas attracts unwanted activities."

"Broken window theory "



9 CPTED Design Strategies

- Sight Lines
- Lighting
- Concealed or Isolated Routes
- Entrapment Areas
- Isolation
- Land Use Mix
- Activity Generators
- Ownership, Maintenance & Management
- Signs & Information



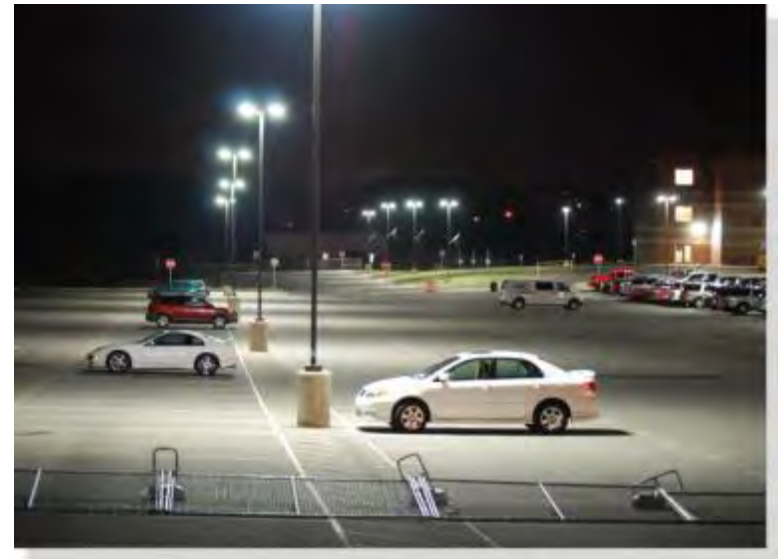
Evaluating General Exterior

- Well-maintained: no graffiti, no broken glass, no litter, no overgrown vegetation
- School reflect school colors/symbols
- Clear direct sight lines
- Secured doors
- Air intakes positions
- No roof access
- Mechanical/electrical areas protected



General Exterior cont. Lighting

- Does not distort colors
- Considers neighborhood residents
- Facilitates passive surveillance
- Deters criminal activity



What's wrong with this picture?



Landscaping





Landscaping



- Clear, direct sight lines
- Does not interfere with natural surveillance





What's wrong with this picture?





What's wrong with this picture?



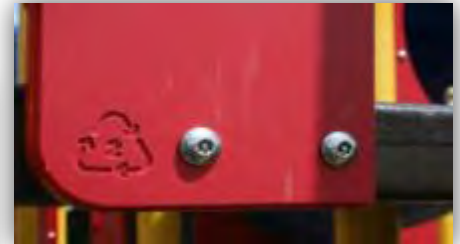
Evaluating Buses and Parking

- Bus safety is addressed in the emergency plan
- Bus loading zone visible and clearly marked
- Child drop off/pick up point are clearly marked
- Parking lots are well lit
- Parking lots are monitored
- Bicycle and motorcycle parking is monitored



Playground/Recreation Area

- Monitors present and have notification system
- Protective fencing around area
- Equipment is secure and meets all CPSC guidelines
- Adequate surface area around equipment
- Vehicle access prohibited





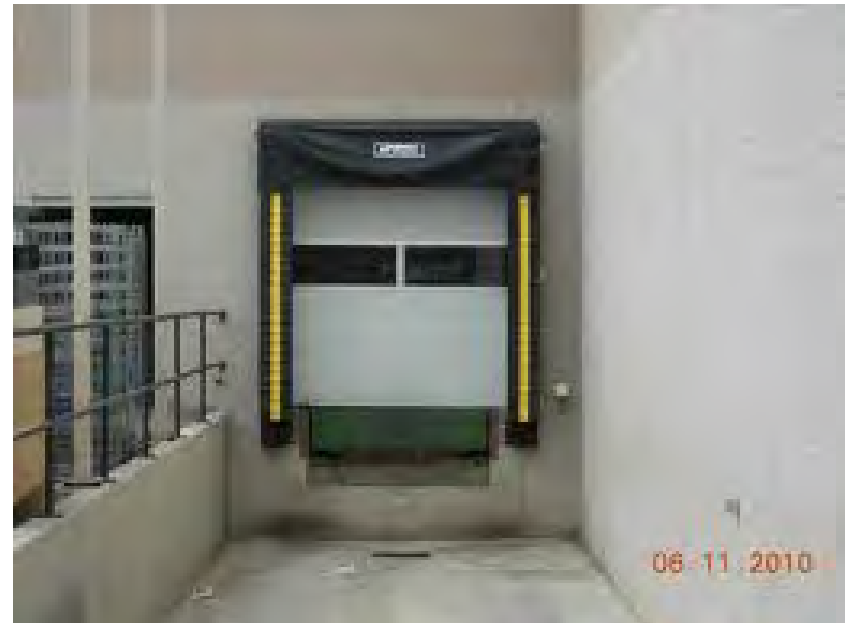
Playground/Recreation Area

Fencing



Evaluating Deliveries/Loading Dock

- Designated receiving areas
- Deliveries are documented
- Items are inspected
- Doors are secured



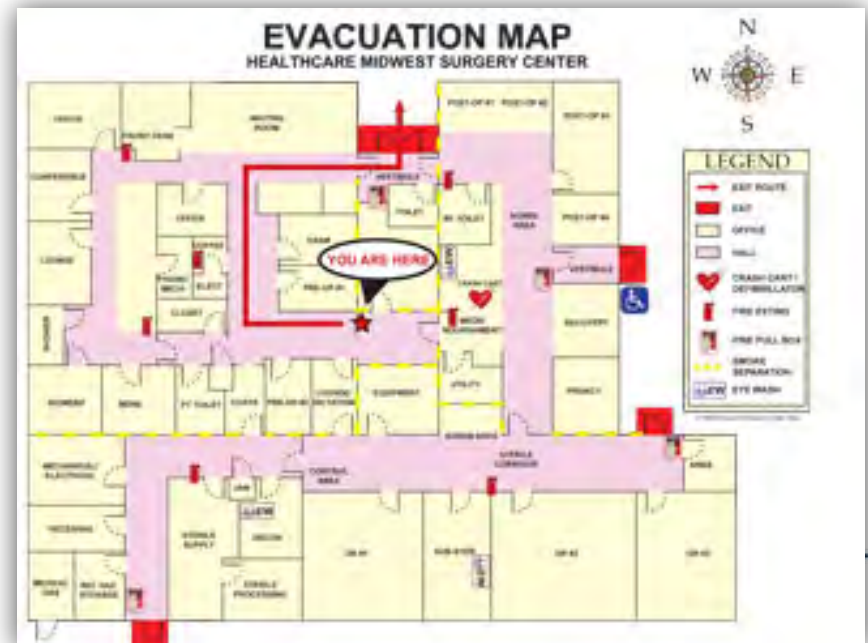
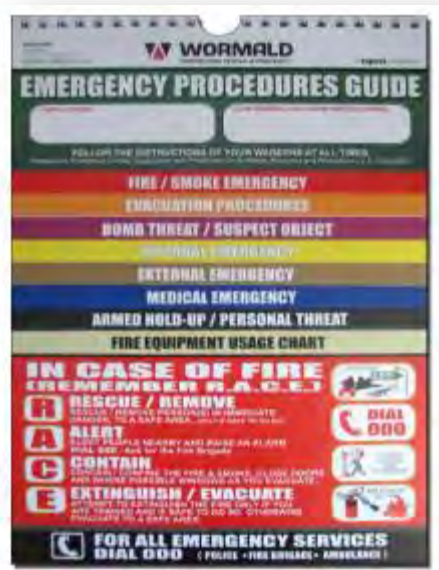
Evaluating General Interior

- Clean, well maintained
- All areas (i.e. stairwells, hallways, restrooms, locker bays) are well lit
- Clear, unobstructed sight lines
- Doors and locks are in good condition



Evaluating General Interior cont.

- Emergency procedures and evacuation routes posted
 - Color coded and laminated
- Phones in every room that can dial out to **911**



Evaluating General Interior - Classrooms

- Curtains or shades covering external windows
- Doors can be locked from the inside
- If not - can be blocked, wedged, etc.



What's wrong with this picture?



Shelving



Shelving Units





Shelving Units





What's wrong with this picture?





What's wrong with this picture?





General Interior

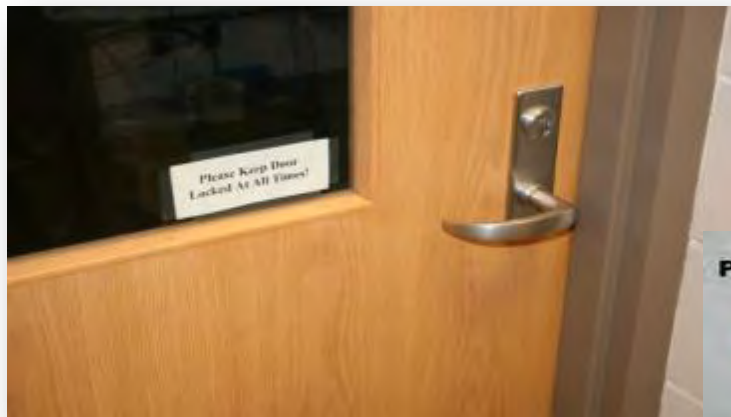
Locker Areas

- Well lit
- Allow for clear sightlines



General Interior

- Unused rooms are locked
- Controlled access to boiler room, electrical panel, IT closet



What's wrong with this picture?



Cafeteria

- Supervised
- Well lit
- Good sightlines
- Quick entry or exit
- Included in plans
- Cafeteria loading dock



Gymnasium

- AEDs are present
- Equipment is well maintained and properly stored
- Lighting fixtures and windows are protected
- Supervision

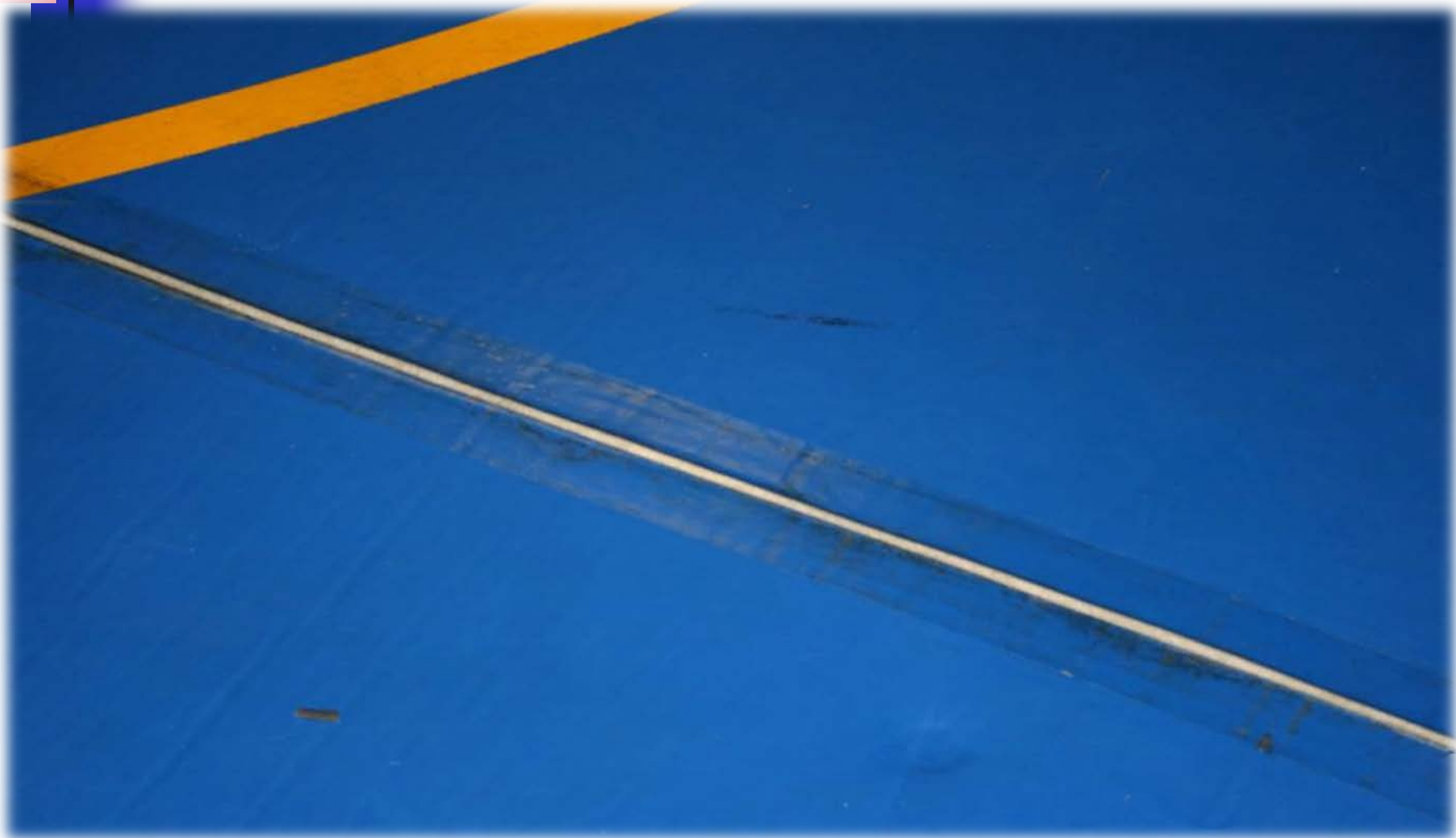


Gym Equipment

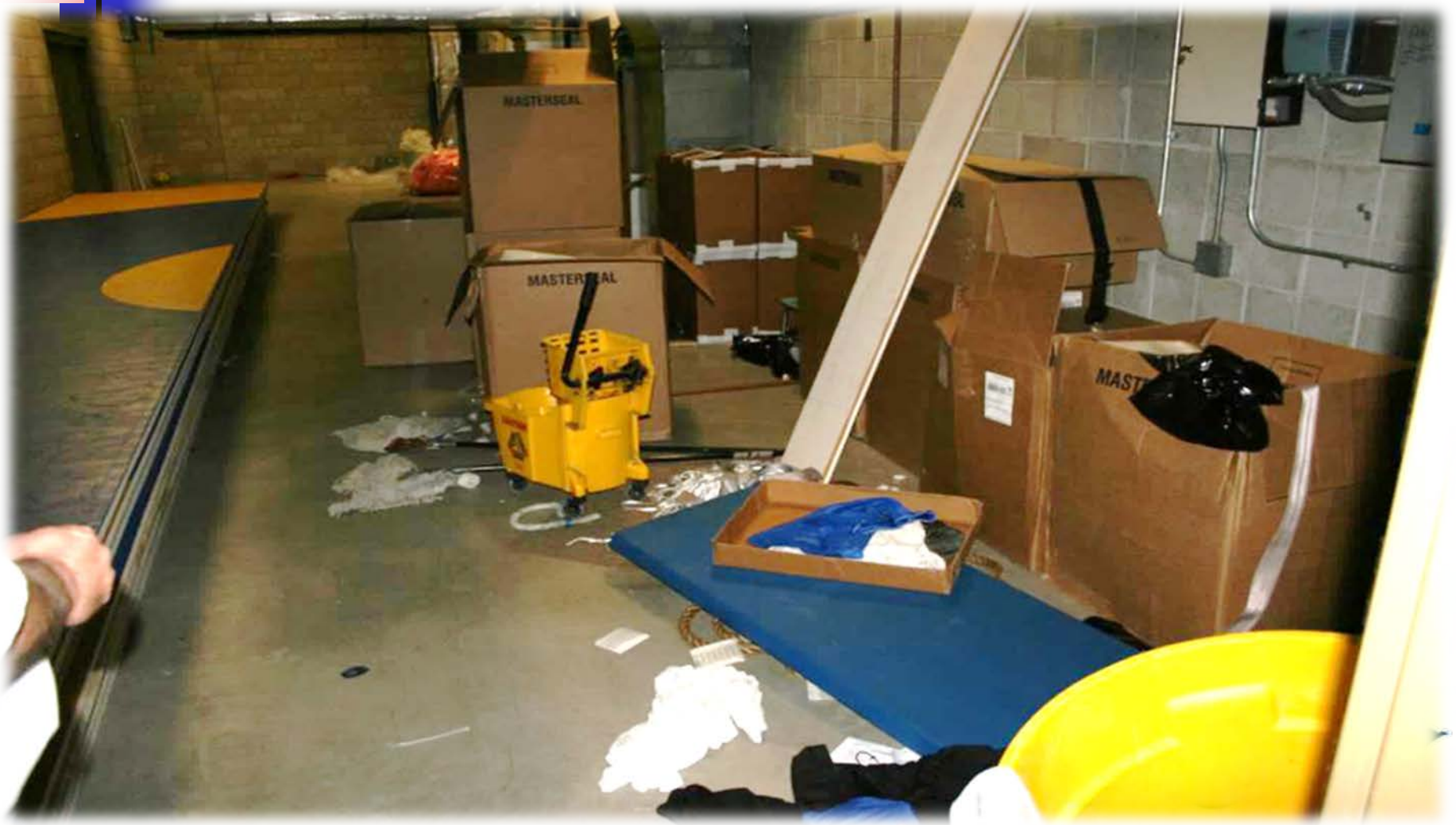




Gym Equipment



Gym Equipment



Locker Rooms

- Clear guidelines are delivered to students
- Cell phones/other electronic devices
- Theft
- Injuries
- Clear sight lines
- Supervision





Specialized Areas

Science, Art, Theater,
Shop, Swimming pool,
Weight room

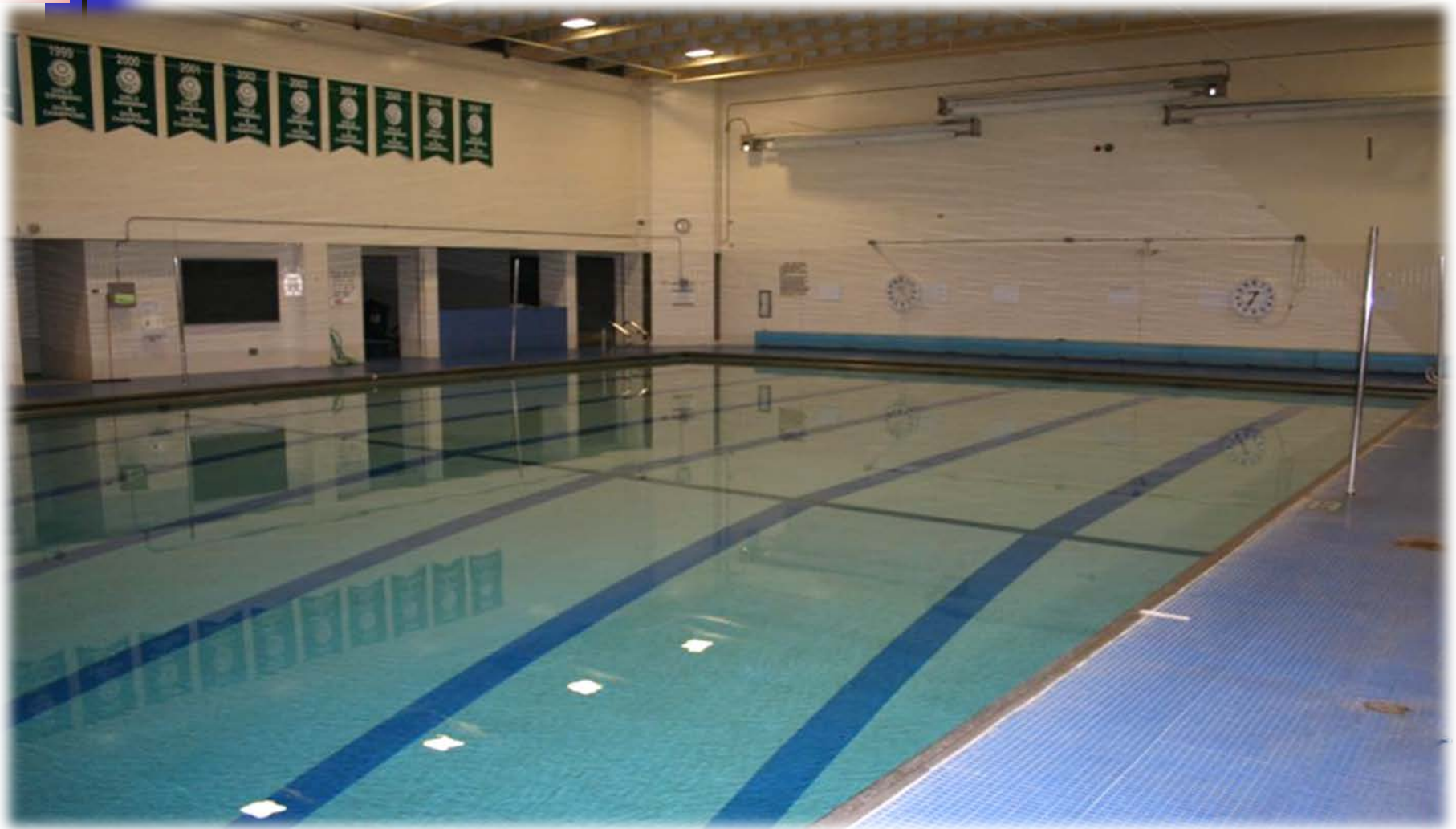
- Supervised
- Emergency equipment
- Phones
- Exits marked
- Specialized emergency procedure posted



Weight Room



Pool



Pool Emergency Procedures



Science Classroom



Theatre Dressing Room



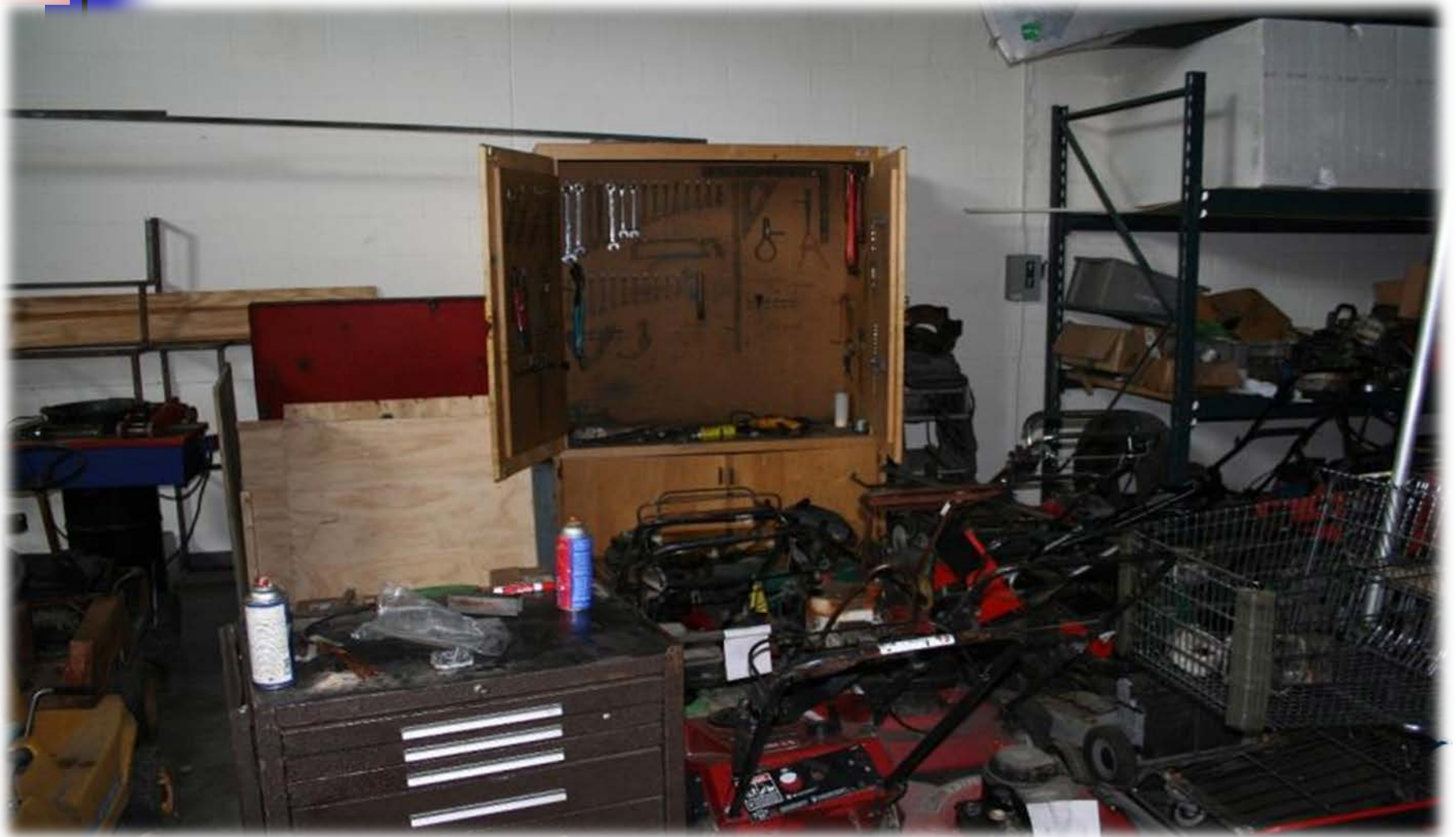
Auto Shop



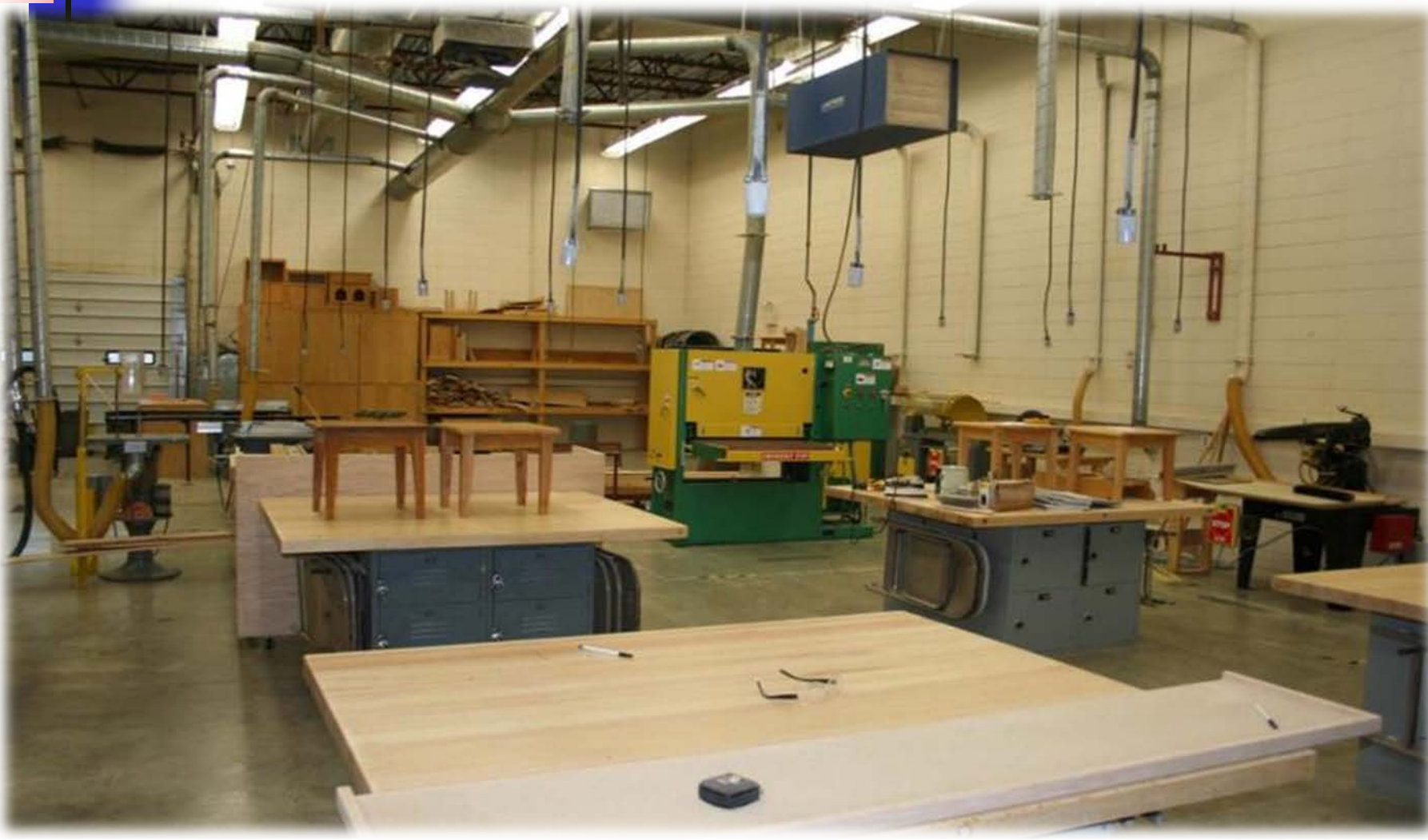
What's wrong with this picture?



What's wrong with this picture?



Industrial Arts



Library





What's wrong with this picture?



How would you
set up this classroom?





Evaluating Monitoring and Surveillance

- Cameras
- Central alarm system
- School Resource Officers
- Staff members
- Weather radio
- Duress alarms
- After hours
 - Classrooms locked
 - Bathrooms
 - Exterior doors
 - Security lights
 - Alarm activated





Security Cameras

- What purpose do they serve?
- What do you want to capture?
- Where should they be placed?
- How long is data retained?





Security Cameras

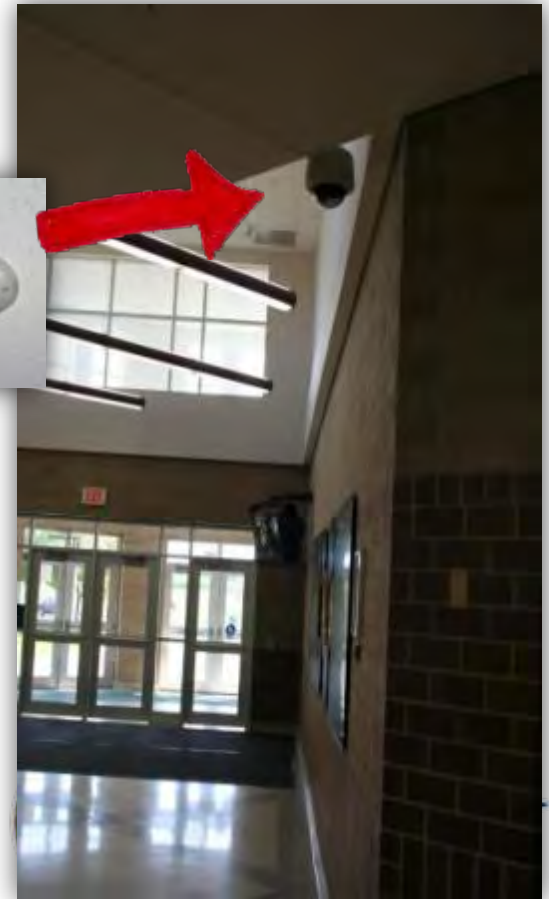
"Cameras are a deterrent to those who are deterrable and MAY serve as evidence for those who cannot be deterred."

- Ken Trump



Security Cameras: Secondary Schools

- Focus on common areas
- Additional security cameras



Security Cameras: Elementary Schools

- Focus on exterior doors
- Playground areas
- Bus area



Evaluating Monitoring and Surveillance Cont.

- Staff members visual in hallways during passing time



During Assessments What not to do.....

- Focus on one type hazard/threat
- Same assessment team
- Listen but....
- Assume risk for stakeholders
- Avoid risk





Physical Security Types

- Deterrent – the inhibition of criminal behavior by fear of punishment
- Detection – the act or process of discovering, finding, or noticing something
- Delay – a situation in which something happens later than it should





Deterrent

- Fencing
- Signs
- Cameras
- I.D. Checks
- Weapons screening
- Security Officers
- Thorny bushes
- Locker searches
- Vehicle checks
- Drug dogs
- Officers on campus
- School Uniforms





Detection

- Sensors (IDS)
- Drug dogs
- Bomb dogs
- Cameras
- Alarms
- Weapons screening
- Student “hotlines” or Crime stoppers
- Drug sweeps
- Staff visibility
- Monitors and checkpoints





Delay

- Fences
- Locked doors
- Secured areas
- Secured equipment



Internal Physical Security consists of:

- Locker searches
- Lock-down systems
- Fencing
- Exterior door controls
- Classroom video monitors
- Classroom panic buttons
- Metal detectors
- Video cameras





Minnesota School Safety Center Contacts

Nancy Lageson – School Safety Center Director

(651) 201-7484 nancy.lageson@state.mn.us

Randy Johnson – Emergency Planning Coordinator

(651) 201-7094 randy.johnson@state.mn.us

Gina Wieler – School Resource Officer Coordinator

(651) 201-7092 gina.wieler@state.mn.us

Mike Christianson – Safe School Assessment Coordinator

(651) 201-7093 mike.christianson@state.mn.us

schoolsafety.dps.mn.gov

