



STRAIGHT 'A' SAFETY IMPROVEMENT **THE TOOLKITS**



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TOOLKIT ONE **ASSESS**

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TOOLKIT ONE: ASSESS

INTRODUCTION



Whether your school district has recently assessed school safety or not, this tool kit is designed as a first step in your journey toward continual improvement of school safety and security in your community.

Here you'll find simple and practical guidance, conversation starters, prompts for discussion, and basic information to direct you (the parent, community member, school administrator, educator, mental health professional and/or first responder) in the process of improving school safety and security.

In this first toolkit we will look at the core components of an assessment, such as what to look for in the school's building systems, existing policies/practices, and security awareness and training.

We will also start by taking a look at the basics of security assessment: the types of evaluations that can be done by parents, school administrators, government agencies and third-party agencies.

TOOLKIT ONE: ASSESS

10 TIPS TO HELP YOU RETHINK SCHOOL SAFETY



Practice...

off-site evacuations and drills. Students, staff, and parents default to their levels of training.



Prepare...

to step into each other's roles. Set up both in-house and district level teams to provide support during a crisis.



Plan...

for reunification. Consider locations, logistics, and personnel necessary for securing and supporting reunification.



Implement...

simple measures. Even small changes (like updating locks & revamping visitor management) can have a great impact on school safety.



Consider...

how an emergency is announced. How many different ways can an emergency be communicated? Who is empowered to announce an emergency?



Review...

your communication channels. What types of tools and strategies are available to communicate during an emergency?



Establish...

a recovery team. Set up in-house, district and community-based mental health supports before a crisis.



Restore...

a sense of safety. Attend to the community's needs for physical & psychological safety with visible presence of safety & mental health personnel.



Assess...

Act and Audit. Rethink school safety with the Straight A Safety Model, an active and continual process for school safety improvement.



Share...

innovation and inspiration. Set aside time to network and explore simple ideas & solutions with community members at safeandsoundschools.org.

TOOLKIT ONE: ASSESS

WHAT IF OUR SCHOOL FACES A SECURITY THREAT?



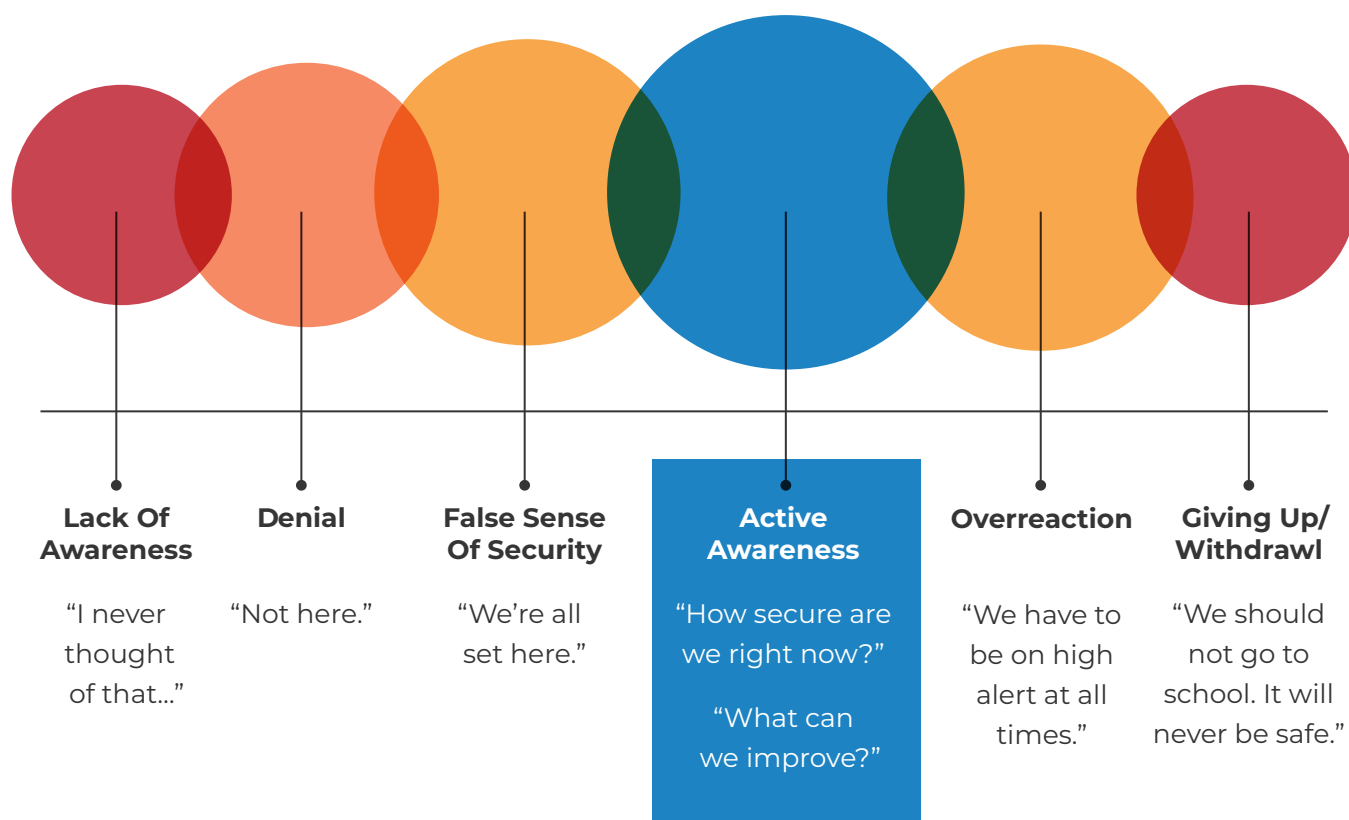
For many school communities, the assessment process begins with this question. Use the following questions to guide small group discussions or to start a conversation with potential partners and leaders in your school community.

- Where are ALL the possible entry points to our building(s)?
- How is access to the buildings, hallways, and rooms restricted or prevented?
- Do interior doors and gates lock?
- Do exterior doors lock properly? Are they propped open during various times before, during and after the school day?
- What measures are in place to deter, detect or delay an intruder or perpetrator?
- Is there a place to shelter or hide from danger (other than a fire emergency)?
- Can students and faculty escape a threat?
- What emergency plans do we currently have in place? When were the plans last reviewed?
- When was the last time a drill was performed for key emergency situations (intruder, fire, etc.) What were the results of the drill?
- How does the school alert students and staff of an emergency? Who is empowered to alert school communities of an emergency? How are local authorities alerted?
- Are local authorities informed of our plans and measures?
- Have we identified multiple off-site evacuation sites? How regularly do we communicate with personnel at these locations?
- How do parents reunite with their children after an emergency? Have we developed protocols and procedures to support this process in a variety of circumstances?
- Are building access procedures followed by students, staff and visitors?
- Who is the first point of contact at our school for security and safety matters?
- How quickly are local authorities alerted in an emergency?
How long does it take them to respond?
- What federal and state laws regulate our school safety plans, procedures, and measures? Do we have contact with local authorities for support in these areas?
- How can students, staff and parents report a safety concern?
- What protocols and measures are in place to support information sharing between the school, parents, and local authorities and agencies?
- What kind of safety education and training do we provide to prepare students, staff, and parents?

TOOLKIT ONE: ASSESS SPECTRUM OF SAFETY AWARENESS



Where Does Your Community Stand?



When assessing any area of school safety (bullying, fire, security, etc.) in order to work toward improvement, it is important to consider where your community falls on the spectrum of awareness. A general sense of your community's awareness of safety issues will help you make the most of the Straight A Safety Improvement process.

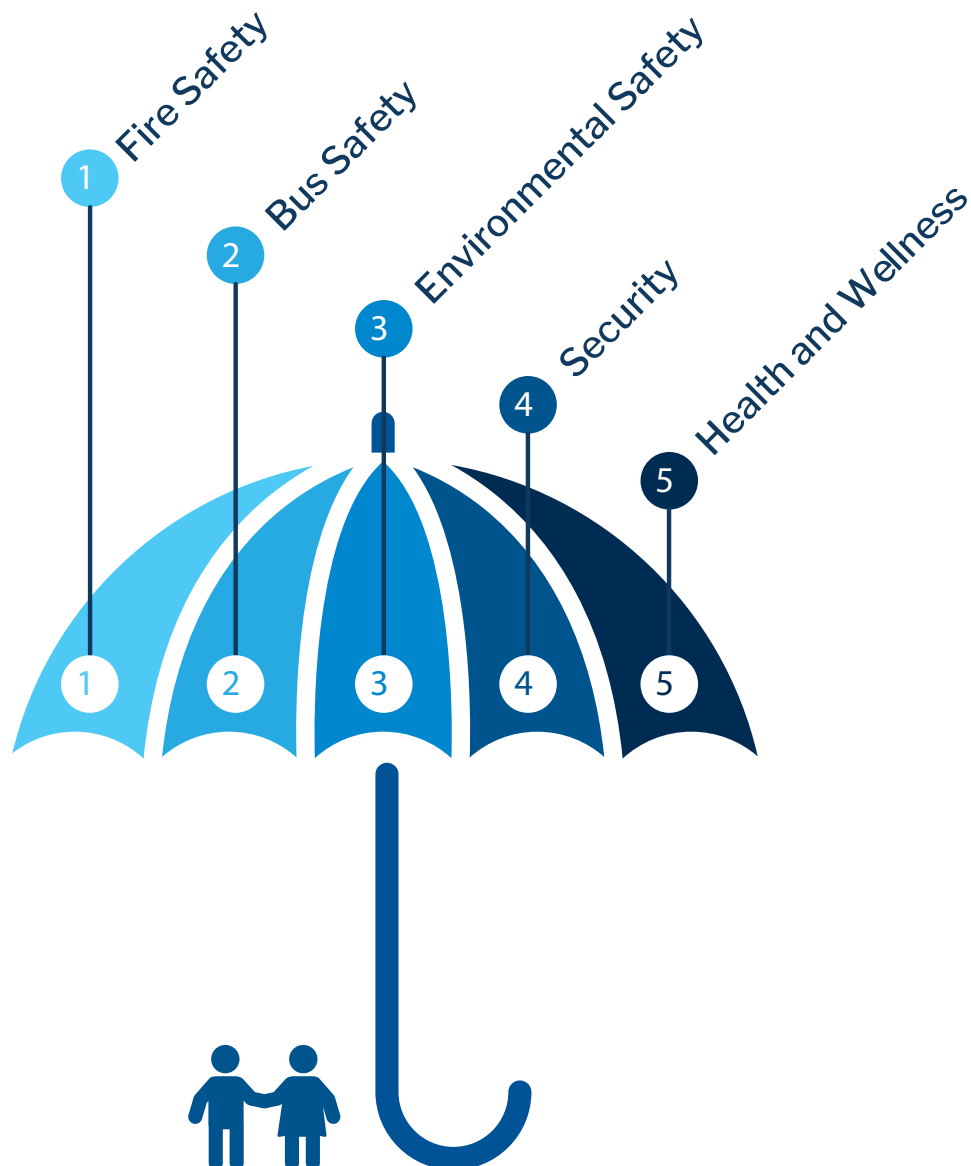
TOOLKIT ONE: ASSESS SAFETY UMBRELLA



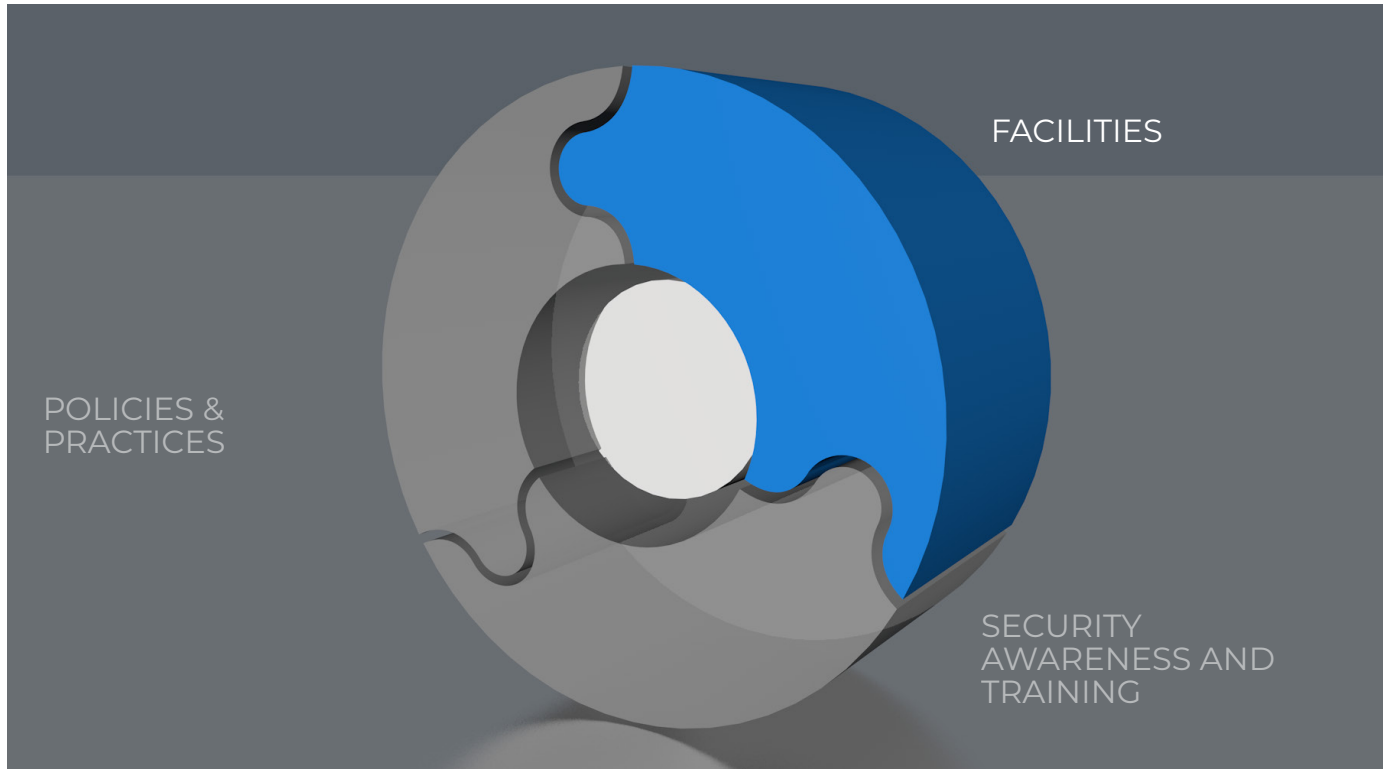
An illustration of several basic components of a school safety plan.

Schools must consider all areas of school safety relevant to their site and community and remember to include representatives from each stakeholder group when creating an individualized School Safety Umbrella.

More to consider: geographic location, weather, proximity to highways, factories, plants and railroads, neighborhood crime and climate.



TOOLKIT ONE: ASSESS COMPONENTS OF AN ASSESSMENT: FACILITIES



Once you determine that you are ready to formally assess your school's safety, be sure each of these areas is considered. Although this is not an exhaustive list, it offers basic components that should be considered in most school-wide assessments. Be sure to consult professionals and security team members to ensure that your assessment addresses these items as well as those specific to your school community.

Consider the following basics as well as areas specific to your school.

Facilities

- Operations (school use and after-hours/non-school use)
- Access (e.g., fencing, lighting, doors, windows, parking, perimeter security)
- Building systems (power, HVAC [heating, ventilation and air conditioning], security equipment [alarms, cameras, mirrors, buzzers, etc.])
- Review of key control and accountability
- Emergency communications systems (phones, cell phones, radios, public address systems, reverse 911, backup power)
- Evacuation locations
- Reunification locations

TOOLKIT ONE: ASSESS COMPONENTS OF AN ASSESSMENT: POLICIES & PRACTICES

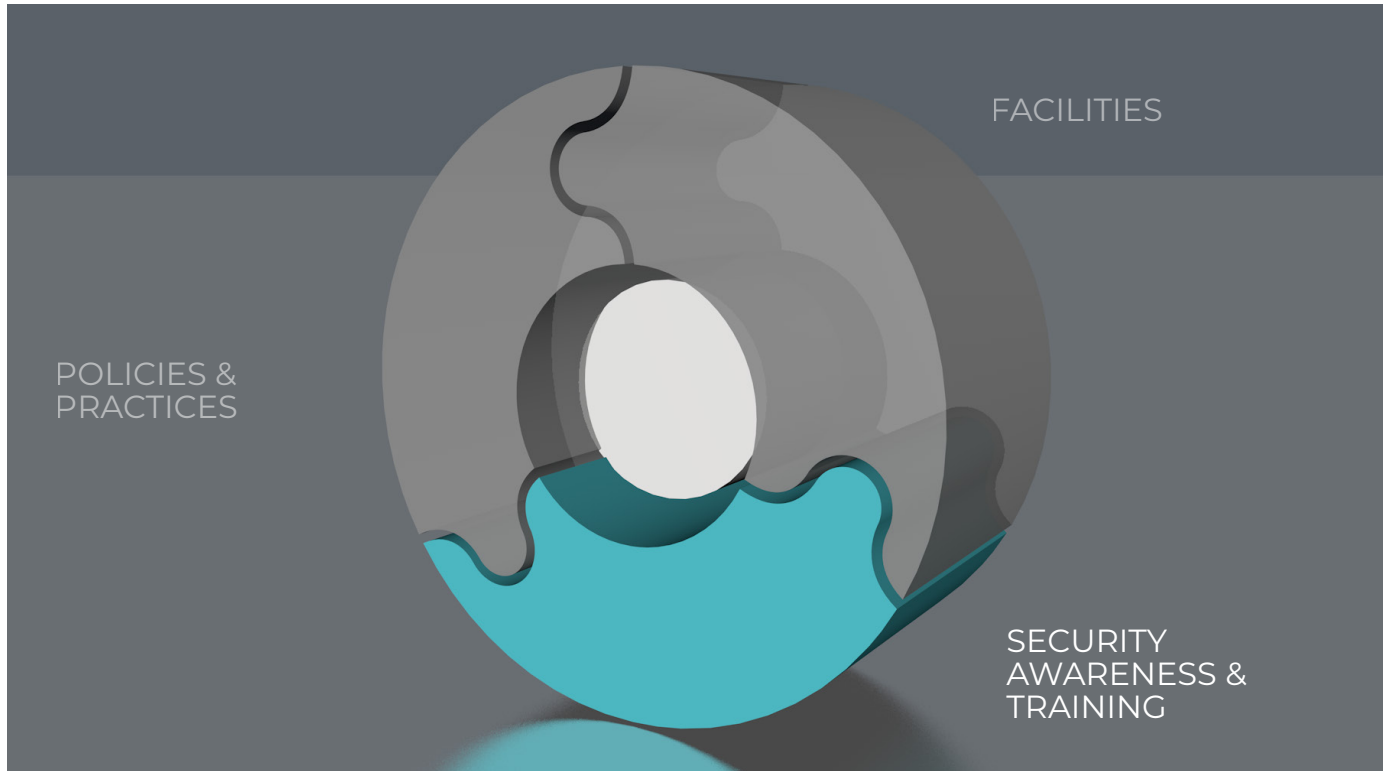


Policies and Practices

- Emergency Response Manual
- Emergency response procedures (weather, environmental, fire, bomb, insider and intruder threat, bus and site evacuations, reunification, etc.)
- Security and safety policies and protocols (threat assessment management and crime and violence prevention)
- Involvement and consideration of the community in planning and practice
- Definitive assignment of responsible person(s) to actively update plans/policies

TOOLKIT ONE: ASSESS

COMPONENTS OF AN ASSESSMENT: SECURITY AWARENESS & TRAINING



Policies and Practices

- Emergency Response Manual
- Emergency response procedures (weather, environmental, fire, bomb, insider and intruder threat, bus and site evacuations, reunification, etc.)
- Security and safety policies and protocols (threat assessment management and crime and violence prevention)
- Involvement and consideration of the community in planning and practice
- Definitive assignment of responsible person(s) to actively update plans/policies

TOOLKIT ONE: ASSESS

WHO CAN ASSESS?



Assessment comes in many forms, formal and informal, and from as many perspectives as possible. Here is a breakdown of potential assessment sources and the pros and cons associated with each type. Use it as a guide in evaluating the variety of potential assessments and sources available to your school community.

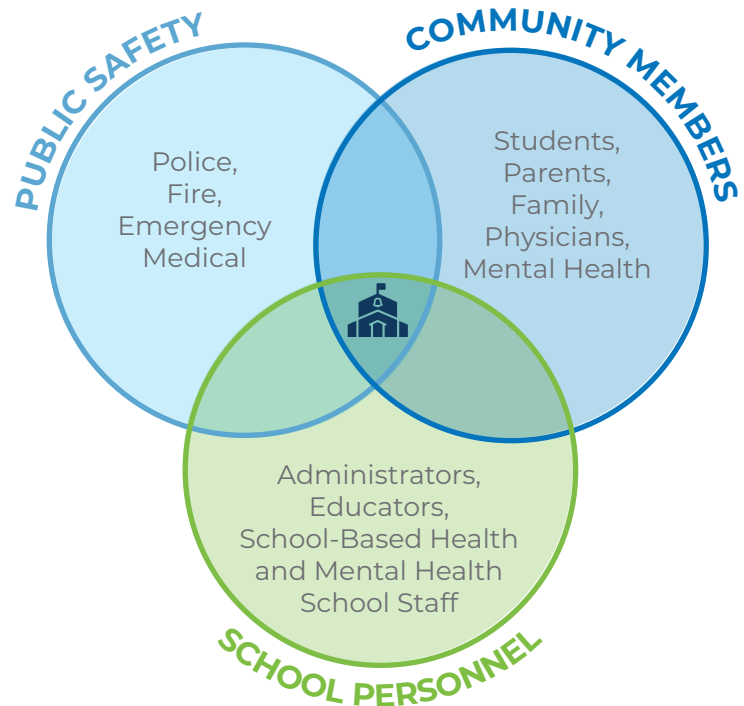
LESS ↑ LEVEL OF COMPREHENSIVENESS ↓ MORE	INFORMAL ASSESSMENT	COST	PROS	CONS
	Parent self-assessment	Low-cost	Helps inform and raises awareness for potential problems and risks	Limited outcomes of information
	School self-assessment	Low-cost	Quickly done; some simple measures can be addressed and corrected	Lack of specialized knowledge and limited scope may hinder results
	FORMAL ASSESSMENT	COST	PROS	CONS
	Governmental agencies (examples: homeland security, police dept)	Free or low-cost	Offer area-specific knowledge at a lower cost; involvement of local agencies is always strongly advised	Limited availability of these professionals may delay the assessment process
	Outside specialists (private agencies for hire)	Costs vary	Offer independent and specialized expertise	Do your homework on credentials; be wary of product-pushing and cure-all solutions

TOOLKIT ONE: ASSESS

SAFETY: WHO'S ON THE TEAM?



The most comprehensive assessments are likely to take into account as many perspectives as possible. While a core group of team leaders is essential to lead every school safety team, by including all school community members, these assessments uncover potential problems and develop comprehensive measures and plans to address safety. Consider the possible team members in your school community. Each will provide invaluable information and direction in your assessment.

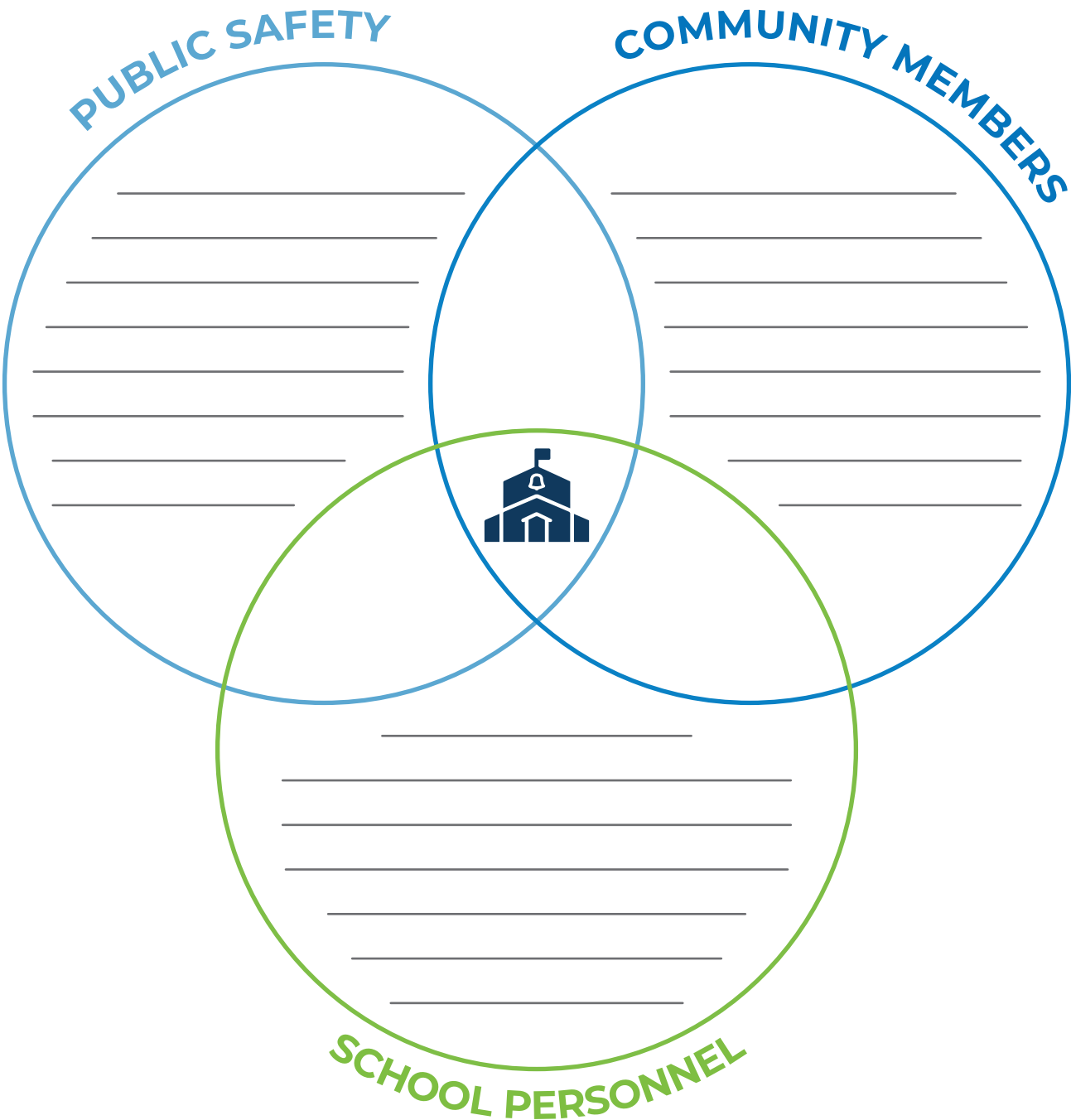


- District superintendent
- District business manager
- Security staff, district-wide and for individual schools that employ security personnel
- Facilities and maintenance staff, district-wide and at each school
- Custodial staff, district-wide and at each school
- Principals and assistant principals at each school
- Teachers at each school
- Student and student leaders
- School counselors
- School psychologists
- Responsible police, fire and EMS responders
- School architect
- District IT staff
- PTAs/PTOs
- School attorney
- Individuals who run after-school programs
- Coaches
- Bus drivers
- The administrative staff that works the front entrances
- Kitchen staff
- Cafeteria monitors/volunteers
- School nurse

TOOLKIT ONE: ASSESS
EXERCISE: WHO'S ON THE TEAM



Consider the human resources available to your school community at the district and building levels. Complete two versions of this chart to identify the district level safety team as well as the building level team and how they overlap to address and improve school safety.

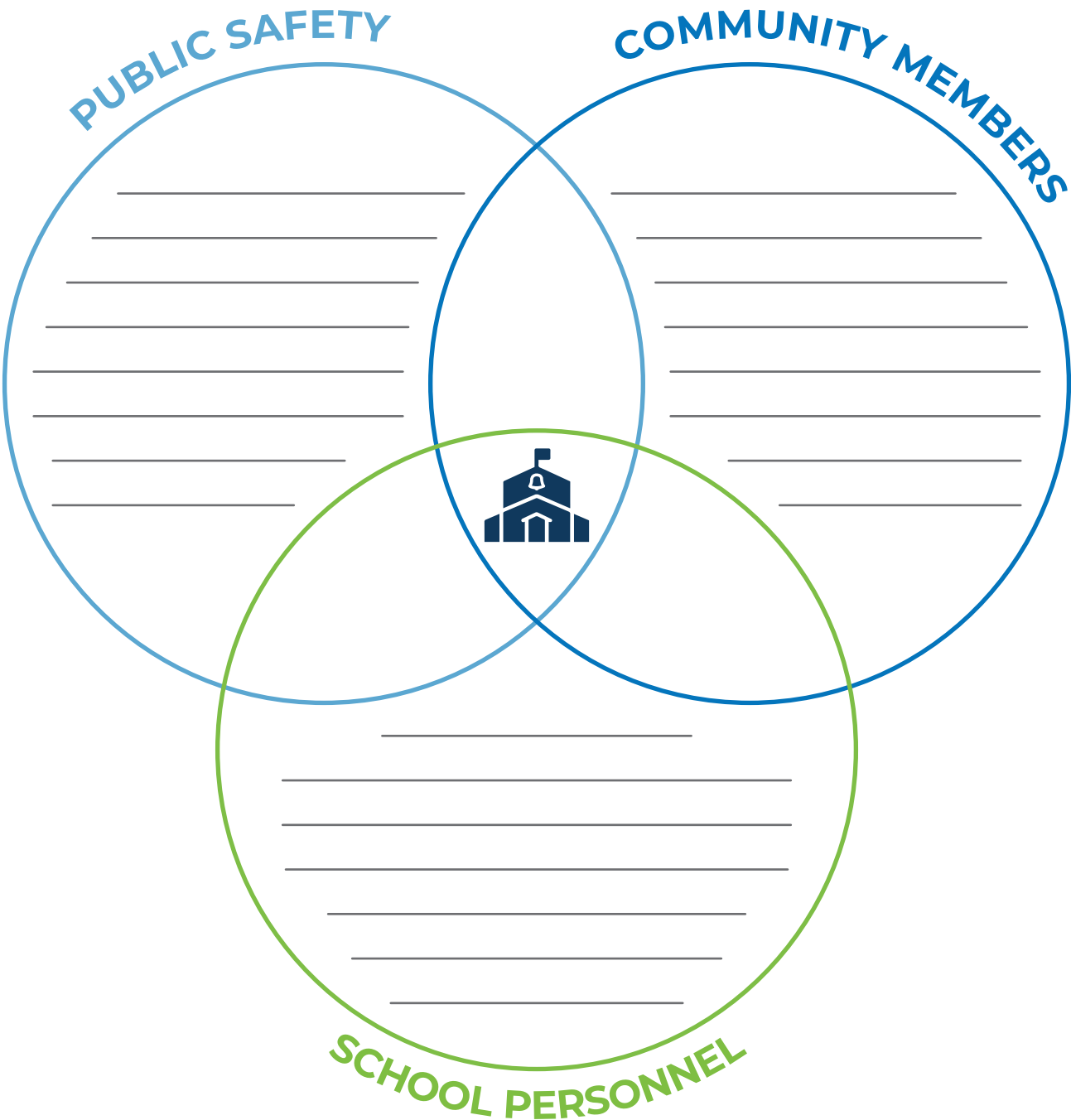


TOOLKIT ONE: ASSESS

EXERCISE: WHO'S ON THE TEAM



Consider the human resources available to your school community at the district and building levels. Complete two versions of this chart to identify the district level safety team as well as the building level team and how they overlap to address and improve school safety.



TOOLKIT ONE: ASSESS

COMMON MISTAKES TO AVOID IN FORMAL SECURITY ASSESSMENTS



Obtaining a formal assessment for your school's safety and security is a valuable investment. The decisions your school community makes surrounding an assessment can serve to help or hinder the process in your community. Consider the following common pitfalls many school communities must navigate in order to succeed. Be ever-mindful that securing your school is a continual process, not a onetime task.

A Template Approach

To save money and time, schools sometimes make assessments based on checklists or templates. These tools alone cannot consider each school's unique characteristics and challenges.

Working in Silos

Meaningful improvement requires all hands--and perspectives--on deck. In the interest of efficiency, school communities often divide responsibilities according to traditional stakeholder groups: parents, teachers, administrators, law enforcement, and so on. Each group develops specific knowledge that is essential to school safety, but often goes unshared. It takes a diverse team, sharing information, expertise and knowledge, to effectively assess, act, and audit for improved school safety.

No Assessment

For a number of reasons, communities may not seek a formal assessment: a tight budget, denial, rationalization, a false sense of security or feeling overwhelmed. It is far more costly to realize the importance of assessment after a tragedy.

Guarantees and Quick Fixes

Avoid guarantees that a crisis will never occur, over-reliance on one product or plan, product-driven promises and generic, one-size-fits-all approaches.

Failure to Prioritize and Follow Through

An assessment is only as valuable as the actions it may catalyze to improve security. The key to sustainable action is creating a practical and affordable implementation plan that holds individuals and departments accountable for follow-through and properly organizes people, policies, systems, and architecture to work in concert to improve safety and security.

Letting a "Living Document" Die

Safety plans are useful only if they are reviewed on a regular basis. If these plans are viewed as living documents and not allowed to stay the shelf, they will be adapted to remain current and useful.

No Responsible Party

If there is no clear distinction of which staff member is responsible for safety and security issues it will be nearly impossible to maintain a continuously successful security and safety program.

TOOLKIT ONE: ASSESS

QUESTIONS & CONSIDERATIONS FOR SCHOOL SECURITY CONSULTANTS & FIRMS



Navigating the field of security professionals is a daunting task for even the most savvy of your security team members. The following are some basic questions and considerations aimed at helping you choose the professional or firm that best suits your school community.

To Ask...

- Are they experienced in working with children and schools in school security?
- What diplomas, degrees, certifications, and licenses can they show to verify credentials?
- Do they have repeat clients in school security?
- What local references can they provide?
- Will they provide a plan to implement recommendations?
- Will they provide ongoing assistance and/or audit services?
- Do they have a strong working knowledge of police, fire and EMS services?

To Consider...

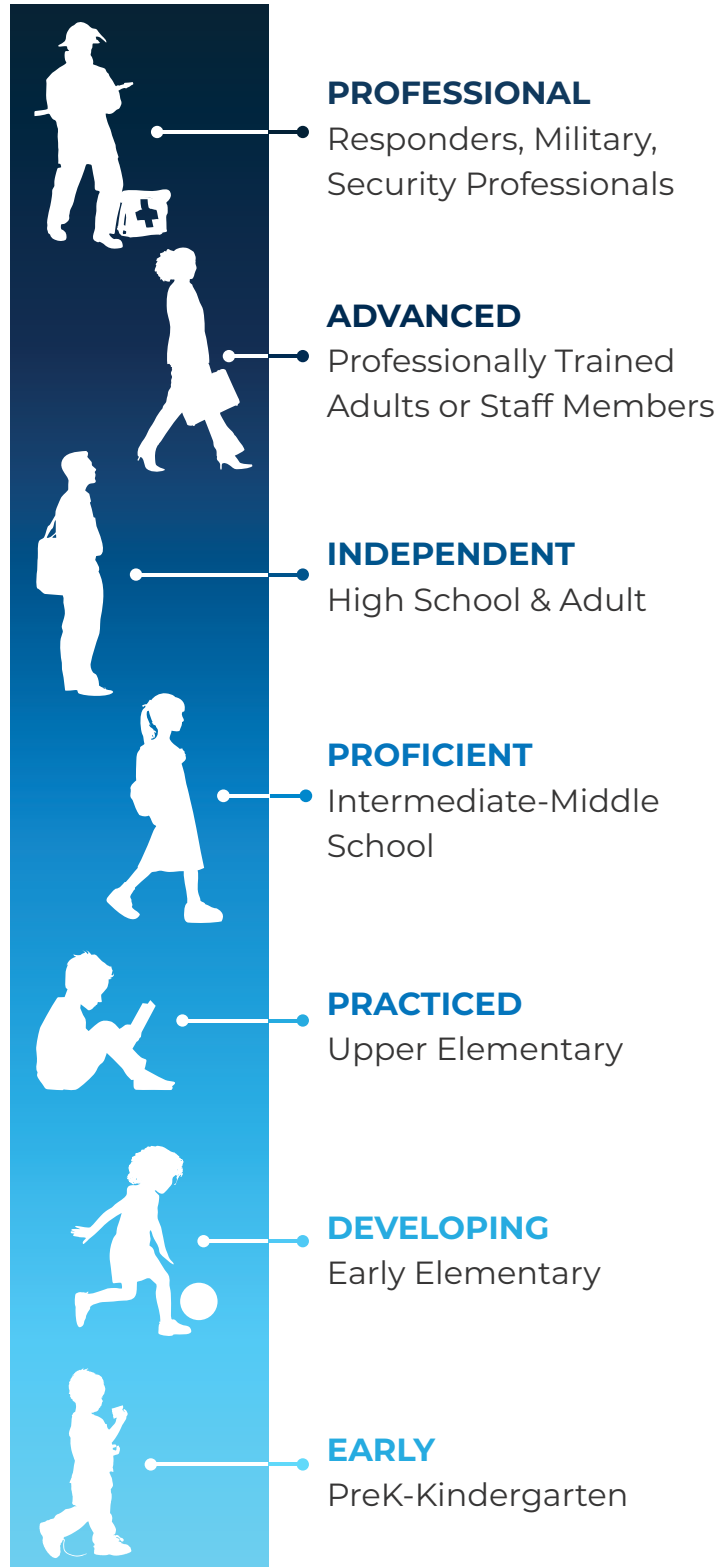
- Are they experienced in working with children and schools in school security?
- Do they have a well-established reputation in the field of school security?
- Are they recognized by others in the field?
- Are they associated with any product vendors? If so, how? It is important to receive impartial and unbiased guidance, especially with regard to purchasing products to enhance school safety.
- What security measures have been successfully implemented in schools based on their past assessments?
- Are they able to effectively communicate with and address the needs of all team members (school administration, teachers, staff, parents, architects, boards of education, and police, fire and EMS responders)?
- Do they have a demonstrated ability to keep critical information confidential?
- Who from the company actually does the work?

This is not an exhaustive list of interview questions or considerations. It is a list designed to help schools think through and generate questions and considerations for potential consultants and experts.

TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



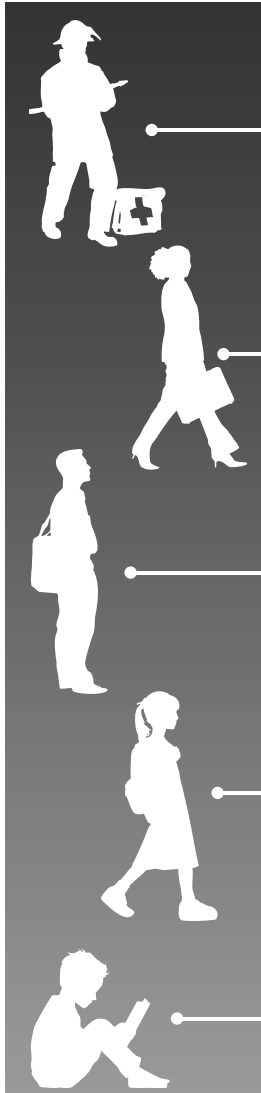
The following levels are designed to assist school communities in determining the awareness levels and capabilities of students and staff. These levels are helpful when considering appropriate education and training activities. A corresponding age window (in parentheses) is included solely to provide general guidance; districts, educators, and parents are encouraged to adapt policies and training programs as per specific audiences and settings. Individual levels may vary greatly due to the unique developmental, cultural, educational, and personal profiles within a community or classroom. It is imperative that school communities consider the individual psychological backgrounds and special educational needs of students when determining awareness levels and considering appropriate education and training. It is essential to include parents in consideration of their child's developmental level, education, and training readiness.



TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL

Responders, Military,
Security Professionals

ADVANCED

Professionally Trained
Adults or Staff Members

INDEPENDENT

High School & Adult

PROFICIENT

Intermediate-Middle
School

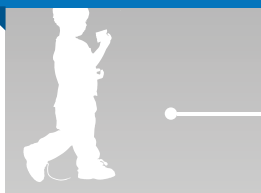
PRACTICED

Upper Elementary



DEVELOPING

Early Elementary



EARLY

PreK-Kindergarten

- Demonstrates the characteristics of Early Awareness.
- Capable of providing basic assistance in an emergency (turning off classroom lights, retrieving the first aid kit, or closing blinds at the command of an adult).

TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL

Responders, Military,
Security Professionals

ADVANCED

Professionally Trained
Adults or Staff Members

INDEPENDENT

High School & Adult

PROFICIENT

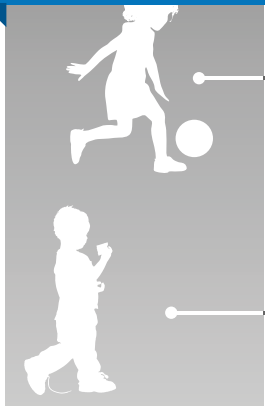
Intermediate-Middle
School



PRACTICED

Upper Elementary

- Demonstrates the characteristics of Developing Awareness.
- Capable of assisting an adult in emergency actions such as closing a door, moving furniture, helping to barricade an entry, or calling 911 at the command of an adult.



DEVELOPING

Early Elementary

EARLY

PreK-Kindergarten

TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL

Responders, Military,
Security Professionals

ADVANCED

Professionally Trained
Adults or Staff Members

INDEPENDENT

High School & Adult



PROFICIENT

Intermediate-Middle
School



PRACTICED

Upper Elementary



DEVELOPING

Early Elementary



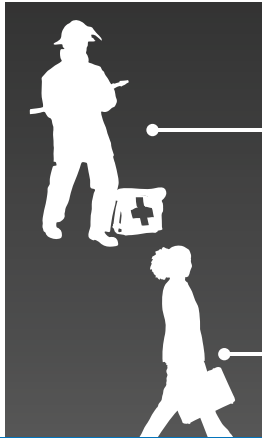
EARLY

PreK-Kindergarten

- Demonstrates the characteristics of Practiced Awareness.
- Capable of performing practiced actions independently in an emergency without adult command or direction.
- May or may not demonstrate the ability to disrupt the actions of an attacker.*

*The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable. Adults must not rely upon or expect student action or cooperation during a crisis.

TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL

Responders, Military,
Security Professionals

ADVANCED

Professionally Trained
Adults or Staff Members



INDEPENDENT

High School & Adult



PROFICIENT

Intermediate-Middle
School



PRACTICED

Upper Elementary



DEVELOPING

Early Elementary



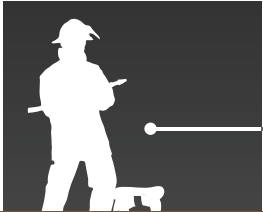
EARLY

PreK-Kindergarten

- Demonstrates the characteristics of Proficient Awareness.
- Demonstrates automaticity of response in a variety of safety situations.
- Demonstrates the ability to independently apply and adapt safety skills and knowledge in a variety of situations.
- May or may not demonstrate the ability to disrupt or thwart the actions of an attacker.*

*The issue of student involvement during an attack must be examined and addressed at the community level. Protocols developed must consider that the response of any individual under attack is unpredictable. Adults must not rely upon or expect student action or cooperation during a crisis.

TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL

Responders, Military,
Security Professionals



ADVANCED

Professionally Trained
Adults or Staff
Members



INDEPENDENT

High School & Adult



PROFICIENT

Intermediate-Middle
School



PRACTICED

Upper Elementary



DEVELOPING

Early Elementary



EARLY

PreK-Kindergarten

- Demonstrates the characteristics of Independent Awareness.
- Capable of leading others in an emergency.
- Capable of decision-making when confronted by an emergency.
- May or may not be capable of counteractive behavior when confronted by an attacker.*

*Protocols developed must consider that the response of any individual under attack is unpredictable.

TOOLKIT ONE: ASSESS DEVELOPMENTAL LEVELS OF SAFETY AWARENESS



PROFESSIONAL

Responders, Military,
Security Professionals

- Demonstrates the characteristics of Advanced Awareness.
- Capable of high-level decision making during an emergency.
- Trained and equipped to provide tactical response and counter attack measures to protect life in an emergency.

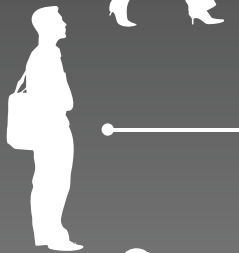
ADVANCED

Professionally Trained
Adults or Staff Members



INDEPENDENT

High School & Adult



PROFICIENT

Intermediate-Middle
School



PRACTICED

Upper Elementary



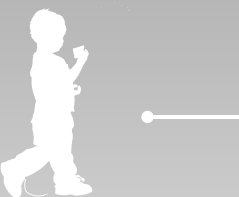
DEVELOPING

Early Elementary



EARLY

PreK-Kindergarten



TOOLKIT TWO

ACT

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TOOLKIT TWO: ACT

INTRODUCTION



This toolkit is Step Two in our journey for improving school security.

In this second toolkit, we'll focus on moving from the Assessment phase of investigating and learning to the Action phase of thoughtful implementation and planning. We'll look at some of the top common security oversights and straight forward strategies to address them.

We will also introduce and look at how "Layers of Security" and Landscape Design can help organize and control public access to schools while maintaining an inviting school campus.

TOOLKIT TWO: ACT

TOP SAFETY OVERSIGHTS



We've assembled a list of safety oversights that commonly defeat the safety and security measures and plans in schools. Keep these in mind as you develop and improve upon school safety and security in your school community.

Building Access

Most schools are not designed to limit access.

Poor Planning

Many schools are unprepared for a variety of emergencies.

Inadequate Practice

Only with practice can success be achieved.

Faulty Equipment

Doors that don't lock, disabled cameras, inactive intercoms...

Complacency

Unworn ID's, unmonitored visitor check-ins, propped doors, poor key control...

Little or No After-hours Security

Access control is a 24-hour-a-day priority.

Lack of Community

The entire school community (e.g. students, staff, volunteers, local and state PD, FD, EMS, etc.) must be involved in school security.

A Checklist Mentality

School security is not accomplished by checklist alone.

No Safety "Go-To"

No designated personnel to address ongoing and evolving issues. Who is your security go-to?

Poor Communication

All community members need to know emergency commands and alerts and how to communicate in an emergency.

Poor Coordination

Individual schools require individualized plans; however, district-wide coordination helps schools better maintain and adjust plans, and take advantage of district-level resources and support.

TOOLKIT TWO: ACT

PREPARED, NOT SCARED



Posting and teaching of safety alerts to all school community members and visitors gives everyone a sense of empowerment and preparation in the event of an emergency. Here is an example of how basic safety alerts can be posted in a school for quick reference. Each alert scenario requires practice and direct instruction to ensure familiarity and increase success. This tool is based on the Standard Response Protocol, developed by I Love U Guys (www.iloveuguy.org).

EVACUATE

For a fire, bomb, or other inside hazard:

- Calmly and quietly move to a safe meeting place
- Take attendance



LOCK DOWN

For an intruder or inside emergency:

- Locks, lights, out of sight
- Maintain silence
- Take attendance



SHELTER IN PLACE

For an environmental or outside hazard:

- Duck, cover, hold in silence
- Take attendance
- Follow established procedures for hazard type (i.e., earthquakes vs. tornados)



LOCK OUT/SECURE PERIMETER*

For an emergency outside or near the school:

- Everyone back inside
- All doors and windows locked
- Take attendance
- Classes resume inside



Due to the similarity of the "Lockdown" and "Lockout" commands, we recommend either substituting "Lockout" with a command such as "Secure Perimeter" or simply adding "Secure Perimeter" to the end of the "Lockout" command.

TOOLKIT TWO: ACT

FREE & LOW COST SCHOOL SAFETY STRATEGIES



One of the most commonly cited problems school communities face in their efforts to improve security and safety is money. This problem is so prevalent in schools today that many give up or put off their efforts at improvement all together. Of course, a well-funded school budget goes a long way in purchasing equipment and hiring expert help, but there are many effective strategies that can greatly help—with little or no money in the budget!

Here are examples of powerful interventions gleaned from security expert, Ken Trump, and his book entitled, “Proactive School Security and Emergency Preparedness Planning” (Corwin Press, 2011)

Take 5!

Devote the last 5 minutes of each faculty meeting to a topic related to your school’s security.

Diversify Drills

With the unexpected times and circumstances (e.g., remove students and staff during a drill, block planned exits, combine a lockdown with an evacuation).

Engage Students

With activities such as poster contests and public announcements. Teach students to keep entrances closed and report strangers in the building.

Reach Out

To the community, work with your area emergency management agency on plans. Invite first responders to the planning table and drills.

Conduct Tabletop Exercises

With quick, security scenarios and activities as a part of faculty and district-wide administration meetings several times a year.

Cross-train Staff

So team members are familiar with each other’s duties and can step in for one another if necessary.

Share the Wealth

In a roundtable with neighboring administrators and school communities. Learn from one another’s successful safety and preparedness practices.

Highlight the Progress

Recognize the valuable work being done in the school community—the heightened awareness, the conscious efforts, practice, and preparation.

LAYERS OF **SECURITY**

TOOLKIT TWO: ACT

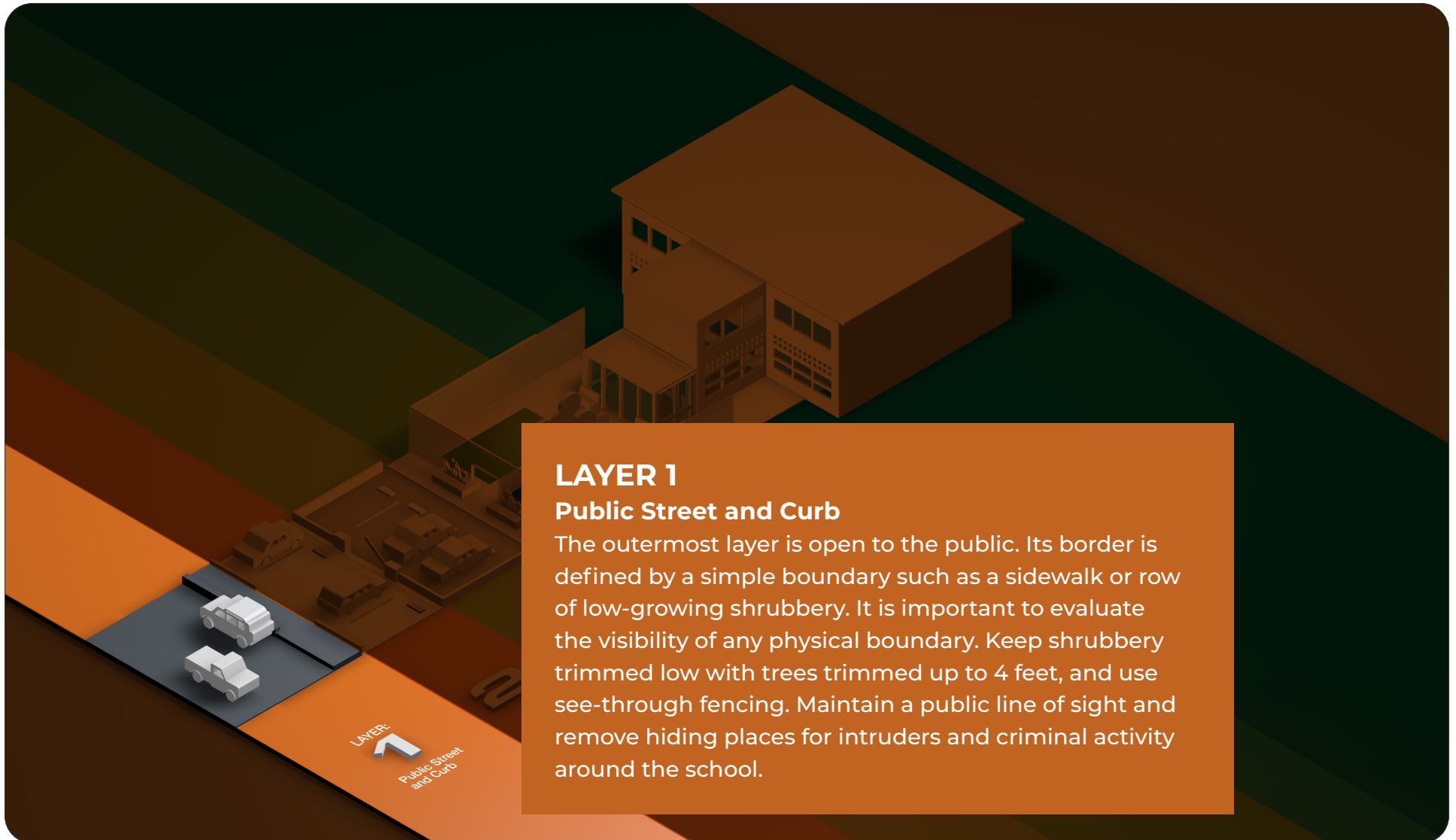
LAYERS OF SECURITY



A simple, often in expensive approach to school security can be achieved by designing layers of security, many individual barriers and deterrents to danger. One layer of security (for example, a locked entrance) can be defeated quickly. However, multiple layers (for example, visible campus surveillance, a locked entrance, a visitor registration procedure, lockable hallway doors, and lockable classroom doors, increase the likelihood of deterring an intruder, or delaying the individual long enough for Emergency Responders to intervene. Be sure that your security team works closely with local law enforcement and fire departments to determine which layers of security are appropriate and safe for your school.

TOOLKIT TWO: ACT

LAYERS OF SECURITY



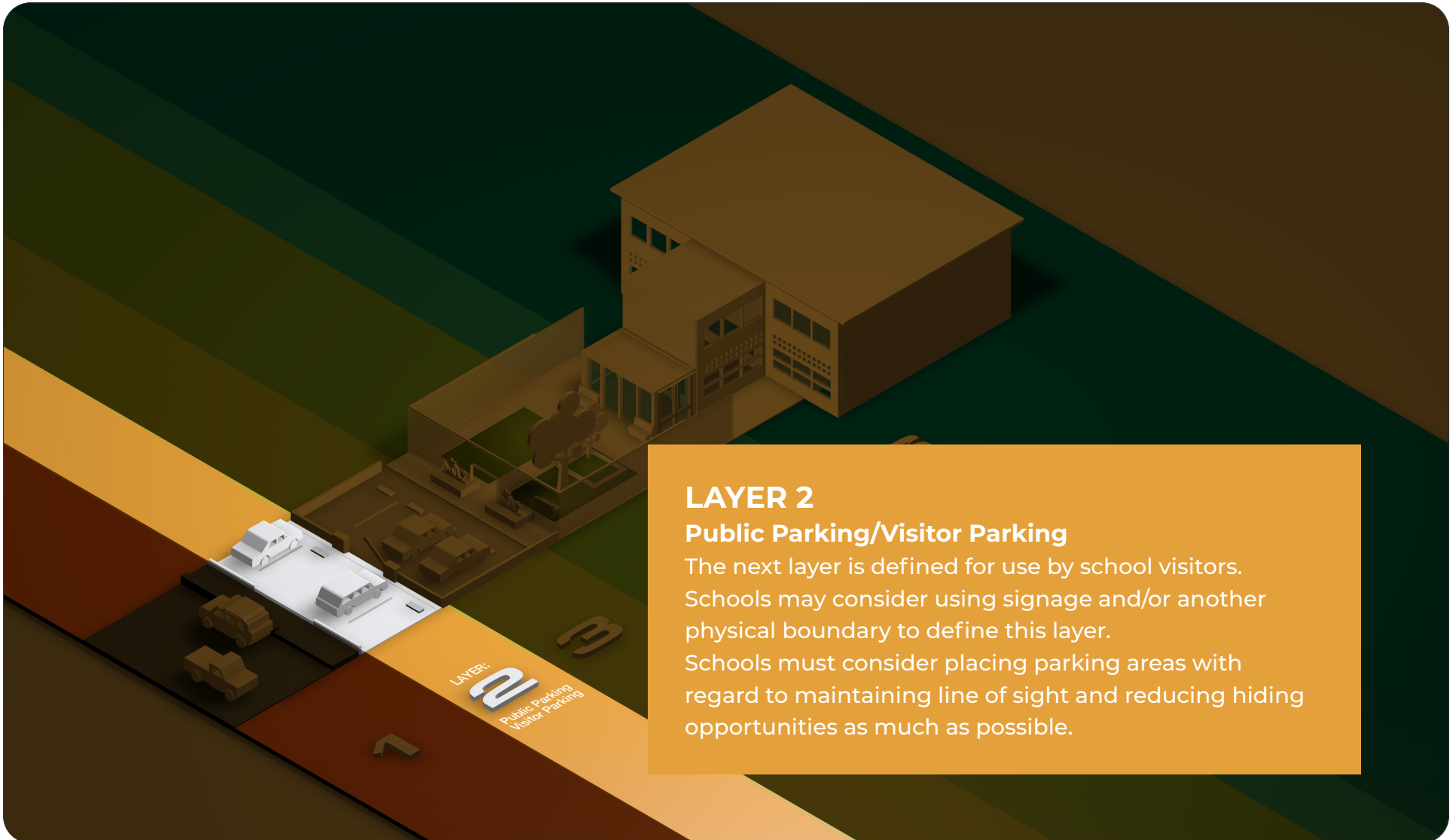
LAYER 1

Public Street and Curb

The outermost layer is open to the public. Its border is defined by a simple boundary such as a sidewalk or row of low-growing shrubbery. It is important to evaluate the visibility of any physical boundary. Keep shrubbery trimmed low with trees trimmed up to 4 feet, and use see-through fencing. Maintain a public line of sight and remove hiding places for intruders and criminal activity around the school.

TOOLKIT TWO: ACT

LAYERS OF SECURITY



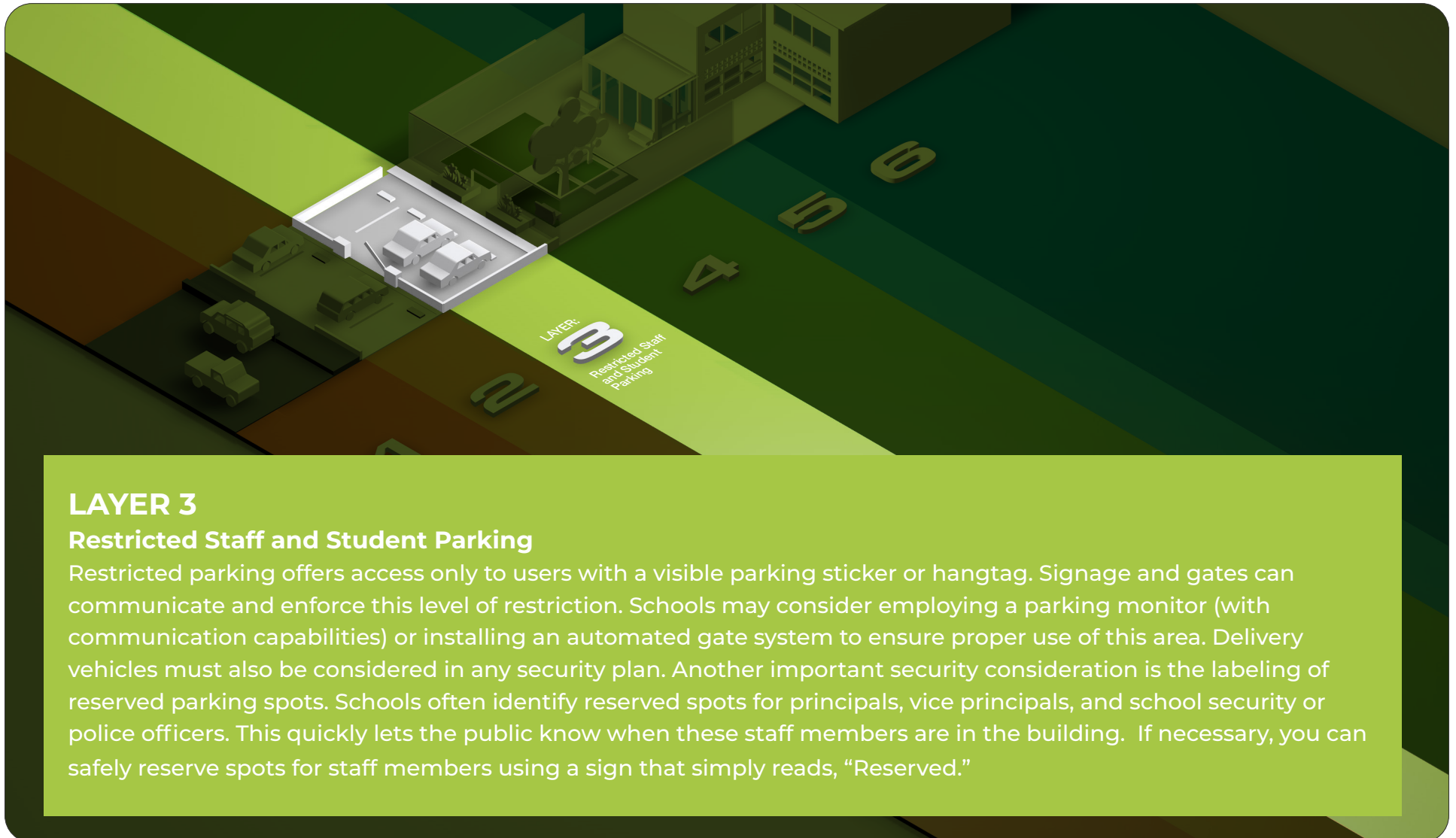
LAYER 2

Public Parking/Visitor Parking

The next layer is defined for use by school visitors. Schools may consider using signage and/or another physical boundary to define this layer. Schools must consider placing parking areas with regard to maintaining line of sight and reducing hiding opportunities as much as possible.

TOOLKIT TWO: ACT

LAYERS OF SECURITY



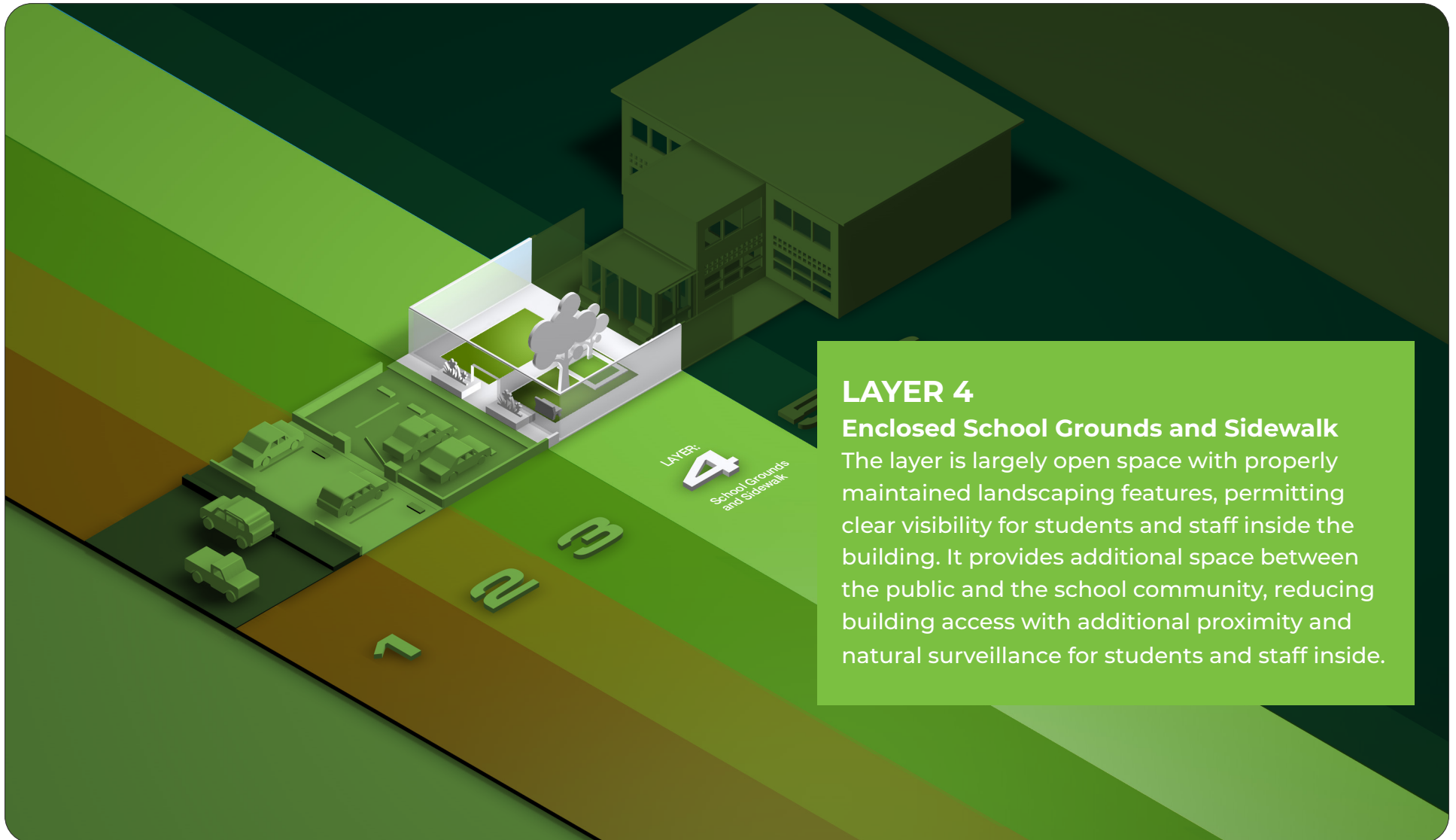
LAYER 3

Restricted Staff and Student Parking

Restricted parking offers access only to users with a visible parking sticker or hangtag. Signage and gates can communicate and enforce this level of restriction. Schools may consider employing a parking monitor (with communication capabilities) or installing an automated gate system to ensure proper use of this area. Delivery vehicles must also be considered in any security plan. Another important security consideration is the labeling of reserved parking spots. Schools often identify reserved spots for principals, vice principals, and school security or police officers. This quickly lets the public know when these staff members are in the building. If necessary, you can safely reserve spots for staff members using a sign that simply reads, “Reserved.”

TOOLKIT TWO: ACT

LAYERS OF SECURITY



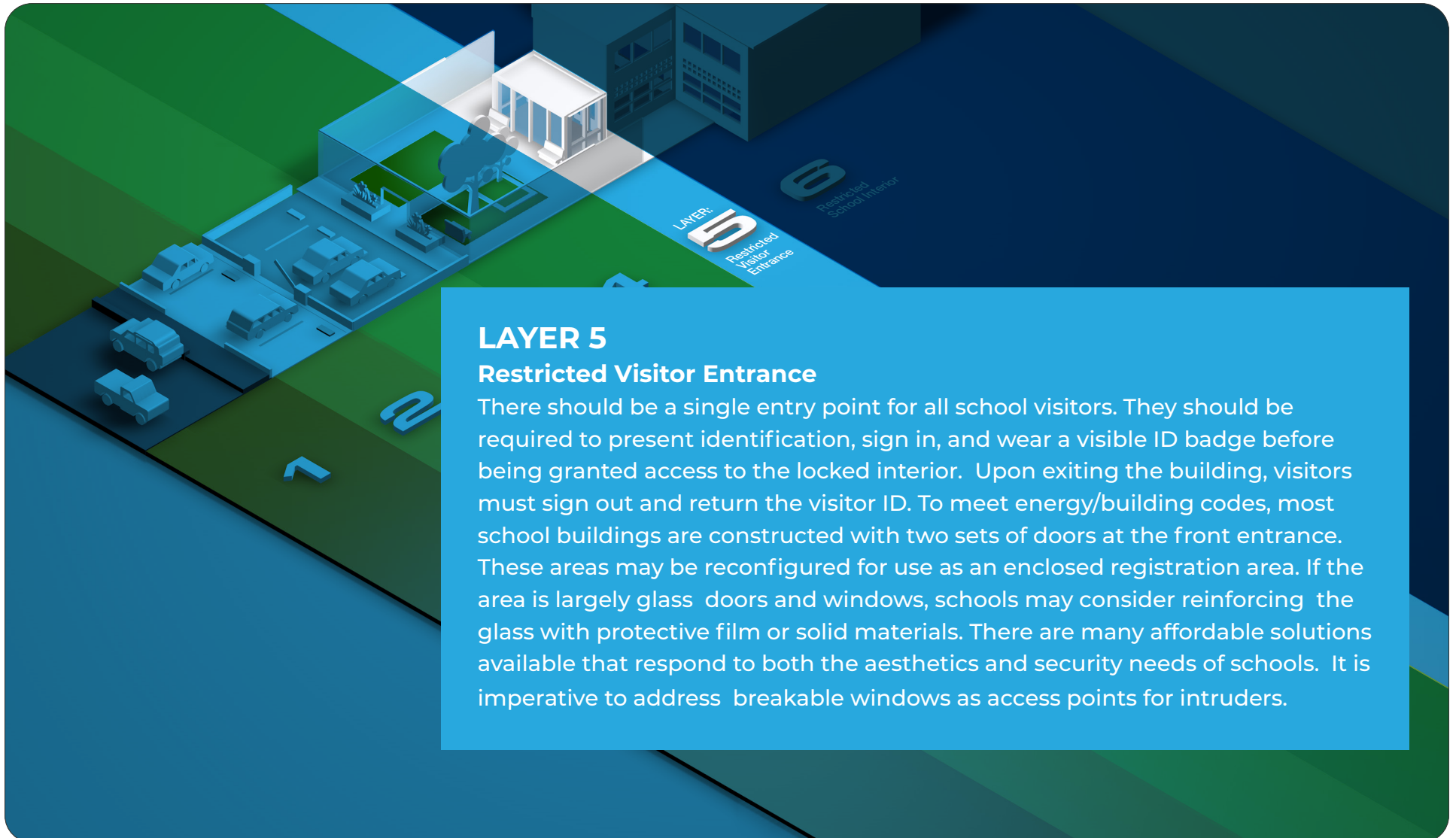
LAYER 4

Enclosed School Grounds and Sidewalk

The layer is largely open space with properly maintained landscaping features, permitting clear visibility for students and staff inside the building. It provides additional space between the public and the school community, reducing building access with additional proximity and natural surveillance for students and staff inside.

TOOLKIT TWO: ACT

LAYERS OF SECURITY



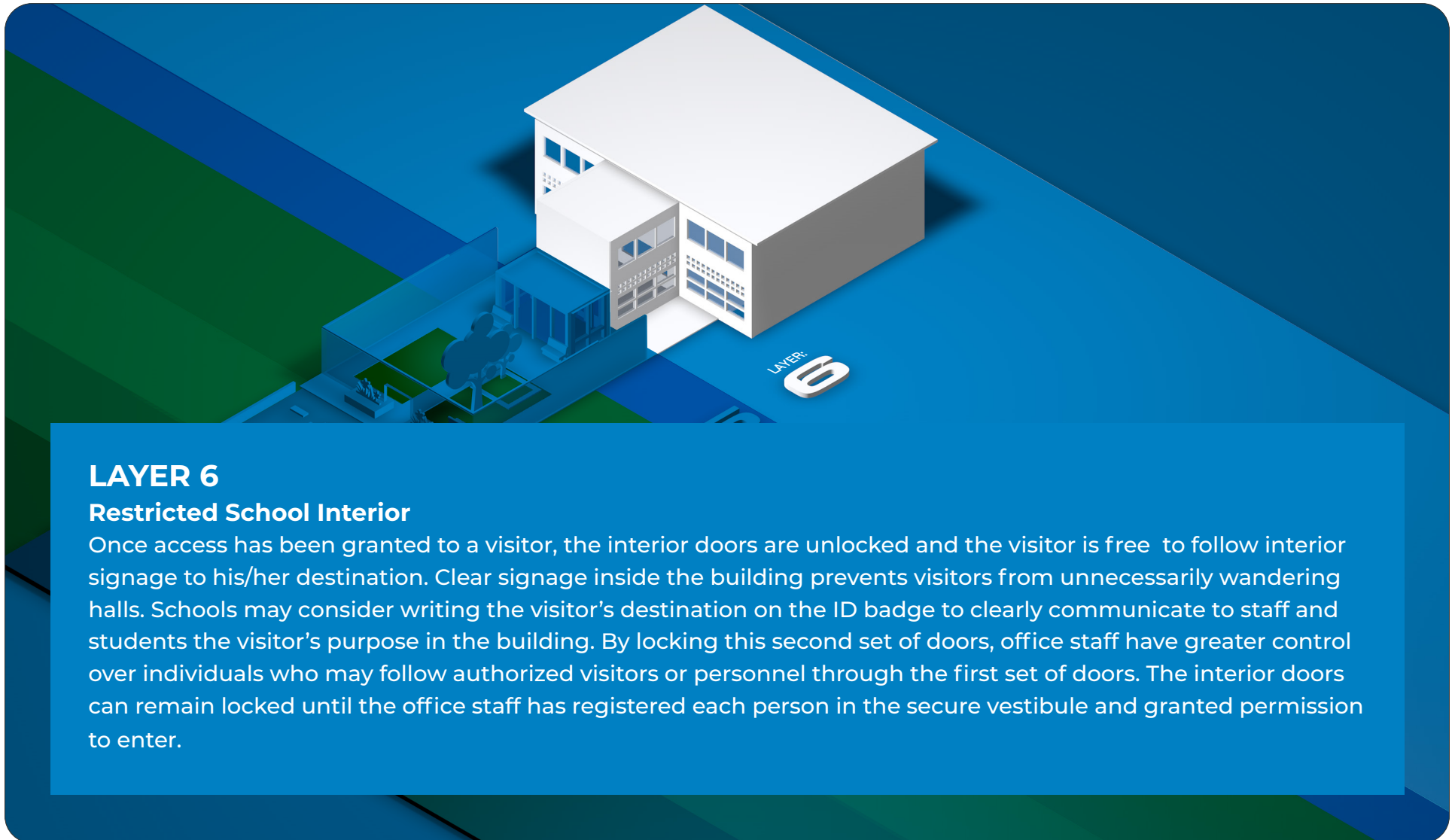
LAYER 5

Restricted Visitor Entrance

There should be a single entry point for all school visitors. They should be required to present identification, sign in, and wear a visible ID badge before being granted access to the locked interior. Upon exiting the building, visitors must sign out and return the visitor ID. To meet energy/building codes, most school buildings are constructed with two sets of doors at the front entrance. These areas may be reconfigured for use as an enclosed registration area. If the area is largely glass doors and windows, schools may consider reinforcing the glass with protective film or solid materials. There are many affordable solutions available that respond to both the aesthetics and security needs of schools. It is imperative to address breakable windows as access points for intruders.

TOOLKIT TWO: ACT

LAYERS OF SECURITY



LAYER 6

Restricted School Interior

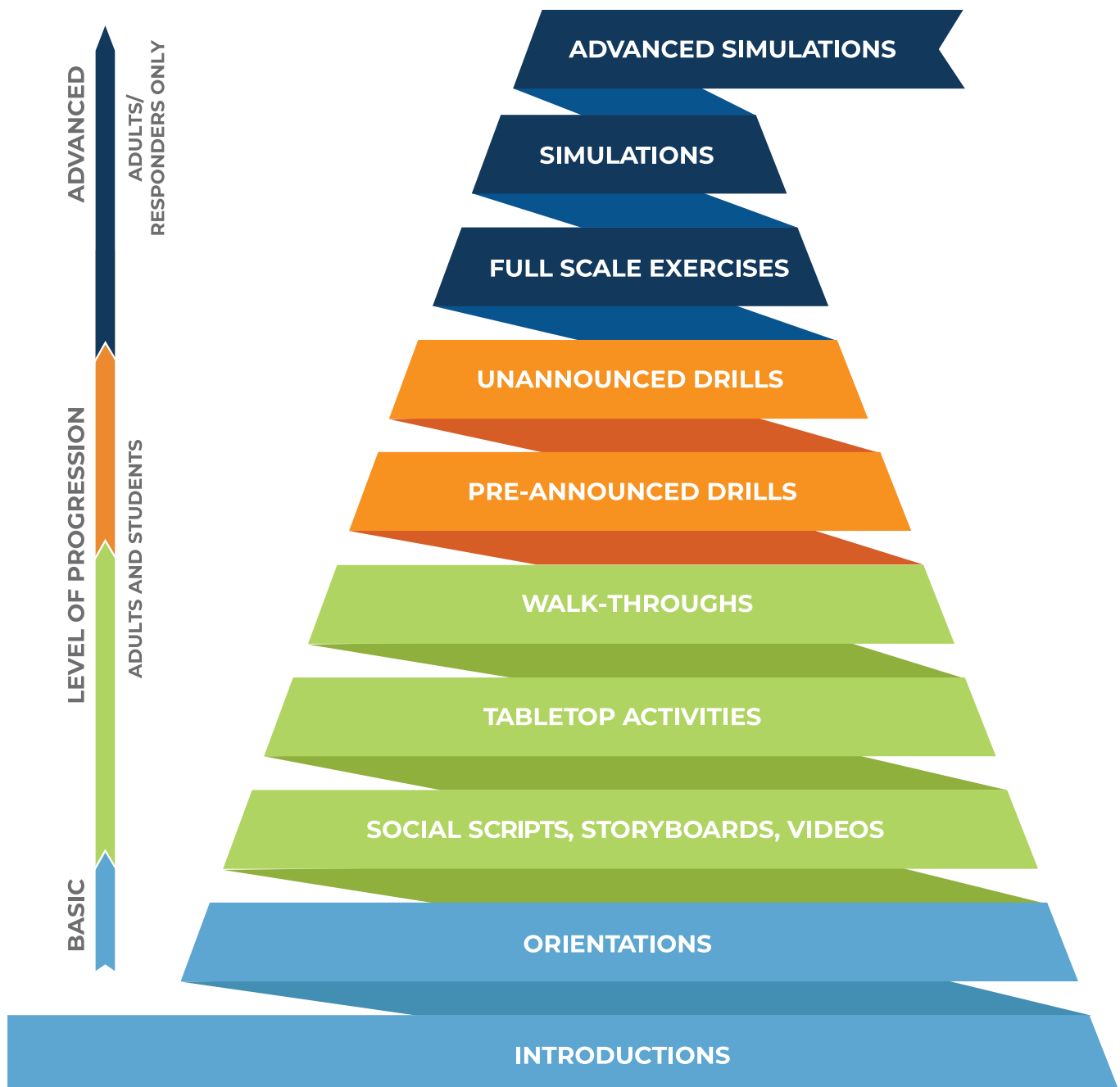
Once access has been granted to a visitor, the interior doors are unlocked and the visitor is free to follow interior signage to his/her destination. Clear signage inside the building prevents visitors from unnecessarily wandering halls. Schools may consider writing the visitor's destination on the ID badge to clearly communicate to staff and students the visitor's purpose in the building. By locking this second set of doors, office staff have greater control over individuals who may follow authorized visitors or personnel through the first set of doors. The interior doors can remain locked until the office staff has registered each person in the secure vestibule and granted permission to enter.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

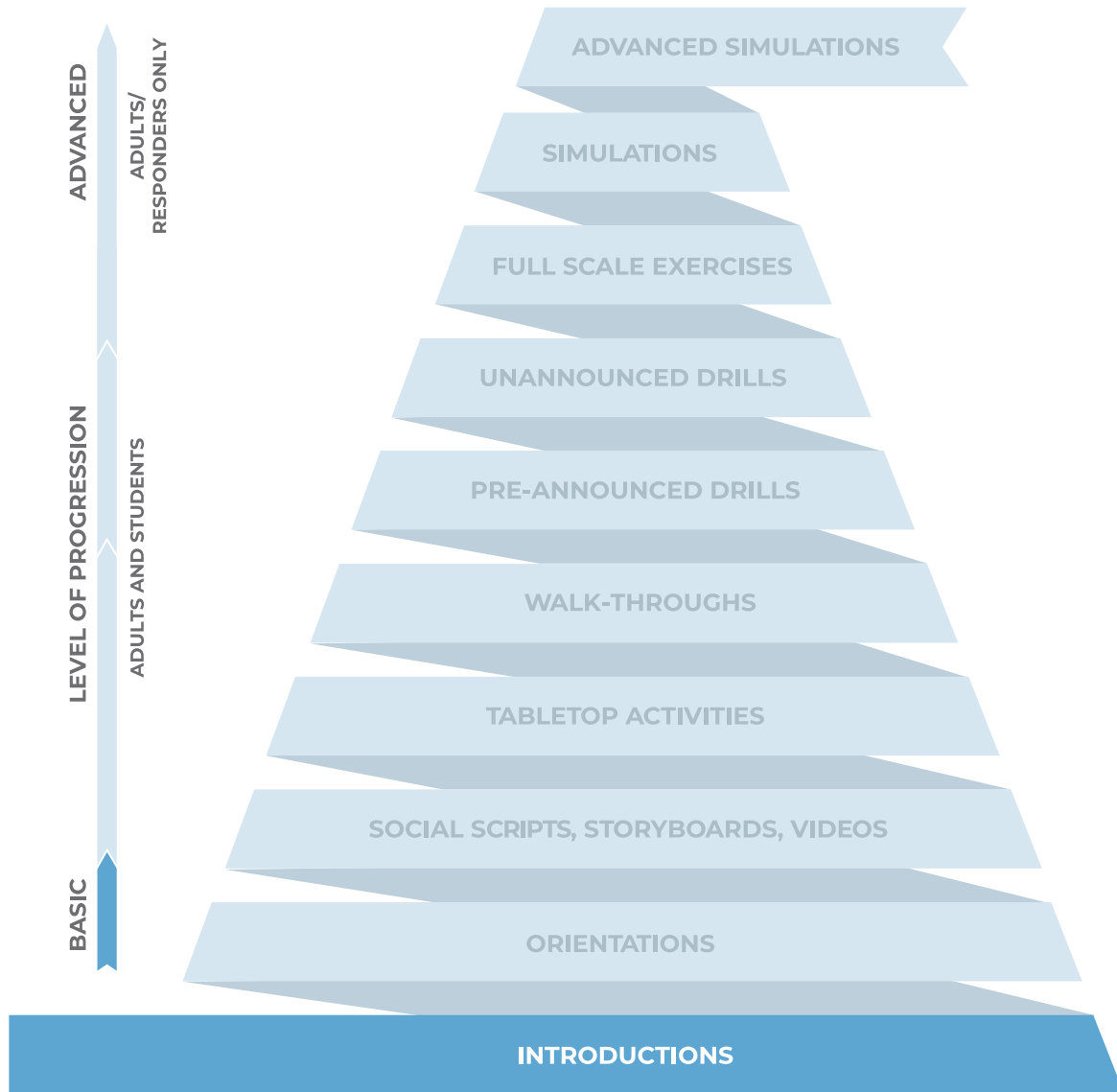


There are many forms and methods of educating and training students, staff, and public safety personnel to respond in an emergency. The following are examples of several activities, beginning with the most basic (for students and staff) and progressing to the most advanced (for safety professionals only).



TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

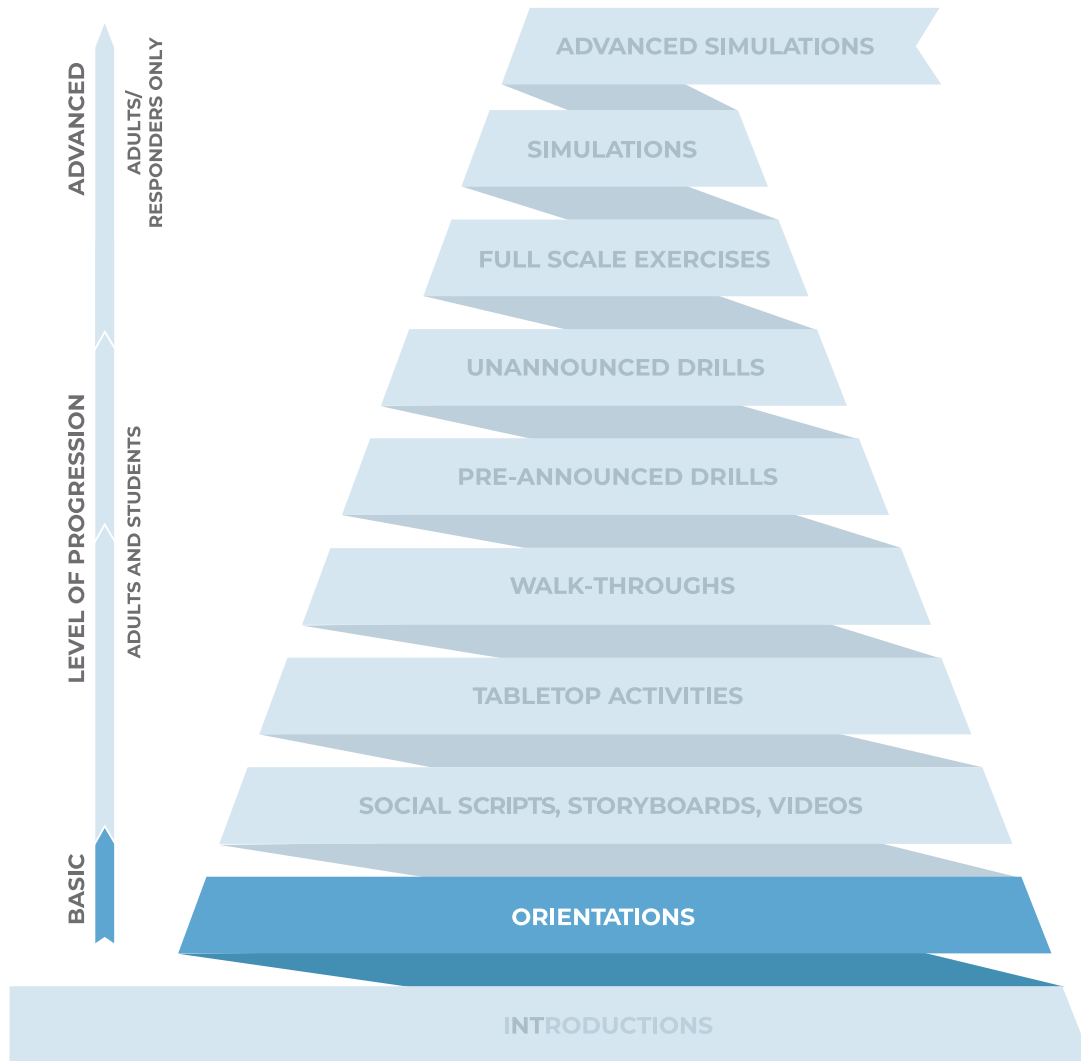


INTRODUCTIONS

Introductions can be used for the youngest and earliest developmental levels. At this level, we simply introduce and familiarize students to the people who can help them, what they might look like, and what kinds of tools they carry as “helpers.” Preschool teachers make great use of introductions when they host firefighters in the classroom and allow the children to “dress the firefighter.” Other introduction activities include job fairs and field trips involving first responders.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

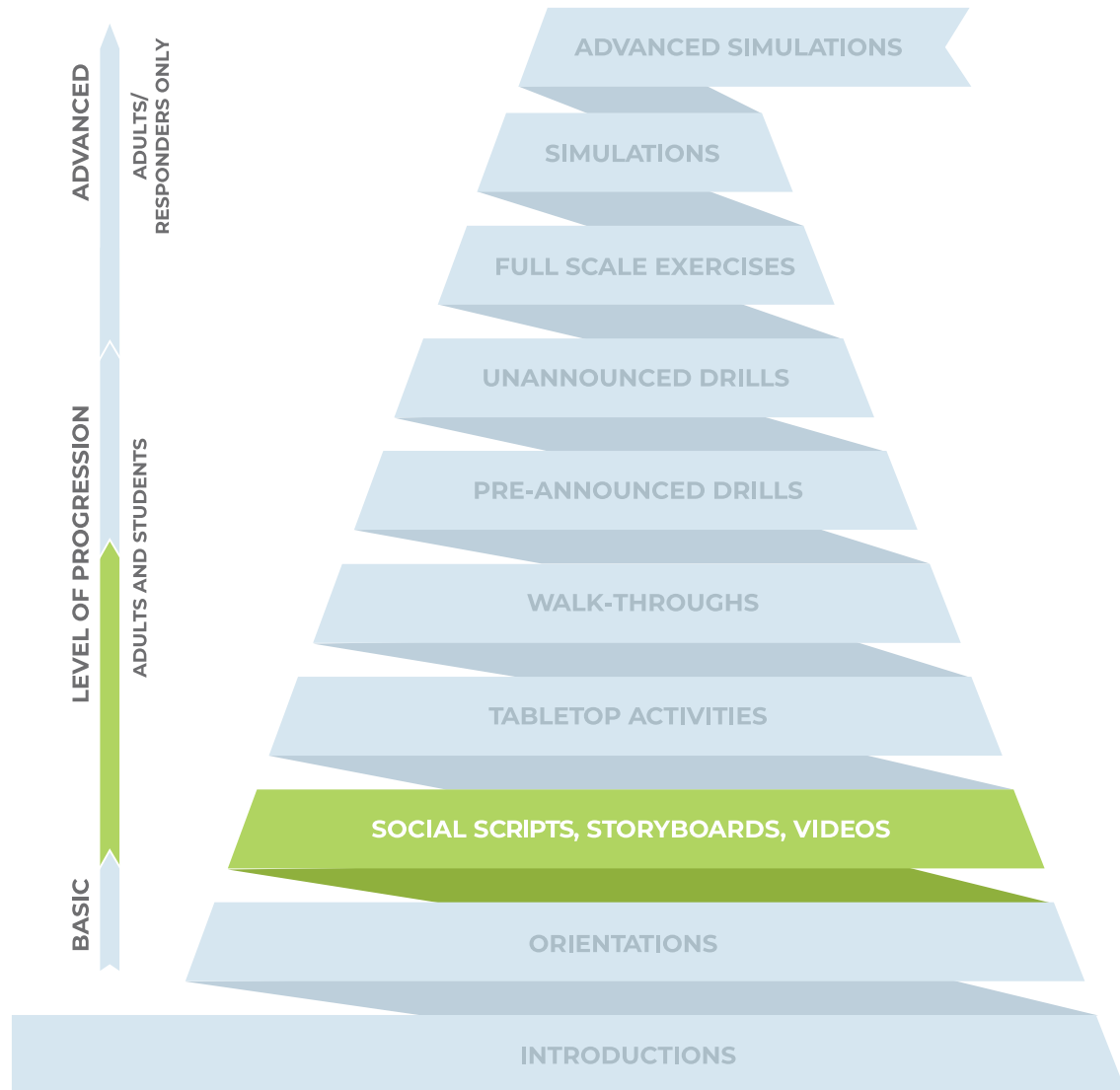


ORIENTATIONS

Orientations can also be used for the youngest and earliest developmental levels. Early and special education teachers make good use of orientations when they tour the classroom and building with students or hold “scavenger hunts” to familiarize students with possible exits, the location of the telephone, first aid materials, light switches, Go Bags, bathroom passes, and other classroom materials. Similarly, building and campus “field trips” can be used to orient students to the “ins and outs” of the school and campus. It is important for students to be at least basically familiar with areas that are typically off limits during normal school days, such as the staff lounge, behind the front office counter, and other connecting halls and doors that may be needed for evacuation or shelter during an emergency.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

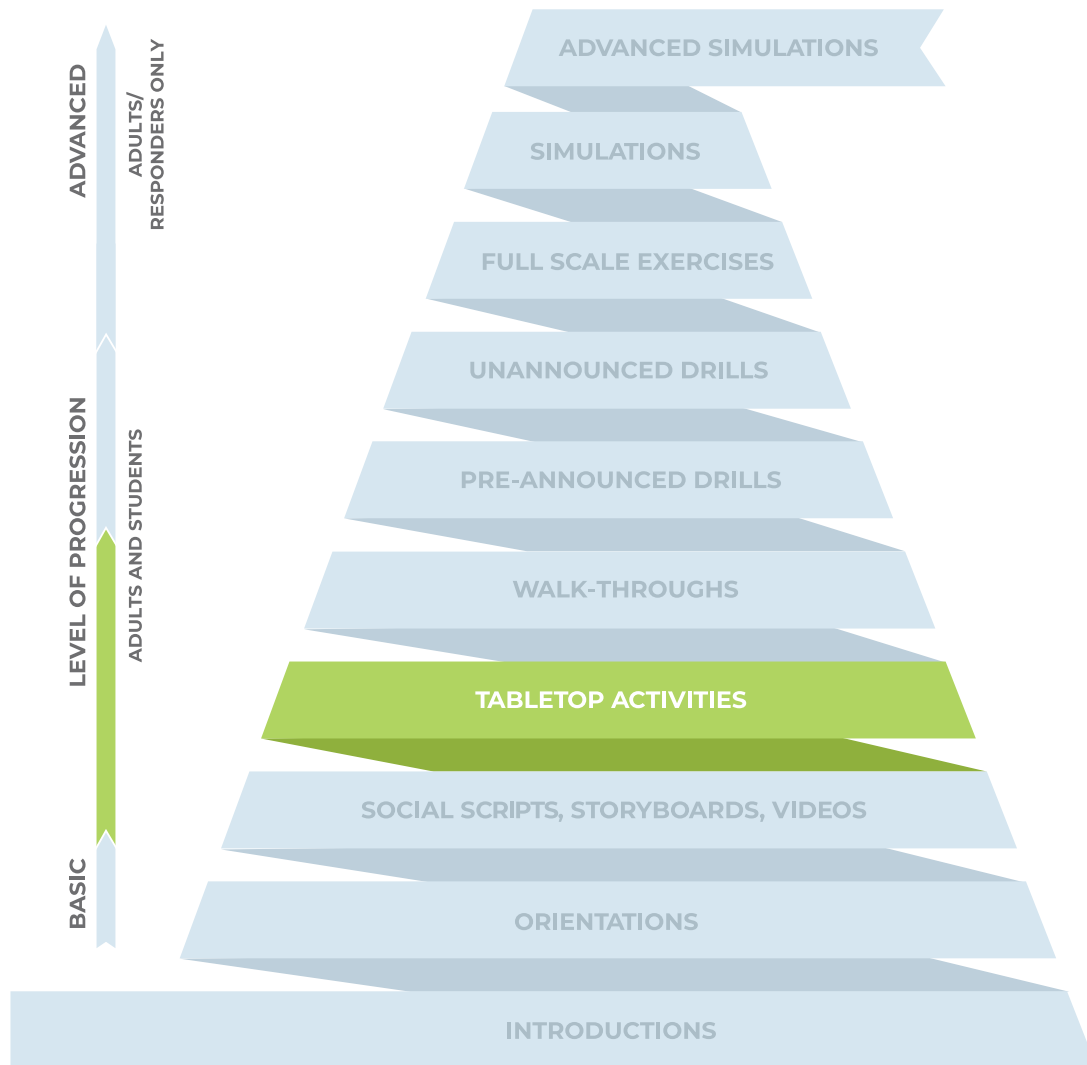


SOCIAL SCRIPTS, STORYBOARDS, VIDEOS

Each of these media can be utilized in powerful and non-threatening presentations of safety protocols. However, it is critical when developing any material for students or staff that a multi-disciplinary team is involved and in agreement upon the content and appropriateness of the material. It is especially critical to involve the multi-disciplinary team when developing visual materials, representations, or dramatization of emergency scenarios. Further, providing these materials to parents in advance and allowing parents to choose to opt their children out of such presentations is recommended.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

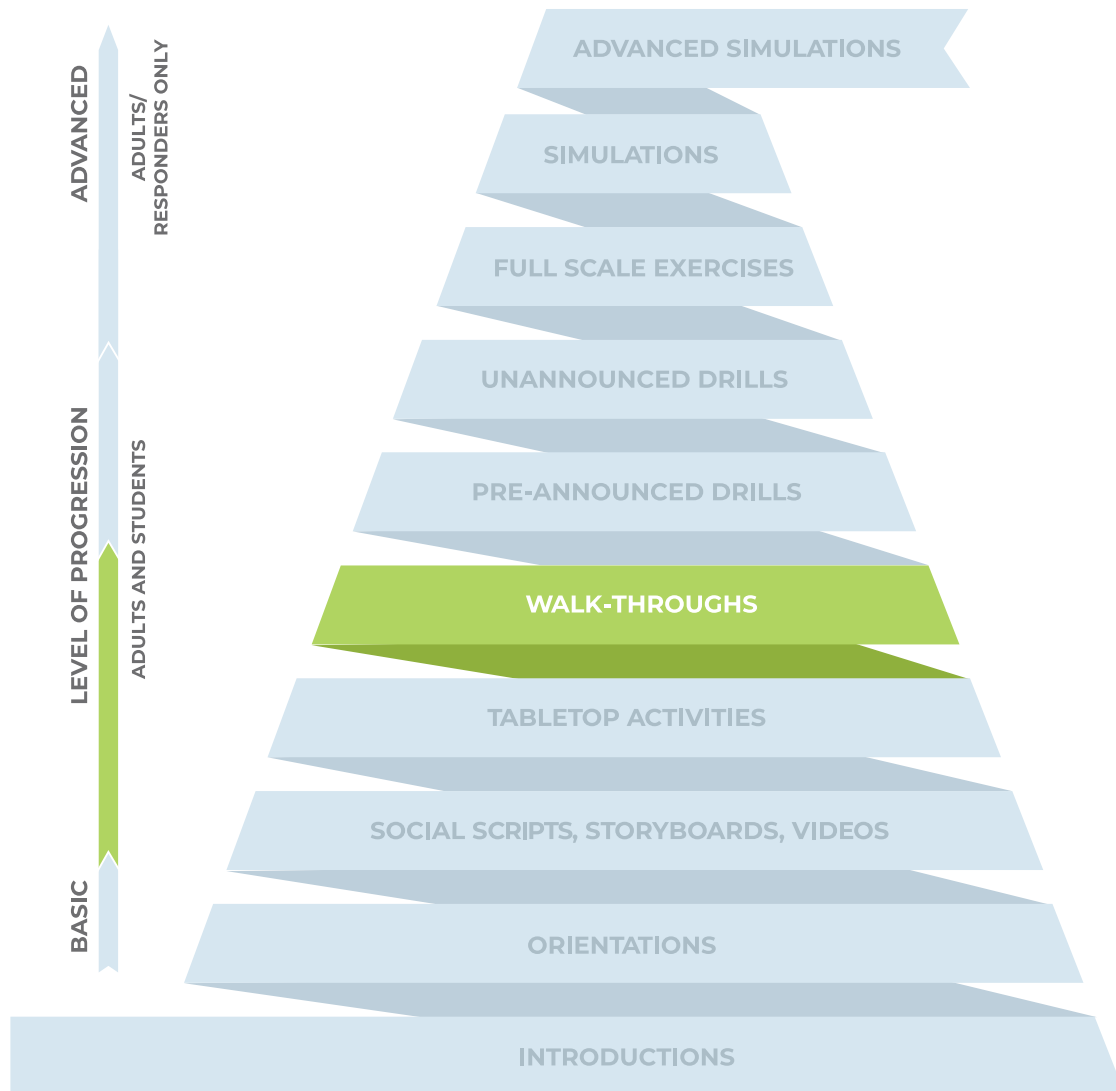


TABLETOP ACTIVITIES

“Tabletops” are no-and low-stress opportunities to talk through safety scenarios, including the options and tools available to students and staff in these situations. Teachers and SRO’s make use of tabletops when they break classes into small discussion or work groups, assign roles to each group-member, and ask them to cooperatively discuss, problem-solve, and report back to the larger group. Tabletops are easily modified for a variety of developmental levels that can span from elementary-aged children through to adult staff members. Young children’s tabletops can be formatted like a game, such as “What Are Sammy’s Stay-Safe Choices?” while young adults can engage in more intensive strategic discussions. A seated discussion format enables participants to brainstorm and problem-solve, allowing mental preparation, improved awareness, and readiness for potential emergencies.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

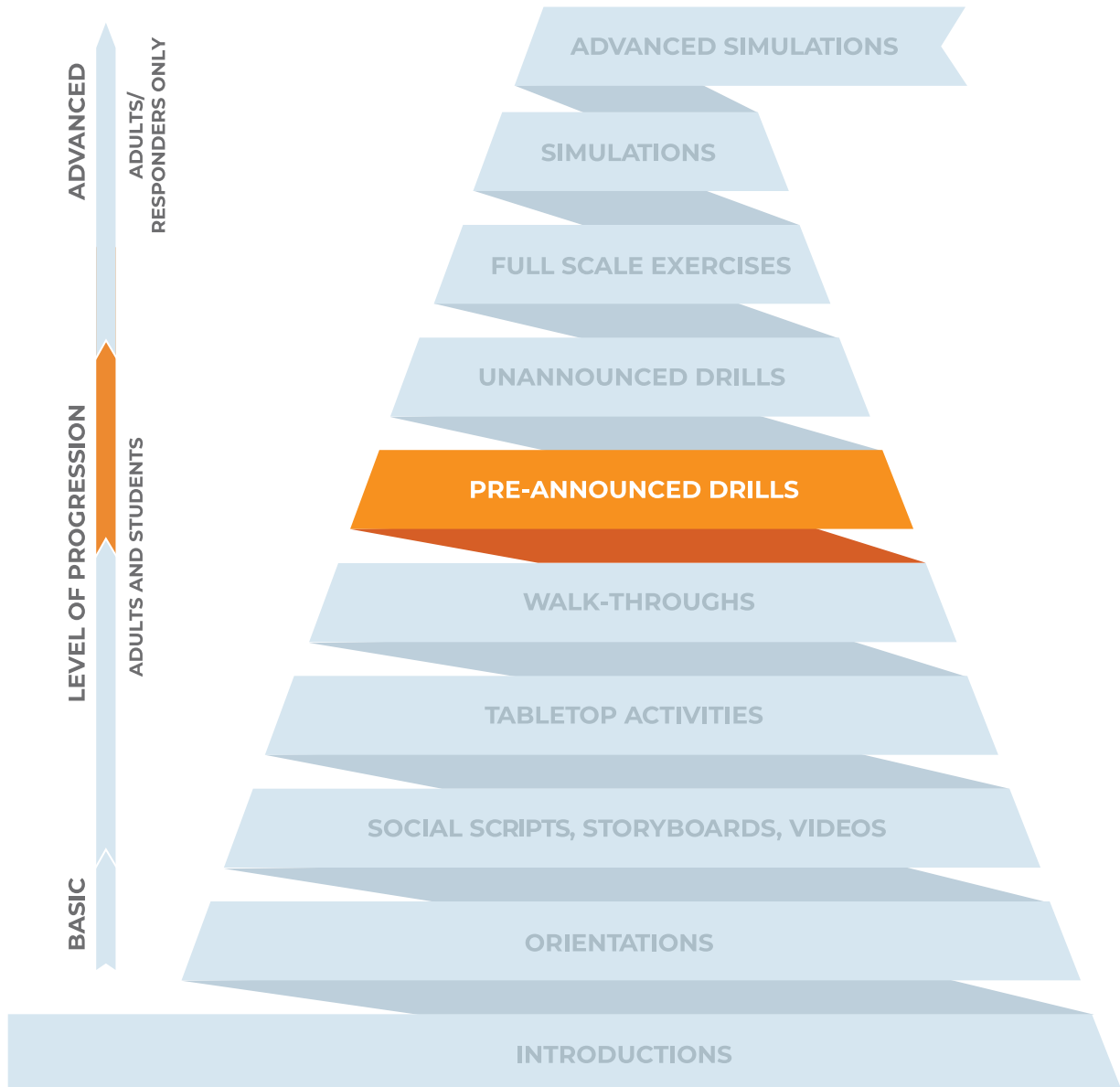


WALK-THROUGHS

A walk-through is another low-stress way to act out the steps or actions that might occur during an emergency. This is not a timed or rushed activity. Teachers can use a walk-through model to rehearse the necessary steps or available options in an emergency. A walk-through can be thought of as a “slow motion drill,” one that allows for questions and discussion along the way. Many teachers use walk-throughs to prepare students for fire drills, allowing them to calmly and slowly practice the actions of “stopping” as soon as the alarm is sounded, “looking and listening” to the teacher for directions, “standing up,” “pushing in” (their chairs), and silently “walking out” to their designated safe spot.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

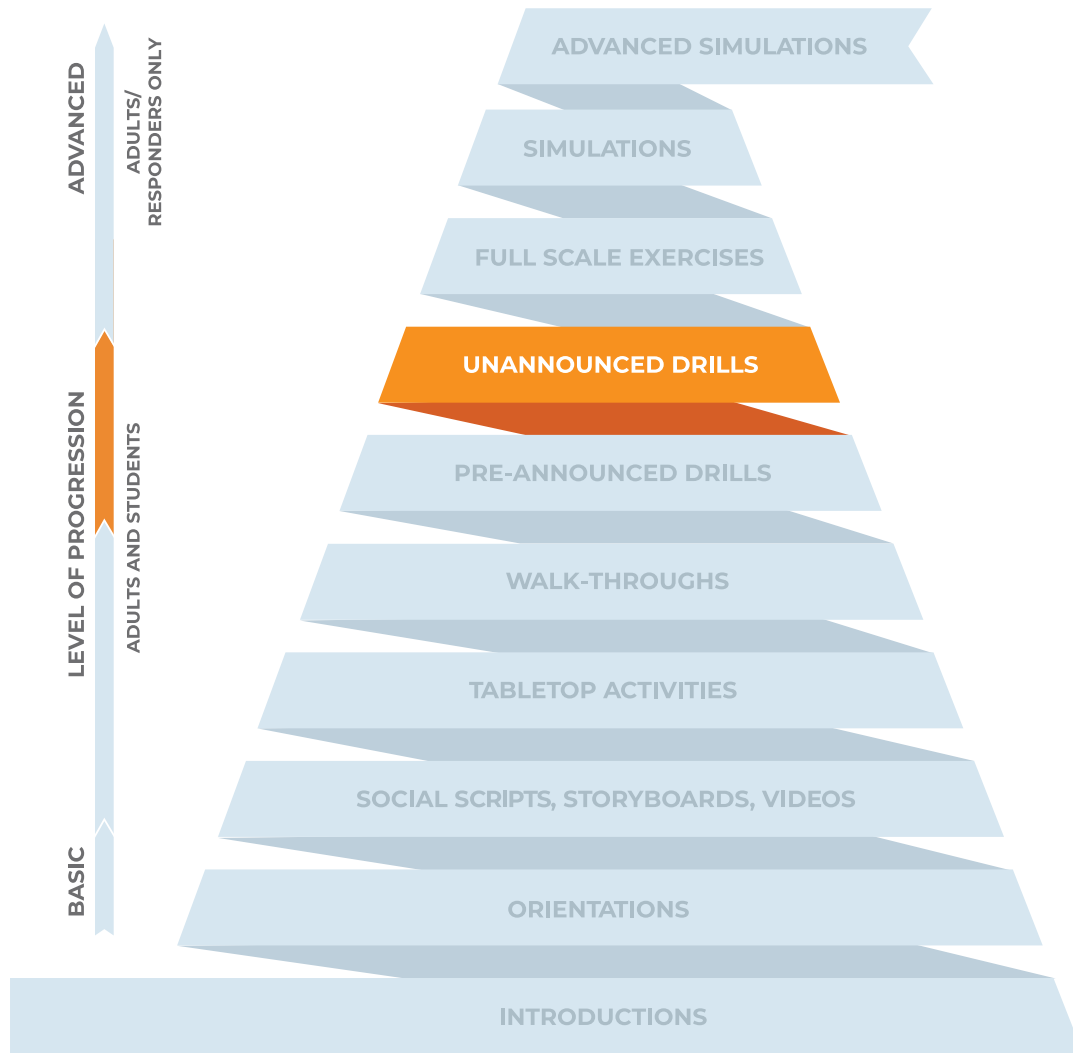


PRE-ANNOUNCED DRILLS

This type of drill is an announced rehearsal of emergency responses and protocols. All participants are notified that it is not a true emergency. Participants are not to use the prior announcement to “gain a head start” on their response, but are encouraged to be sure that all of their emergency materials are in order and at the ready.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

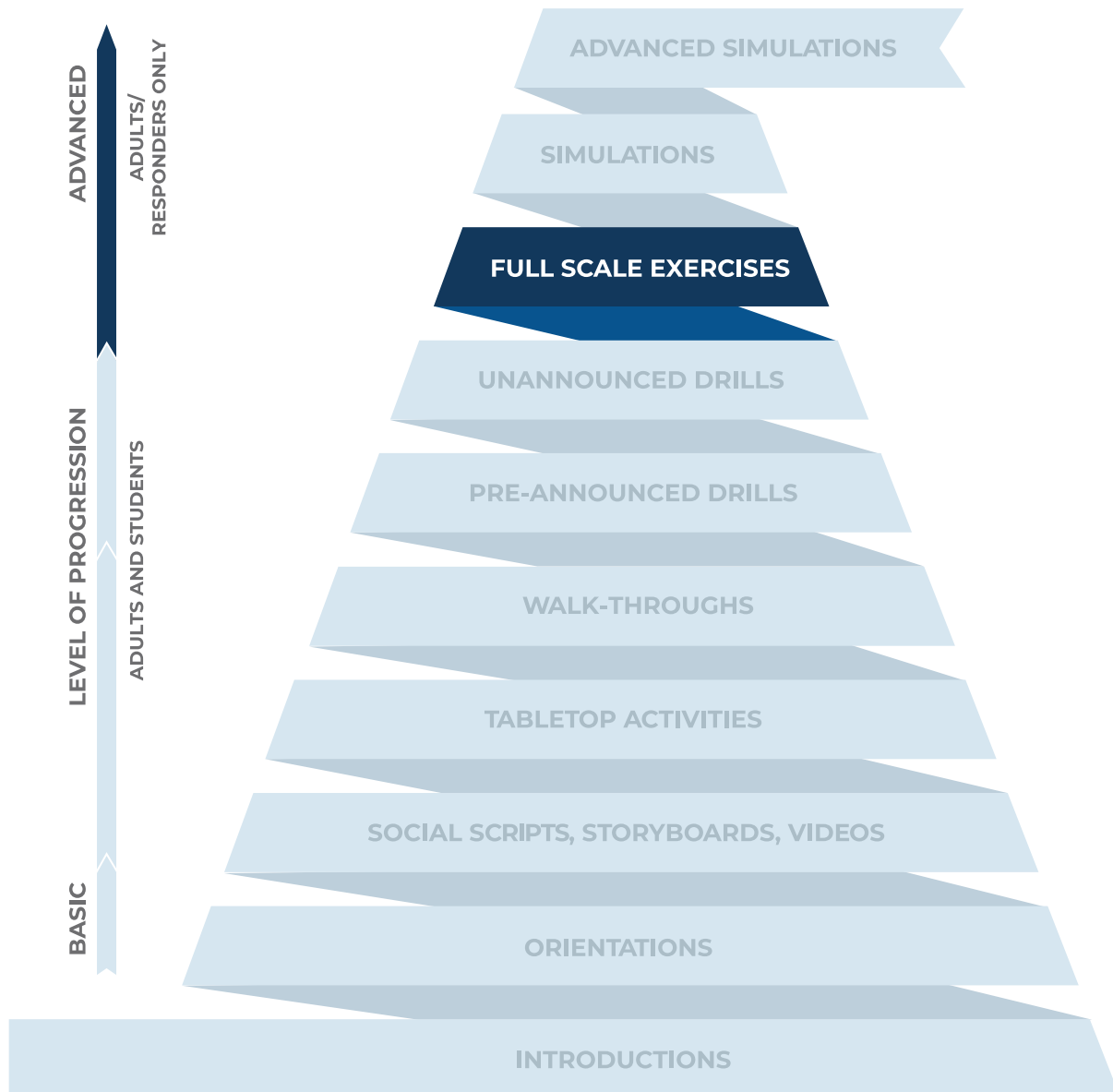


UNANNOUNCED DRILLS

*Not recommended for lockdown/active threat drills. An unannounced drill simulates real-world conditions in that it is unexpected. Participants are to treat the drill as a possible emergency and respond with appropriate emergency protocols. While many schools use unannounced drills to practice fire drills, it is our recommendation that ALL safety drills be preannounced to avoid potential trauma impact. This can be accomplished as little as 10 minutes prior to a safety drill to allow students and staff to discuss and mentally prepare to practice the steps of the drill. Recent research has shown that there is no benefit to surprising students and staff with a practice opportunity, only potential for harm and increased anxiety.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

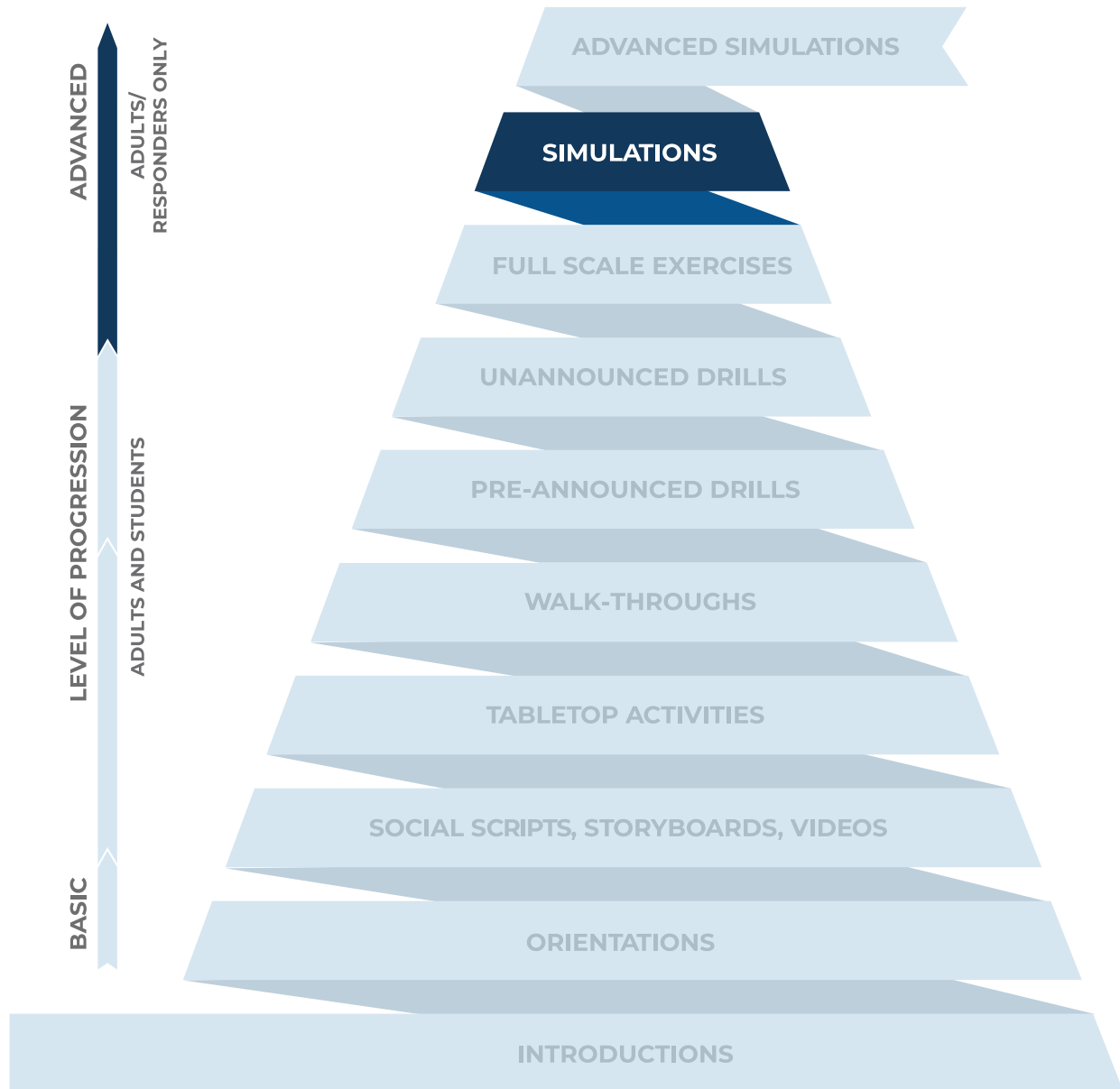


FULL SCALE EXERCISES

These types of exercises involve not only school students and personnel, but also emergency responders and district-level support. Depending on the size of the exercise, it may include the support of neighboring agencies and districts.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES

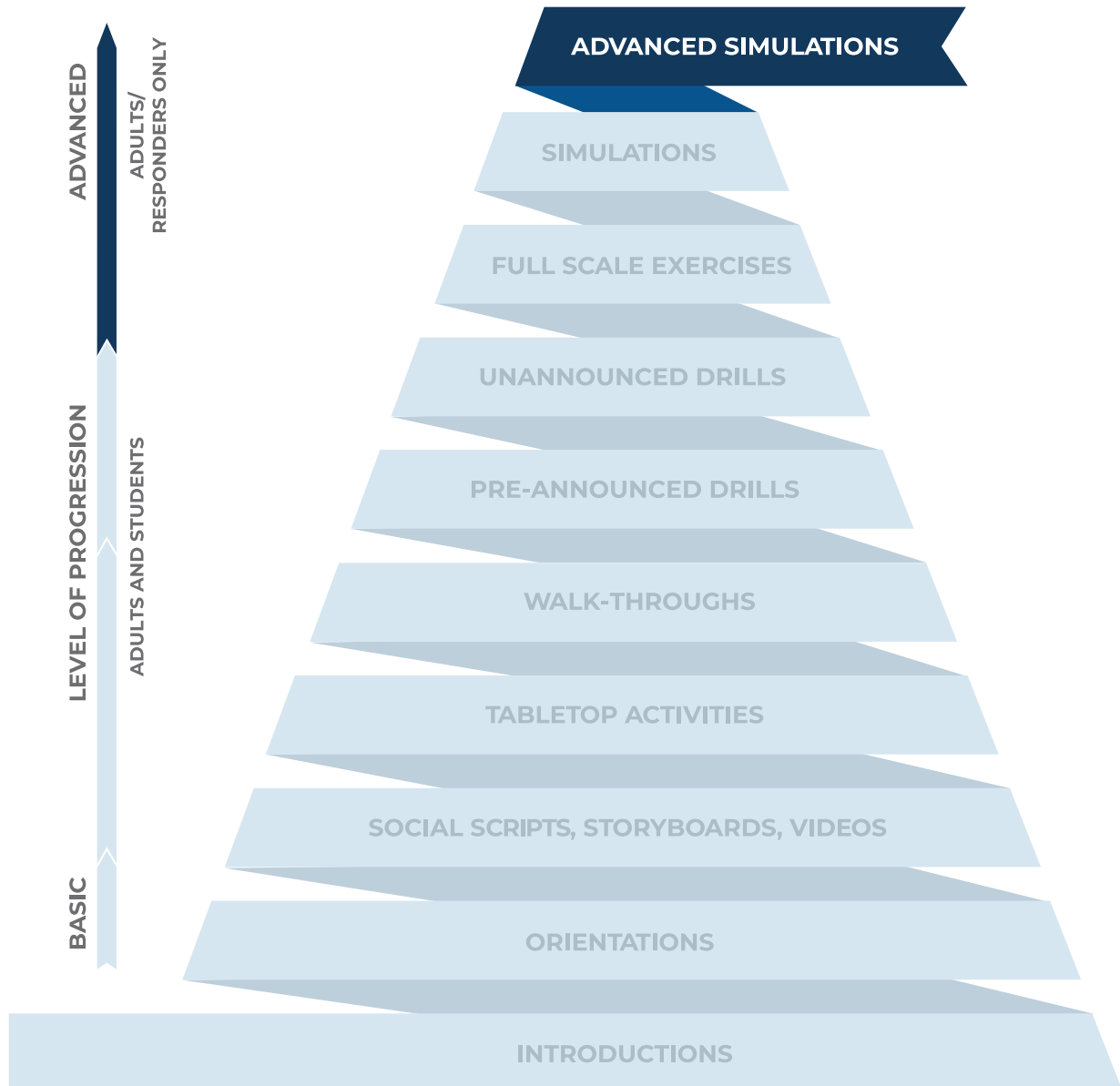


SIMULATIONS

These activities are not designed for nor should they include students and staff. Simulations are the most advanced type of training. These involve simulated emergency conditions and stimuli in order to condition participants to the emergency environment, as well as to rehearse emergency response.

TOOLKIT TWO: ACT

HIERARCHY OF EDUCATION & TRAINING ACTIVITIES



ADVANCED SIMULATIONS

Advanced simulations are for highly trained emergency responders and are designed to simulate the emergency conditions and stimuli they may encounter in a real emergency. These activities are not designed for nor should they include students and staff. In some cases, civilian volunteers may be included as role players and should be carefully selected and supported.

TOOLKIT TWO: ACT

STAY SAFE CHOICES



GET OUT

If it is possible to “get out” of an unsafe place or situation, we can move to a safer place. We practice this when we leave the building during a fire drill, when we get inside to get away from a storm, or move away from someone that makes us feel unsafe. Teachers and community helpers (like police and firefighters) will meet us at our meeting space or come find us if we are in a different place.

PLAY PARALLEL: PLAYING TAG



OR

KEEP OUT

If it is not possible to get out or away, danger can be kept out by locking and blocking doors (barricading). You may see your teacher or other grown-ups keeping danger out by locking doors or putting furniture in the way.

PLAY PARALLEL: BUILDING FORTS



AND

HIDE OUT

Keeping out of sight from danger can also help us keep safe. This is different from what we do in a fire emergency. We must be quiet while we wait; and, we must be sure that we can “get out” if necessary.

PLAY PARALLEL: PLAYING HIDE AND SEEK





Parent/Educator Background and Guidance:

It is important when introducing any options-based program to students that options are presented as choices, not expectations. Education and practice are designed to help students make the safest possible choices in an emergency; however, human response is unpredictable. Individual human responses are normal, healthy, and naturally self-protective. Practice of certain strategies increases the possibility of successful self-management during a crisis.

- Students should never be made to feel as though their own unpredictable human response (such as “freeze” or “flight”) is wrong or inadequate. Educating students in safety practices according to the philosophy “Practice makes progress,” rather than the old “Practice makes perfect,” is of great benefit in building the confidence and resiliency required for situational and lifelong safety skills.
- We recommend against introducing “Fight,” “Take Out,” or “Counter” for Early Developmental Levels as it can be psychologically overwhelming and is often not physically manageable at these levels. In some situations though, young children will have already been exposed to “Stranger Danger” type protocols. In this case, it may be helpful to draw a parallel whereby children are empowered “to do whatever they need to” (counter) as a last resort to escape—throw, bite, kick, scream, etc. The decision of teaching these tactics to students is one that should reside at the local level and include a multi-disciplinary safety team. Parents must always be educated about and allowed to opt their children out of such programming.
- Even with more mature and aware students and staff, introduction to the principles of “Fight” and “Counter” must be carefully considered by a multi-disciplinary safety team, never mandated, and always introduced as last resort options.
- For districts that choose to include these options in their curricula, we recommend an “opt-in” or “opt-out” approach, similar to that used by many districts for sex education curricula. In other words, parents should be apprised of such programming and should have the choice as to whether or not their child(ren) will participate.
- As in any emergency, students need to know that it is important to listen to the grown-up(s) in charge for directions, but in the absence of an adult’s directions, students can make safety choices if they need to. No one will be angry at students for breaking rules (like throwing things, entering a staff-only area, running in the hall, or leaving the room) to be safe.
- Just like the building blocks of any other life skills developed over time (tooth-brushing, driving, money management) we continue to add information and options as appropriate until our children attain mastery and independence. We grow the repertoire from simple to complex over an extended period of time and in bearable bits.

TOOLKIT TWO: ACT

STAND UP. SPEAK UP. TIPS FOR SAFETY REPORTING



Stand Up

- Help everyone feel safe
- Prevent acts of threats, violence, suicide, bullying, and more
- Speed up the response by getting the report to the right people
- Simply put, you can save lives by reporting



Speak Up

- Speak with your parents, a responsible adult or favorite teacher
- Use crime report lines that are anonymous, confidential, and discreet
- Reach out to your school officials or security/safety



Join Up

- Students
- Parents
- Educators
- Administrators
- Staff
- Visitors
- Community members

What to Report



Concerning Behaviors



Safety and/or Security



Bullying



Cyberbullying



Self-Harm or Suicidal Thoughts



Animal Abuse



Violence



Disproportionate Reactions



Theft or Vandalism



Abuse/Sexual Abuse

Go Anonymous

Anonymous reporting removes fears of retribution, being wrong, or feeling embarrassed. It instills confidence that concerns are communicated to the right people quickly. Be a part of the solution.

TOOLKIT THREE

AUDIT

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TOOLKIT THREE: AUDIT

INTRODUCTION



This last toolkit is designed to help your community develop an active culture of safety and security, to Audit continually. Here, we focus on fostering continual awareness and examination of measures and plans created in the Action phase. You'll find activities and practices that can be implemented year round and additional suggestions for maintaining ongoing engagement and discussion of security practices.

TOOLKIT THREE: AUDIT

POP QUIZ: TABLETOP AUDIT ACTIVITY FOR STAFF



Ask staff to set aside 5 minutes to complete this activity in small, informal groups (at a staff meeting, team meeting, or informal gathering). Use this tool to facilitate procedural awareness and discussion as a staff. Be sure to include as many different types of community members as possible in this activity. Each community member will offer unique and valuable perspective.

Discuss and answer each question as a team.

1. How many points of entry does this building have for visitors, staff, and students?
2. You spot a door that will not shut properly. What do you do?
3. A car is parked illegally in front of the school. What do you do?
4. Can you alert the school if there is an intruder in your area? In how many ways?
5. Upon evacuating your class, you realize that a student is missing. What do you do?
6. You notice an unidentified adult in the building. What do you do?
7. You hear students chatting about a stranger following them to school. What do you do?
8. A visitor to the building has become unruly. What do you do?
9. Where is the nearest emergency/first aid kit?
10. Once students are evacuated, what does an adult need to do in order to pick a student up?

Bonus Questions (5 points each):

1. Who are the members of your safety team?
2. Who at your school can put the school in lockdown?
3. Who is authorized to call 911 at your school?

Bonus Question Answers:

1. Everyone! While there may be a designated team that represents a cross section of all campus staff, everyone at all times are members of the safety team. Think of the DHS campaign, "See something...say something."
2. Anyone is the best answer, but having a process in place that the whole staff knows will help with the execution of this process. Since time is of the essence, then the ability to lockdown a school as quickly as possible is ideal.
3. Ideally, anyone should be able to make that call for any reason. Some campuses limit the capability to call 911 by policy to only the Principal or AP, however this may delay any response to the school when needed. Train all staff on a protocol for calling 911 and how to notify the school community when this occurs.

TOOLKIT THREE: AUDIT CALENDAR OF DRILLS



Practice makes progress and practice takes planning! This calendar depicts how one administrative team plans drills for its school community. It shows a traditional September-June school calendar.

September 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Consider this:

Invite local police and fire to the building during student vacation times. It is a great opportunity to improve their familiarity with the building, advise the staff, and conduct their own drills without interrupting the school day.

Drill Legend Key

■ Fire	■ Campus Evacuation
■ Bus Evacuation	■ Combination (Lockdown-turned-Evacuation)
■ Shelter-in-Place	■ Lock-Out/Secure Perimeter
■ Lockdown	

TOOLKIT THREE: AUDIT CALENDAR OF DRILLS



Planning Tips and Guidance

- A calendar of drills is essential for planning practice for the school year but, is not intended for distribution or publication within the school community.
- The most effective way to measure the readiness of a school community is through conducting drills at varying and non-traditional times of day (like lunch, recess, arrival and dismissal).
- As always, work with local fire and police departments in planning and conducting drills and check local regulations for number and frequency of drills required in your district.
- Always consider hazards specific to your school community, location, environment, and weather in drill planning.
- It is important for schools to clearly announce Lockdown Drills (or other security drills) as drills for two main reasons:
 1. Recent attacks and threats on schools have caused increased concern and anxiety for many students, teachers, and parents about the possibility of a violent attack. Therefore when conducting lockdown drills, emphasis should be placed upon practice and preparation, rather than surprising and potentially frightening the school community.
 2. Many school communities are now preparing students and staff for security emergencies with “options-based training.” While some of these options may increase safety in an actual emergency, they may be unnecessary or potentially unsafe in a drill scenario.

TOOLKIT THREE: AUDIT **DIVERSIFY YOUR DRILLS**



- Conduct drills for all emergency scenarios.
- Stagger drill scenarios and times of day.
- Hold drills at non-traditional times (e.g., lunch, opening, recess)
- Block an escape route, requiring use of another. Be sure to prepare students and staff for unexpected circumstances prior to drills.
- Pull a staff member during a drill, requiring another to step in.
- Pull students during a drill, teaching staff to quickly take attendance and report a missing student.
- Visit the evacuation site with students and staff. A known location will be remembered.
- Train substitute teachers and volunteers on your plans and procedures. If active training is not occurring at the district level, be sure that it occurs in your building.
- Follow all drills with a student and staff debrief to increase the teaching and learning opportunities. Ask students and staff about problems they encountered, observations they made, or ideas they have for improvement.

TOOLKIT THREE: AUDIT

KEY CONTROL ACTIVITY: WHO'S GOT THE KEYS?



Maintaining vigilant watch over who has building keys and where they are stored and protected is vital to controlling access to the school.

Present each of the following potential problems in round table fashion to diverse groups of faculty, support staff, and security team members for discussion and review. To facilitate productive discussion, include a variety of roles in each team (i.e. custodian, classroom teacher, itinerant faculty, administrator, school police officer, cafeteria staff, parent, office staff, et al.).

In each scenario below, round table teams should informally step through each phase of the Straight-A Security Model using the Key Control Worksheet on the following page.

Group Topics: What Are the Consequences of the Following?

1. Locking Doors Left Unlocked
2. Duplicated, Lost, and Stolen Keys
3. Lack of Substitute Teacher/Itinerant Faculty key policy
4. Keys Unsupervised
5. Keys Out of Quick Reach of Staff
6. Locks and Keys that Don't Work

Bonus activity: Each group can come up with additional areas of potential vulnerability to review and discuss.

TOOLKIT THREE: AUDIT

KEY CONTROL WORKSHEET: GROUP ACTIVITY



Potential Problem(s) Identified:

Assess

1. How do we stand on this issue?
2. Is it a problem for us?
3. Can we handle this issue with better efficiency?
4. Better efficacy?

Act

5. How might we address this problem?
6. What kind of plans and procedures could we employ?
7. What kind of measures, alterations, or changes would make this work?

Audit

What natural (informal) opportunities exist for increased vigilance and awareness of this issue? If problems arise, to whom will staff report these problems? How will we test our plans to address this issue? With what frequency will we test these plans?

TOOLKIT THREE: AUDIT

KEY CONTROL: FACILITATOR'S SUPPLEMENT



Post Round-Table Wrap Up

The potential solutions below may be used by facilitators during the round table activity or to help facilitate a larger group discussion.

Potential Solutions to Consider:

Swipe cards (like used in hotels)

... although expensive can be deactivated when lost or not returned (proper diligence is still required)

Vigilant Supervision of Keys

... helps keep staff conscious of key control and access (one idea is a regular “hands on your keys” prompt for staff to keep staff aware of their key access)

Periodic Key Inventory

... throughout the school year improve key control and awareness of lost or stolen keys

Lanyards

... keep keys at hand for staff and prevent potential left or loss

Library System

... sign in and out for keys; require a “deposit” (often a driver’s license or other identification for substitutes and visiting staff)

Potential Problems:

- Locking doors left unlocked
- Substitute teachers/Itinerant faculty
- Duplicated, lost and stolen keys
- Unsupervised keys
- Keys out of quick reach of staff
- Locks and keys that don't work

TOOLKIT THREE: AUDIT A WELCOME INVITATION



Most Emergency Service Providers have little access to our schools until an emergency occurs. Invite them in! Get them familiar with the building, share blueprints, measures, plans, and procedures in place. It's a natural Audit opportunity and goes a long way toward building relationships and trust between responders and the school community!



YOU'RE INVITED TO OUR FIRST ANNUAL SCHOOL SAFETY SOCIAL

WHO: Emergency Service Providers (PD, FD, EMS)

WHERE: Our School, 1234 Schoolhouse Drive

WHEN: Friday, September 20

WHAT: We'll give you a tour of our school, safety plans and procedures, and spend some time learning from you

Fun for everyone!

Ask the various departments to lead activities or present to the students and staff. They will be ambassadors of school safety and will drive home the importance of preparedness.

Here are a few ideas:

Local and State Police – Present on lockdown procedures, importance of silence during a lockdown, K-9 demonstration, learn about the job of police officers

Fire – Fire safety in school, at home, touch a truck, try on protective gear, scavenger hunt of fire safety elements in your classroom, learn about the job of fire fighter

Emergency Medical – Tour the ambulance, build emergency kits for each classroom, area of building, teach basic first aid procedures

TOOLKIT THREE: AUDIT

UMBRELLA EXERCISE



Gather all of your safety team members to create an umbrella specific to your community's needs. For more details on the creation of your school's safety umbrella refer to the Safety Umbrella in our Assess toolkit.



TOOLKIT THREE: AUDIT TEACHER'S EMERGENCY BAG



Many successful school safety and security plans maximize on a valuable resource often overlooked in schools, the ability to organize. Many educators are stand-outs in this arena and their skills not only serve them in the classroom but in the ability to safely mobilize and direct their students in an emergency. While touring a Massachusetts school recently, we were shown how a common backpack can become an effective tool in an emergency scenario. You'll find variations of this idea in schools across the country, with features unique and essential to each school. What's in your bag? Take this opportunity to pack an emergency bag or take inventory of the one you have.

CONTENTS CHECKLIST & VISUAL GUIDE

	☐ 1. Duffle Bag or Backpack		
	☐ 2. Charged Cell Phone		
	☐ 3. Teacher's Car Keys		
	☐ 4. Charged Walkie Talkies		
	☐ 5. Batteries		
	☐ 6. First Aid Kit		
	☐ 7. Non-latex/Allergy Free Gloves		
	☐ 8. Red 'HELP' / Green 'ALL GOOD'		
	☐ 9. Emergency Procedures Handbook		
	☐ 10. School Directory		
	☐ 11. Student Emergency Information		
	☐ 12. Extra Paper, Pen, Permanent Marker		
	☐ 13. Soap and Hand Sanitizer		
	☐ 14. CPR/Fast Response Chart with ABC's		
	☐ 15. Books and Games to Quietly Occupy Time		
	☐ 16. Feminine Products		
	☐ 17. Flashlight		
	☐ 18. _____		
			
			
			
			