School Safety Plans- Meeting The Requirements

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3313.536 School safety plan for each school building

- The board or governing authority shall incorporate into the plan both of the following:

- (1) A protocol for addressing serious threats to the safety of school property, students, employees, or administrators;
- (2) A protocol for responding to any emergency events that do occur and that compromise the safety of school property, students, employees, or administrators.

Realities

- We cannot develop a plan for every conceivable threat; nor do want to.

RISK Formula

- R = V x I x T
- V = Vulnerability
- I = Impact
- T = Threat

- Low / Medium/High

The "Essence" of School Emergency Response Plans

- Prevention

- Preparation

- Response

- Recovery

Safety/Emergency Plans

- Developed by school officials, fire, police and other responders.

- Emergency Management Agencies must be involved.

- New principals, fire and police officials requires that the plan be updated because of changes.

"You Will Not Rise to the Occasion but Sink to the Level of your Training"

- Regular and Varied Training Needed
- Drills need to be live and involve responders, students, staff and community

The Dilemma

- How to attain, within financial constraints, successful and effective school emergency plans.

Vulnerability Assessments

- Identify, evaluate and prioritize risks and area of weakness

Why Conduct Them?

- Vital part of emergency plan
- Focuses on specific threats and mitigation efforts
- Identify and prioritize school site weaknesses
- Fosters communication

Crime Prevention Through Environmental Design (CPTED)

One example of cost effective data gathering to formulate emergency response plans.

What is CPTED?

The **proper** design and **effective** use of the built environment can lead to the **reduction** in the incidence and fear of crime and thereby **improve the quality of life**. In other words, if a site is laid out well, the likelihood of it being targeted for a crime may be reduced

CPTED Strategies

- Natural Surveillance
- Territorial Reinforcement
- Natural Access Control
- Maintenance

Natural Surveillance

- Design the space to allow visibility by legitimate users and keep possible intruders under observation

- Make the offender's behavior more easily noticeable

Natural Surveillance

- The windows allow students and staff to observe any activity on the property around the school.

Natural Surveillance

- Properly selected, installed and maintained landscaping allows for unobstructed views of otherwise vulnerable doors and windows

Territorial Reinforcement

- Territorial reinforcement is marking territorial control of a space while discouraging potential offenders who perceive this control and avoid it

Territorial Reinforcement

- Territorial reinforcement employs such design elements as sidewalks, landscaping, and porches to help distinguish between public and private areas and helps users exhibit signs of "ownership" that send "hands off" messages to would-be offenders

Territorial Reinforcement

- Accentuate building entrances with architectural elements to guide visitors and announce the transition from public space to private space. (School property)

- What is the number one concern in attempting to better secure our schools?

Access Control

Natural Access Control

- Natural access control employs elements like doors, shrubs, fences, and gates to deny admission to a crime target and to create a perception among offenders that there is a risk in selecting the target.

- The primary thrust of an access control strategy is to deny access to a crime target.

Natural Access Control

- Use fences, walkways and landscaping to direct visitors to the proper entrance and away from private areas.

- Use signs to direct visitors to appropriate buildings, entrances and parking

Maintenance

- Maintenance, including cleaning, repairing and landscaping, needs to be performed routinely to encourage use of the space for the intended purpose and discourage abnormal and criminal use.

- Maintenance sends a clean signal that someone cares about the space and is likely to defend it against intruders or vandals

- Keep trees and shrubs trimmed back from windows, doors and walkways.
- Keep shrubs trimmed to 3 feet and prune lower branches of trees up to 7 feet
- Current thought is 2 feet and 6 feet

LIGHTING

- Lighting is an important element in any site design. Whether a single house or a shopping mall, appropriate lighting techniques should be used

- It should provide clear paths for movement and highlight entryways without creating harsh effects or shadowy hiding places

Lighting

- Design lighting systems for pedestrians that enables people to better see one another

Landscaping

- Provide see-through decorative fencing that is durable and does not create hiding places for vandals

Ohio Law Enforcement Gateway (OHLEG)

- Part of compliance

Example of Training

Thank You!

- Please call me if I can assist.

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Making the Most of What You Have

by Dr. Richard Caster and Jeff Floreno

Security is like an exercise program, where each and every exercise addresses a different weakness while improving overall strength daily. Implementing a good access control solution does not necessarily mean spending hundreds of thousands of dollars on a biometric electronic access control system; it can be as simple as making a commitment to keep doors locked during off-peak hours. Visitor management is simply the process of tracking and managing people who visit your building, and can be accomplished with any number of systems.

Access control and visitor management are two pillars of security designed to keep unwanted and dangerous elements out of your buildings. A school without access control and visitor management is quite literally leaving the doors open for trouble.

Many administrators face security issues with a sense of dread and fear. Fearful of not doing enough. Fearful of spending too much. Fearful of selecting the wrong technology. But what many administrators fail to understand is that security is not an all-or-nothing proposition. Security is like an exercise program, where each and every exercise addresses a different weakness while improving overall strength daily. Implementing a good access control solution does not necessarily mean spending hundreds of thousands of dollars on a biometric electronic access control system; it can be as simple as making a commitment to keep doors locked during off-peak hours. Visitor management is simply the process of tracking and managing people who visit your building, and can be accomplished with any number of systems.

Administrators should not ask, "Do I have the best technology or system in place?" but rather, "How can I make the most of the systems I do have?" Here we will consider how administrators can examine their current access and visitor control policies and then cost-effectively improve the effectiveness of those systems.

The Challenges Schools Face Today
According to the National Center for Education Statistics' Indicators of School Crime and Safety 2009, 89.5 percent of schools lock buildings and/or monitor doors. According to an access control survey conducted by Wren in 2008, only 36 percent of respondents indicated that they used electronic access control. Only 28 percent of those schools indicated that they felt "extremely confident" in their ability to ensure secure locking of perimeter doors in an emergency "lock down" situation. These statistics point to the fact that access control is a challenge for the majority of schools. However, once schools understand the reasons for the shortfall, it becomes much simpler to improve conditions.

Failure to be consistent — It can be difficult in a busy, open environment to ensure consistency. With a traditional key lock system, someone must physically visit each door to lock it and unlock it at the assigned times. This can be extremely challenging if that person gets busy, is absent or if different people are assigned to different doors. It is also difficult to systematically verify if all of the appropriate doors are locked. The same holds true of a visitor management policy in which the receptionist is in charge of ensuring that all visitors check in at the office. If she is attending to something else, in the restroom or absent for the day, an unwanted visitor can easily enter without anyone noticing. Consistency is key to ensuring a safe learning environment.

The "all or nothing" mentality — Frustrated with limited budgets and taxing processes, administrators often throw up their hands when they have to work with traditional systems and believe they will address the problem when they can afford to purchase better equipment. However, improving security can be done by taking small, inexpensive steps.

Overwhelmed with technology — Many administrators are overwhelmed with technology options and feel ill-prepared to select from the wide variety of options out there. Expense is just the tip of the iceberg, with administrators bumping up against practicality issues such as having kids keep up with badges or

making use of a new software solution on a daily basis.

Making Strides
With these challenges in mind, here are some ways to make your access control and visitor management programs/systems more effective.

Be practical — Often, there are very simple steps that can be taken to improve access control and visitor management. For example, if a rarely used door is left unlocked throughout the school day, lock it. It will not negatively impact traffic flow, but it will be one less unmonitored entrance/exit through which an undesirable element may enter. If there is no visitor management policy, put one in place. Ask individuals to sign in and out and to provide a photo ID and ask them what their business is at the school. Ask students and staff to approach unbadged visitors and inquire if they can help them. This will encourage would-be thieves to understand that their presence is noticed and unwelcome. Move the receptionist's desk to an area closer to the main entrance so that she can easily see people coming in and out of the school. These are free and immediate ways to take action and make improvements little by little.

Build policy around it — For schools that don't have the budget or option to invest in new systems, they must leverage the tools that they do have. Generally, this means developing policies around people instead of systems. For example, the school should put in place a policy of when and which doors will be locked and unlocked throughout the day. Then, they should assign specific individuals to lock and unlock those doors at the given times. Someone should be assigned to monitor the door for visitors and ensure that all visitors report to the office to receive a badge. Training and redundancy efforts are important to make sure the entrances are covered at all times, regardless of absences or meetings. Policies should be brief and understandable and training should take place to ensure staff is actively enrolled in supporting security.

Validate the policy — With any policy, it is important to conduct validation testing to ensure momentum and continuous improvement over time. Validation testing ensures that each actionable item has momentum behind it, with a live plan and assigned accountability. The list below describes the validation process. These questions provide a simple methodology for testing policies to ensure they are effective.

- **Actionable** – Has action been taken to put a process in place?
- **Applicable** – Is the process relevant to the issue?
- **Adequate** – Does the process effectively address the issue?
- **Accountable** – Who has been assigned oversight responsibility?
- **Audited** – Is there regular review and documentation of the process?

Verify implementation — This step is auditing from above. Policies left unimplemented are not effective. Therefore, administrators should conduct unannounced audits to make sure policies are being followed judiciously. In addition, it is important to understand why certain portions of the policy fail. For example, if the principal notices that a contractor is walking around the school without a badge and checks the log to see that he has not been registered at the front desk, he should investigate the reasons why. It could be that the receptionist is out on vacation and the interim/substitute receptionist was not trained on the proper procedure. If this information is known, it is possible to add a training program to the policy. Reviewing and improving the process is critical.

Consider a technology upgrade — While budget dollars are not always available to purchase new systems, when funding is available, it's important to select an adequate system. One of the greatest things about access control systems, whether magnetic or electronic locks, is that they enable one-click lock-down in case of an emergency. These systems also offer flexibility to restrict certain areas to those authorized and then to change who is authorized over time. Schedules may be programmed into user-friendly software that automatically dictates when doors will be locked and unlocked, offering consistency and guaranteed performance on a daily basis. Electronic access control systems remove a lot of volatility from the process.

Visitor management systems do the same. They offer a third party, verifiable system that checks every visitor. The visitor's identification is checked against a list of sex offenders, domestic dispute convicts, etc. The consistency that these systems bring makes it a lot less likely that someone "gets through the cracks."

When evaluating and selecting technologies, it's important to be realistic about solutions that will work for the environment in question. For example, it may be unrealistic to think that middle school kids are going to keep up with badges. Therefore, no matter how great the features may look on an access control system with badges, it is not a good match for that particular school. In other schools, where students are already accustomed to carrying a card to pay for their lunches, it may be possible to integrate access

control with meal cards and a badging system may be a better fit. Simply keep in mind how the system will be used on a daily basis and select something that is realistic for the individual environment.

A comparison of where schools are today and where they could be shows there is a lot of work to be done. However, the good news is that even without an enormous budget or resources, it is possible to take steps immediately to improve the safety of learning environments, one step at a time.

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3313.536 School safety plan for each school building.

(A) The board of education of each city, exempted village, and local school district and the governing authority of each chartered nonpublic school shall adopt a comprehensive school safety plan for each school building under the board's or governing authority's control. The board or governing authority shall examine the environmental conditions and operations of each building to determine potential hazards to student and staff safety and shall propose operating changes to promote the prevention of potentially dangerous problems and circumstances. In developing the plan for each building, the board or governing authority shall involve community law enforcement and safety officials, parents of students who are assigned to the building, and teachers and nonteaching employees who are assigned to the building. The board or governing authority shall consider incorporating remediation strategies into the plan for any building where documented safety problems have occurred.

The board or governing authority shall incorporate into the plan both of the following:

(1) A protocol for addressing serious threats to the safety of school property, students, employees, or administrators;

(2) A protocol for responding to any emergency events that do occur and that compromise the safety of school property, students, employees, or administrators.

Each protocol shall include procedures deemed appropriate by the board or governing authority for responding to threats and emergency events, respectively, including such things as notification of appropriate law enforcement personnel, calling upon specified emergency response personnel for assistance, and informing parents of affected students. Prior to the opening day of each school year, the board or governing authority shall inform each student enrolled in the school and the student's parent of the parental notification procedures included in the protocol.

(B) The board or governing authority shall update the safety plan at least once every three years and whenever a major modification to the building requires changes in the procedures outlined in the plan.

(C) The board or governing authority shall file a copy of the current safety plan and building blueprint with each law enforcement agency that has jurisdiction over the school building and, upon request, the fire department that serves the political subdivision in which the school building is located. The board or governing authority also shall file a copy of the current safety plan and a floor plan of the building, but not a building blueprint, with the attorney general, who shall post that information on the Ohio law enforcement gateway or its successor.

Copies of safety plans, building blueprints, and floor plans shall be filed as described in this division not later than the ninety-first day after March 30, 2007. If a board or governing authority revises a safety plan, building blueprint, or floor plan after the initial filing, the board or governing authority shall file copies of the revised safety plan, building blueprint, or floor plan in the manner described in this division not later than the ninety-first day after the revision is adopted.

Copies of the safety plan and building blueprint are not a public record pursuant to section 149.433 of the Revised Code.

Notwithstanding section 149.433 of the Revised Code, a building floor plan filed with the attorney general pursuant to this division is not a public record to the extent it is a record kept by the attorney general. This paragraph does not affect the status of a floor plan kept as a record by another public office.

The board or governing authority, each law enforcement agency and fire department to which copies of the safety plan and building blueprint are provided, and the attorney general shall keep the copies in a secure place.

(D) The board or governing authority shall grant access to each school building under its control to law enforcement personnel to enable the personnel to hold training sessions for responding to threats and emergency events affecting the building, provided that the access occurs outside of student instructional hours and an employee of the board or governing authority is present in the building during the training sessions.

Amended by 128th General AssemblyFile No.9,HB 1, §101.01, eff. 10/16/2009.

Effective Date: 05-15-2002; 09-28-2006; 03-30-2007

GENERALIZED TEMPLATE
School Safety Assessment

       This School Safety Template will provide you with the primary focal points which should be addressed and assessed in order to develop a clear and accurate campus survey regarding overall School Safety issues. This Template will focus on three phases of approaching your campus safety condition:

     A.   **Interior Safety Considerations**
     B.   **Exterior Safety Considerations**
     C.   **Overall School Environment**

       The following areas of focus are presented in the context of each of the identified assessment phases for your consideration and identification according to each individual campus:

A.   INTERIOR SAFETY CONSIDERATIONS

1. Does your school have Emergency Evacuation Plans and Maps? _____
2. Do you have specific identified Emergency Assembly Points? _____
3. Does your campus have emergency lighting? _____
4. Are ALL exits clearly marked? _____
5. Do you have ALL interior doors numbered? _____
6. Do you have the identification and specific location of all stored chemicals, pesticides, and flammable materials on campus? _____
7. Do you have high quality door locks *(security)* utilized to secure hazardous materials on campus? _____
8. Do you have immediate access to First Aid supplies / kits throughout the campus (clearly marked)? _____
9. Have you documented the number and ID of CPR certified personnel on campus? _____
10. Are all fire extinguishers clearly marked and checked annually? _____
11. Is there immediate access to Fire Alarms?
12. Are the locations of all fire alarms and extinguishers clearly marked? _____
13. Are all Emergency Exits clearly visible? _____
14. Have you checked to ensure that there are no obstructions in the hallway / passageways? _____
15. Is there sufficient lighting in the hallways? _____
16. Do you have emergency lighting and/or a power generator? _____
17. Are there "blind spots" in hallways or on stairwells? _____
18. Have you secured access to the main power supply? _____
19. Do you have a clearly articulated locking status (protocol) for all exterior doors? _____
20. Do you have Closed Circuit Television (CCTV) systems? _____

21. Do you have a clearly articulated protocol of challenging unidentified
    visitors (without badge / ID)   _____
22. Do you maintain an accurate inventory and dissemination record
    for ALL keys capable of accessing facilities?   _____
23. Do you have individual locking hardware on classroom doors?   _____
24. Do you have locking hardware on classroom windows?   _____
25. Campus Security Alarm System:
    · Audible / Silent   _____
    · Direct notification to nearest LE agency   _____
    · Automatic activation and recording of CCTV coverage   _____
    · Remote feed / monitoring of CCTV system   _____
    · Pre-established "code" for incident
        · False Alarm   _____
        · *Actual event* – continued threat   _____
26. Have you ensured that ALL staff are knowledgeable of "Shelter-in-Place"
    procedures and protocols?   _____
    · Do the classroom doors have windows with visual access to
      the classroom interior?   _____
    · Do all classrooms have an emergency response supply kit
      which will enable the teachers to cover the windows?   _____
    · Do all classrooms have the facilities to lock and barricade
      the door(s) to create a "safe haven" and eliminate entry by
      unwanted individuals? *(terrorist / violent student / etc.)*   _____
    · Will the ABSENCE of such efforts serve as a "signal" that
      the location is a *"crisis site"*?   _____

PHYSICAL CONSIDERATIONS

27. Is there exposed wiring?   _____
28. Are there missing or loose handrails?   _____
29. Are there any broken windows?
    · Glass pane   _____
    · Frame   _____
30. Is there deteriorated or splintered wood?   _____
31. Are there any physical deficiencies with the stairwells?   _____
32. Do you have any loose floor coverings?   _____
33. Do you have any identifiable problems with ceiling tiles?   _____
34. Do you have any problems with doors and doorways?   _____
35. Do you have any identifiable problems with rest rooms facilities?   _____
36. What are the conditions of cafeteria / library / gymnasium?   _____
37. Have you identified all possible accessibility to school facilities?   _____
38. Have you reviewed / assessed all entryways:
    · Number of external doors?   _____
    · Locking protocols for all external doors?   _____

B. EXTERIOR SAFETY CONSIDERATIONS

1. Is there adequate lighting of buildings and entrances?   _____
2. Are exterior plants / shrubbery height and coverage near entrances obscuring visibility or creating potential hiding places?   _____
3. Are there any barriers to the entry of school buildings?   _____
4. Are there windows or other visual access points to the buildings?   _____
5. Do you have quality exterior door locking hardware?   _____
6. Have you identification of all possible entry points?
   - Doors   _____
   - Windows   _____
   - Utility access doors / rooftop   _____
7. Are there other possible building access points?
   - Trees near building   _____
   - Overhanging branches near perimeter fences   _____
8. Are there out-buildings / portable classrooms?
   - Communications with front office   _____
   - Types of access points and ramps   _____
   - Types of doors (open in or out)   _____
   - Types and numbers of windows   _____
9. Are there trash receptacles / dumpsters?
   - Proximity to buildings   _____
   - Visibility   _____
   - Accessibility (locked / unlocked)   _____
10. Have you inspected exterior of windows (broken or covered)?   _____
11. Have you inspected the roof areas for deterioration of roofing materials / gutters)?   _____
12. Have you inspected the building foundations (cracks)?   _____
13. Have you inspected all crawl spaces / basement areas?   _____
14. Do you have any loose siding or building materials?   _____
15. Have you inspected the condition of the sidewalks?   _____
16. Have you inspected the condition of the playgrounds?
    - Fenced or unfenced   _____
    - Proximity to streets or parking lots   _____
    - Playscape condition (splinters, unsafe equipment)   _____

C.   OVERALL SCHOOL ENVIRONMENT

Today we must take some unique aspects into consideration in the context of School Environment:

1. Have you considered the proximity of school facilities to:
   - Major highways (large transport trucking)   _____
   - Possibility of unattended truck parking / storage   _____

- Types of products shipped (HAZMAT corridor) _____
- Commercial / industrial areas _____
    - Bulk chemical storage / transport _____

2. Proximity of school facilities to:
    - Railroads / rail yards _____
    - Types of product being shipped _____
    - Types of product stored in railcars _____
    3. Hazardous Materials (Chemicals / Pesticides)? _____
    4. Explosive materials / military munitions? _____
    - "Half-way Houses" _____
    - Registered / Paroled Sex Offenders _____
    - Drug treatment centers _____
    - Homeless shelters or encampments _____
5. Proximity of school facilities to:
    - Oil refineries / "Tank farms" _____
    - Chemical plants / "Tank farms" _____
    - Centers of "criminal density"
        - Centers of gang activities / hostilities, etc. _____
6. Have you fully identified the local critical infrastructure?
    - Location of nearest LE agency _____
    - Location of nearest Fire Department _____
    - Location of nearest EMS assets _____
    - Location of nearest hospital or medical center _____