

# A Vulnerability Review of Kansas School Safety, Security and Preparedness

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SCHOOLS, KANSAS ADJUTANT GENERAL'S DEPARTMENT,  
KANSAS HIGHWAY PATROL, OFFICE OF THE STATE FIRE  
MARSHAL, AND THE ATTORNEY GENERAL'S OFFICE

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# INTRODUCTION

School safety is a concern for everyone. Completing this document titled, *A Vulnerability Review of Kansas School Safety, Security and Preparedness* is beneficial in helping schools identify, assess and prioritize threats and hazards.

## **DOCUMENT PROTECTION**

Due to the sensitive nature of the information contained in this document, it should not be made available for public review. **This document should be used For Official Use Only (FOUO)**. This term is used to identify unclassified information of a sensitive nature that is not otherwise categorized by statute or regulation. **FOUO information should be protected against unauthorized disclosure**. The information and materials marked FOUO should be handled in accordance with the U.S. Department of Homeland Security Management Directives governing protection and dissemination of such information. At a minimum, the **information and materials should be disseminated only on a “Need-To-Know” basis** and when unattended, should be stored in a secured container.

## **ABOUT THIS VULNERABILITY REVIEW**

This document is designed for identifying and assessing the safety, security and preparedness of school buildings and grounds. This document combines several of the nation’s best school facility assessment measures into one document. However, the items contained within this document do not represent a comprehensive list of all potential school vulnerabilities. Instead, they serve as a starting point by which school staff and school officials can contribute to better preparing the school campus in order to reduce the potential for injury, loss of life, and property damage which could occur in the event of a school crisis. Schools are encouraged to expand this list to include any local, site-specific issues that could influence school safety and emergency response.

There is no score or passing grade for this review and not all measures will apply to every school. Those that do apply must be considered in the context of the school’s primary purpose, which is to provide a safe and prepared learning environment for students and staff. Academic research continually shows a positive correlation between a safe and prepared learning environment and student academic success.

Using this review should be an integral part of a school’s crisis management and prevention strategy. For complete information about crisis planning, see the publication *Practical Information on Crisis Planning: A Guide for Schools and Communities* by the Office of Safe and Drug-Free Schools, which can be found on the Kansas Center for Safe and Prepared Schools (KC-SPS) website at: <http://www.kspreparedschools.org>

## **COMPLETING THE VULNERABILITY REVIEW**

Before beginning the review, an assessment/review team should be developed. This team should include school officials, staff, and security personnel. It is also highly encouraged that you include other stakeholders such as your county emergency management coordinator, first responders and other public

agencies. Their input and expertise will assist you in completing this assignment, and will build partnerships and relationships with the first responders in your community prior to an emergency.

Page 41 of this document lists items for consideration. This list was developed based on some common vulnerabilities observed during school vulnerability assessments in Kansas and across the nation. It is suggested you read through this list prior to completing the vulnerability review. Many of the items for consideration are best practices that may become priority items for your school vulnerability review team.

### **AFTER COMPLETING THE VULNERABILITY REVIEW**

After the team has reviewed all applicable facilities for existing hazards, the next step is to make an action plan. Within the action plan process, the team should identify the areas needing improvement and prioritize the hazards posing the greatest risk to the school. An Improvement Planning matrix has been included (p. 38) as Attachment 3 to aid in this process. This matrix is a tool for identifying issues and their accompanying corrective actions. This improvement planning matrix is a part of the post-assessment report. The post assessment report should also include a prioritization of the greatest vulnerabilities/hazard areas needing improvement. It should include a detailed overview of safety concerns (of particular facility area); thereby establishing a documented record for trend and timeline purposes. It is recommended that any photographs taken during the assessment be included. Finally, the action plan, identifies person(s) responsible for resolving the hazards and includes an appropriate timeline for completion.

An important step after the vulnerability review is to start, review or upgrade the school’s emergency operations plan (EOP). An EOP is an overview of the School District’s approach to emergency operations. It describes the school district itself, its emergency response policy, procedures and assigned tasks. KC-SPS provides training for all interested school district teams in improving their EOP. Please contact KC-SPS for specific information about this training.

### **VULNERABILITY REVIEW UPDATES**

This document should be reviewed every year and should be updated every three years if no major changes have occurred within this time span.

### **QUESTIONS**

For more information on school safety, contact the Kansas Center for Safe and Prepared Schools at 785-861-3022 or visit its website at <http://www.kspreparedschools.org>

## **ACKNOWLEDGEMENT**

Believing that school safety, security and preparedness is more than just a school responsibility, members from several state agencies have worked together to produce this document, *A Vulnerability Review of Kansas School Safety, Security and Preparedness*. A special note of appreciation is extended to Ms. Jennifer Clark and Mr. Kevin Diers from the Kansas Division of Emergency Management, Capt. Eric Pippin, Lt. Amy Ayers and Lt. Kyle Moomau from the Kansas Highway Patrol; Mr. Jay Emler, Deputy Director of Kansas Homeland Security, Mr. Doug Jorgensen, Kansas State Fire Marshal; Mr. Jerry Tenbrink from the Kansas Attorney General's Office and Dr. Bob Hull, Director of the Kansas Center for Safe and Prepared Schools.

A special thank you is extended to the Manhattan, Perry and Lyndon School Districts who coordinated a test run of this document in their schools. Their feedback and insight has been very valuable in this process.



## VULNERABILITY REVIEW OF KANSAS SCHOOL SAFETY, SECURITY AND PREPAREDNESS

District Name:	<b>INDIVIDUAL COMPLETING THE REVIEW</b>
School Name:	Name:
Building Name:	Title:
Date of Review:	

### SECTION A: SCHOOL DEMOGRAPHICS

STAFF AND STUDENT CHARACTERISTICS	ANSWER
A-1 How many staff members are at this facility?	
A-2 What is the total enrollment of students?	
A-3 Are any students children of foreign nationals or VIPs? If yes, are measures in place to keep track of them?	

SCHOOL CHARACTERISTICS	ANSWER
A-4 Which of the following best describes the school facility?	<input type="checkbox"/> Public School <input type="checkbox"/> Certified Private/Parochial School <input type="checkbox"/> Non-Certified Private/Parochial School <input type="checkbox"/> Other
A-5 Which grade levels are present at the school facility?	<input type="checkbox"/> Pre-K <input type="checkbox"/> Junior High <input type="checkbox"/> K-6 <input type="checkbox"/> High School <input type="checkbox"/> K-8 <input type="checkbox"/> Other: _____
A-6 Which of the following best describes the environment of the campus/facility?	<input type="checkbox"/> Urban <input type="checkbox"/> Rural <input type="checkbox"/> Semi-Urban <input type="checkbox"/> Frontier <input type="checkbox"/> Densely-Settled Rural

SURROUNDING ENVIRONMENT	YES	NO	COMMENTS
A-7 Adjacent to an interstate highway.			
A-8 Off a major road.			
A-9 On a busy residential road (not divided by a median).			
A-10 There are higher elevation areas nearby the school that enhance surveillance or attack scenarios.			
A-11 Near an industrial area.			
A-12 Near a transportation hub (i.e. within 5 miles of an airport, bus station, train station).			
A-13 Near a transmission pipeline.			
A-14 Near main line railroad tracks (within 1000 yards).			
A-15 Adjacent to a business district (e.g. grocery, convenience, fast food, etc).			
A-16 There are commercial, public, or private buildings nearby that would allow long-term undetected surveillance.			
A-17 Facilities that use or store hazardous materials nearby have been identified and they type of hazardous materials on-site is known and facility emergency contact information is available.			

## SECTION B: THE EMERGENCY OPERATIONS PLAN (EOP)

THE EMERGENCY OPERATIONS PLAN (EOP)		YES	NO	N/A	COMMENTS/ACTION ITEMS
B-1	The EOP is all-hazard in nature addressing the four phases of emergency management (Mitigation, Preparedness, Response, and Recovery).				
B-2	The EOP is reviewed and updated on an annual basis.				
B-3	The EOP is developed by a school safety planning team, representative of essential school stakeholder's, including local first responders.				
B-4	The EOP contains an updated map of the school's floor plan and site plan with room numbers, evacuation routes, utility shut offs, the location of first aid kits, and other detailed information.				
B-5	School floor plans are shared with local first responders.				
B-6	The EOP addresses remote sites and includes evacuation plans, evacuation routes, and other detailed information for those alternate facilities.				
B-7	The EOP contains an established chain of command to respond to an emergency; following Incident Command System (ICS) structure.				
B-8	The EOP contains a designated primary and alternate incident command post.				
B-9	The EOP contains emergency procedures for the following:				
	a. Bomb threat.				
	b. Hostage taking.				
	c. Intrusion.				
	d. Kidnapping.				
	e. Acts of violence (shooting, etc).				
	f. Hazardous materials incident.				
	g. Transportation accidents: Including train derailment.				
	h. Natural disasters.				
	i. Persons with limited mobility.				
	j. Persons with special health needs.				
	k. Alternative evacuation sites.				
	l. Alternative evacuation routes.				
	m. Alternative rally points.				
n. A plan for sustaining school occupants for 72 hours (per FEMA recommendation).					

THE EMERGENCY OPERATIONS PLAN (EOP)		YES	NO	N/A	COMMENTS/ACTION ITEMS
B-10	Meetings between school officials and local law enforcement agencies are conducted for the purpose of emergency response.				
B-11	The emergency operation plan includes a component for post-crisis response, such as the availability of mental health services for students and staff.				
B-12	The facilities reunification procedures include at least two non-published reunification sites.				
B-13	The facilities reunification procedures include a traffic control plan.				
B-14	The facilities reunification procedures include a methodology for accountability.				
B-15	The facilities reunification procedures identify a holding area for students, which is out of sight from parents.				
B-16	The facilities reunification procedures include requiring parents/guardian photo identification prior to release of students.				
B-17	The following emergency drills are conducted and documented regularly:				
	a. Lock-down.				
	b. Evacuation of building—per fire marshal code.				
	c. Reverse evacuation.				
	d. Bus evacuation.				
	e. Shelter-in-place.				
	f. Severe weather.				
B-18	Local first responders are invited to participate in emergency drills.				
B-19	After Action Reviews are conducted after drills, exercises, and actual emergencies. The EOP is updated based on findings.				

## SECTION C: DISTRICT/SCHOOL WEBSITE

DISTRICT/SCHOOL WEBSITE		YES	NO	N/A	COMMENTS/ACTION ITEMS
C-1	The website does not contain detailed maps of school or site (should not show more than general areas).				
C-2	The website does not contain maps that identify classroom functions (labs, locker rooms, special education areas).				
C-3	The website does not contain maps that illustrate entrances other than those intended for entry and sign-in.				
C-4	The website does not contain maps (or a listing) that show evacuation routes, evacuation destinations, or reunification areas.				
C-5	The website does not contain specific information about preparedness drills and exercises.				
C-6	The website does not contain facility safety and security audit results.				
C-7	The website does not contain details or specifics regarding emergency operations.				
C-8	The website does not contain the number or locations of security/law enforcement officers.				
C-9	The website does not include personal information on children attending the school, such as birthdays.				
C-10	The publicly accessible website does not contain personal information and photos of faculty and staff.				

## SECTION D: CAMPUS SAFETY AND SECURITY

CAMPUS SAFETY AND SECURITY		YES	NO	N/A	COMMENTS/ACTION ITEMS
D-1	The facility has an electronic security system.				
D-2	All buildings are equipped with a closed-circuit digital video system.				
D-3	If a closed-circuit digital video system is in place, it can be accessed remotely.				
D-4	The video security system is protected with adequate firewalls so it cannot be broken into.				
D-5	Security cameras have pan/tilt/zoom capability.				
D-6	Outside security cameras point toward the school buildings to allow viewing of the facility.				
D-7	Security cameras are equipped with night vision capabilities.				
D-8	Security camera tapes/recordings are retained for 30 days.				
D-9	Video security system housings are designed to protect against tampering, vandalism, and exposure to extreme temperature or moisture.				
D-10	Video security systems have an interruptible power supply, and are connected to the building's emergency power supply.				
D-11	The electronic security alarm system (including fire alarm system) is connected to local law enforcement or central reporting is where appropriate agencies will be contacted.				
D-12	The alarm system is in compliance with American with Disabilities Act (ADA) requirements including provisions for hearing and/or visual impairments.				
D-13	Blind spots in hallways and stairwells are equipped with parabolic mirrors (or similar surveillance device).				
D-14	Staff members monitor hallways, stairwells, and restrooms during school hours.				
D-15	Filters or other mechanisms are in place to monitor suspicious internet activity on school computers.				
D-16	All incoming mail is screened.				
D-17	The school requires background checks and fingerprinting on all school staff at hiring.				
D-18	Random or annual background checks are conducted on a yearly basis.				

CAMPUS SAFETY AND SECURITY		YES	NO	N/A	COMMENTS/ACTION ITEMS
D-19	There is a written process for pre-employment, recruitment, and training for security personnel and/or security monitors.				
D-20	Students are not allowed in the school without supervision.				
D-21	After the school day, staff members are assigned to check the following:				
	a. All classrooms are locked.				
	b. All restrooms are unoccupied and/or locked.				
	c. All exterior doors are locked.				
	d. All security lights are on.				
	e. Security alarms are set.				
D-22	If the building is used after school or on weekends, staff/security is present.				
D-23	Radio communications for staff and first responders is 100% throughout the campus.				
D-24	School-based Law Enforcement officers are located on-site.				
D-25	School-based Law Enforcement officers have written position descriptions and they are shared with school administration. (Background checks for security personnel)				
D-26	School-based Law Enforcement is dedicated to a single school.				
D-27	School-based Law Enforcement provides a visible and regular presence on campus during school hours.				
D-28	School-based Law Enforcement officers have an office with a view of the building entrance or main hallways.				
D-29	School-based Law Enforcement officers conduct daily visual inspections of the school.				
D-30	Local Law Enforcement/Security Personnel provide after-hours patrol of the school site.				

## SECTION E: ACCESS CONTROL

ACCESS CONTROL		YES	NO	N/A	COMMENTS/ACTION ITEMS
E-1	Entry signs are in all relevant languages and with simple maps or diagrams where needed to direct visitors to designated building entrances.				
E-2	Entry signs, along the perimeter of the property, warn about trespassing and illicit behavior and cite applicable laws and regulations.				
E-3	Signs are posted at entrance listing items not allowed inside the school (e.g. drug-free, weapon-free, and smoke-free).				
E-4	The school has designated a primary point of entry/exit to each building.				
E-5	The designated points of entry are monitored to control building access, including student arrival and departure.				
E-6	Office staff can see visitors before they gain entry, and can electronically lock doors to block entry into the building, beyond the lobby, or beyond the reception desk.				
E-7	Visitors are required to sign in at main office and show proper identification if they are not recognized by appropriate school authorities.				
E-8	Visitors are escorted within facility.				
E-9	There is a master key control system to monitor keys, entry cards and duplicates.				
E-10	Keys and entry cards are audited at least annually.				
E-11	Employees must sign a key log when a key is issued or re-issued.				
E-12	The school has a Knox box or other secure key storage system to provide quick access to keys by law enforcement.				
E-13	Student and faculty issued photo IDs change on an annual basis (color, layout, orientation).				
E-14	Students are required to turn in photo ID at the end of the year or when they leave the school.				

## SECTION F: GENERAL FACILITY

GENERAL FACILITY		YES	NO	N/A	COMMENTS/ACTION ITEMS
F-1	Doors and locks are in good condition.				
F-2	Exit doors equipped with push bar exit devices are flush to resist chaining from the inside or outside.				
F-3	All lighted exit signs are operational, clearly visible, and point in the correct direction.				
F-4	A mass notification system can reach all building occupants, including those in portable classrooms (public address system, pager, cell phone, computer override).				
F-5	Classrooms, including portable classrooms, have access to public address system communications which allow two-way verbal communication between classrooms and administrative/security offices.				
F-6	There is adequate access to first aid supplies, including automated external defibrillators (AEDs).				
F-7	Lockers are locked with school-owned padlocks.				
F-8	Unassigned lockers are secured/locked.				
F-9	The school maintains control of and access to the locks and lockers, which are assigned to students.				
F-10	Fire Evacuation routes are posted.				
F-11	Fire extinguishers are accessible and have current inspection.				
F-12	Hallways leading to exit doors are free of obstructions.				
F-13	Hallways, common areas, stairways, classrooms, restrooms, gymnasium, weight room, and locker rooms are uniformly and adequately lighted.				
F-14	Emergency lighting is properly installed and functioning.				
F-15	Shelving, equipment, and wall- or ceiling-mounted objects are secured from falling due to student misbehavior or natural disasters.				
F-16	Walls and entryways are free of hiding places, such as deep niches or recesses.				
F-17	Retractable partitions can be fully recessed into walls and secured in place.				
F-18	Hallways, restrooms, and classrooms are free of graffiti.				

GENERAL FACILITY		YES	NO	N/A	COMMENTS/ACTION ITEMS
F-19	Graffiti is promptly documented/photographed then removed after discovery.				
F-20	Rooms have lay-in ceilings there are clips to prevent removal.				
F-21	Exterior/entry/egress doors are sized and arranged to reduce congestion and avoid crowding.				

## SECTION G: SCHOOL CLIMATE AND CULTURE

SCHOOL CLIMATE AND CULTURE		YES	NO	N/A	COMMENTS/ACTION ITEMS
G-1	The Code of Conduct is reviewed and updated annually.				
G-2	There are standard definitions and procedures to identify school crime included in the student code of conduct or student handbook.				
G-3	There is a process in place to collect and review discipline and security incidents.				
G-4	There is some type of anonymous reporting system whereby students and staff may report incidents or suspicious activities (e.g. Campus Crime Stoppers).				
G-5	School district officials are part of a district-wide security committee where they can share experiences and information on any incidents occurring in their schools to possibly identify trends.				
G-6	Key staff personnel are trained in the National Incident Management System (NIMS) and Incident Command System.				
G-7	Staff is trained to be on the lookout and report anything out of the ordinary (persons, behavior, containers, vehicles, broken air vents, etc.).				
G-8	Written permission is needed to remove students or for them to leave the grounds.				
G-9	Office staff (including student workers) personnel have been trained to respond appropriately to a bomb threat or other threatening/suspicious phone calls.				
G-10	Staff personnel working in areas where hazardous materials are located and stored have received training on the hazards associated with the materials.				
G-11	Training provided to maintenance workers, cafeteria workers, cooks, bus drivers is similar to training received by other key staff members.				

## SECTION H: GROUNDS AND BUILDING EXTERIOR

GROUNDS AND BUILDING EXTERIOR		YES	NO	N/A	COMMENTS/ACTION ITEMS
H-1	A marquee or sign clearing indicating the school's name is visible from the road.				
H-2	The exterior numbers are clearly visible from a distance of at least 50 feet.				
H-3	All trash and recycling dumpsters are equipped with plastic covers in place of steel covers that could cause injury.				
H-4	All trash and recycling dumpsters are either enclosed in a designated service area or surrounded on three sides by a high wall, preferably a see-through, climbing-resistant fence, and provided with a securable gate.				
H-5	All trash and recycling dumpsters and their enclosures are positioned so that they cannot be used as ladders for gaining access to the school roof.				
H-6	Access to the roof is restricted (no climbable plantings or architecture). Covered walkways and adjoining posts, structures, wall planters, or other building features do not provide climbing access to adjoining windows, roofs, or other upper-level areas.				
H-7	Mechanical equipment enclosures on the roof are protected from unauthorized access of vandalism.				
H-8	Access into the school through skylights is blocked by security grilles or other devices.				
H-9	Roof parapets (walls) are low enough to allow visual surveillance of the roof from the ground.				
H-10	Speed limits are posted at all entrances.				
H-11	Covered walkways and their surroundings are adequately lit to promote visual surveillance while in use.				
H-12	Grounds are adequately lit.				
H-13	School boundaries are clearly defined/marked.				
H-14	Windows in occupied areas of the building overlook walkways for natural surveillance.				
H-15	Fire hydrants are clearly visible and unobstructed.				
H-16	Grounds are fenced in appropriate areas and fences are in good condition and without gaps.				

GROUNDS AND BUILDING EXTERIOR		YES	NO	N/A	COMMENTS/ACTION ITEMS
H-17	Gates, if present, are secured when not in use.				
H-18	The perimeter of the school building is clear of safety hazards.				
H-19	Grounds are visually separated from adjacent properties.				
H-20	Landscape surrounding the school is tidy, trimmed, and structured to enhance visibility of windows, doors, etc and minimize chance of suspicious visitors hiding.				
H-21	Buildings or outside equipment related to heating, cooling, fuel, or chemical storage is clearly marked.				
H-22	Mechanical, electrical, and other equipment on ground level is surrounded by a protective enclosure.				
H-23	All windows lock securely.				
H-24	Windows are covered with privacy film to prevent viewing from the outside.				
H-25	Windows can serve as a secondary means of escape.				
H-26	Second-floor windows are inaccessible or protected against entry.				
H-27	Basement windows are protected from unauthorized entry by security grills or window well covers.				
H-28	Tempered and wired glass meet local building code and Consumer Product Safety Commission's requirements when used in doors, sidelights, locations near the floor, and other "hazardous" locations.				
H-29	Windows and their framing and anchoring systems are designed and located to resist forced entry.				
H-30	Equipment and supplies are located away from windows to minimize theft.				
H-31	Entries into courtyards from the exterior of the school are controlled and lockable.				
H-32	Courtyards are configured to eliminate unauthorized after-hours access.				
H-33	Window and sidelights are sized and located so that if they are broken, vandals cannot reach through and open a door from the inside.				

GROUNDS AND BUILDING EXTERIOR		YES	NO	N/A	COMMENTS/ACTION ITEMS
H-34	Manholes, utility tunnels, culverts, and similar unintended access points to the school property are secured with locks, gates, or other appropriate devices, without creating additional entrapment hazards.				
H-35	Access beneath portable classrooms (trailers) is restricted with grates, fencing, siding, or other material, which such minimal spaces are suitable for hiding people, contraband, weapons, or incendiary or explosive devices.				
H-36	All portable classrooms are secured to their location; consistent with local wind resistance requirements and building regulation.				
H-37	All portable classrooms are labeled/numbered.				
H-38	Areas surrounding portable classrooms are adequately lighted.				
H-39	Portable classrooms are surrounded by fencing that requires use of the school's main entry.				
H-40	Motion activated lighting is installed around buildings.				
H-41	All exterior doors have non-removable hinge pins.				
H-42	Exterior doors are airtight. Airtight doors not only improve energy efficiency but they retard interior contamination during a hazardous chemical or other harmful outdoor release.				
H-43	Exterior doors, unless designated for entry, have no external hardware.				
H-44	Exterior doors have narrow windows, sidelights, fish-eye viewers, or cameras to permit seeing who is on the exterior side.				
H-45	Exterior doors are designed and certified to resist thrown and wind-blown objects.				
H-46	Exit doors and gates are equipped with emergency exit hardware and not locked or secured by any other means.				
H-47	Exterior doors and windows are numbered on the outside.				

## SECTION I: BUSES AND PARKING

BUSES AND PARKING		YES	NO	N/A	COMMENTS/ACTION ITEMS
I-1	The bus loading zone is visible from the main office or monitored by staff.				
I-2	Unattended buses do not create a visual obstacle or hinder emergency access.				
I-3	Fire zones, bus unloading and drop off zones are clearly marked.				
I-4	Parent drop off and pick up zones are clearly designated and separated from bus traffic.				
I-5	School buses and other transportation vehicles are secured when not in use.				
I-6	School buses are visually inspected by transportation personnel prior to use.				
I-7	A background check is done on all school bus drivers when they are hired and records of these checks are maintained.				
I-8	Random or annual checks are completed to verify that bus drivers have a valid driver's license and no infractions. Records of these checks are maintained				
I-9	School bus drivers are knowledgeable on the school's Emergency Operations Plan.				
I-10	The Emergency Operations Plan contains details on how to recall the school buses in case there is a need for mass transportation.				
I-11	Students are trained on acceptable conduct on and around/near the school buses.				
I-12	Access points for parking lots are gated.				
I-13	Parking lots are bordered by a wall, chain link fence, or some physical barrier.				
I-14	Staff members are required to obtain parking decals or some other form of identification to authorize parking on school property.				
I-15	High School students are required to obtain parking decals or some other form of identification to authorize parking on school property.				
I-16	Someone is assigned to check for unregistered vehicles in parking areas.				
I-17	Parking spaces are numbered and marked for the designated users: students, faculty, staff, or visitors.				

<b>BUSES AND PARKING</b>		<b>YES</b>	<b>NO</b>	<b>N/A</b>	<b>COMMENTS/ACTION ITEMS</b>
I-18	Unassigned parking spaces are minimized, especially in student parking zones.				
I-19	Parking lots can be viewed from the building or monitored by security.				
I-20	Visitor parking is located near the main entrance, with clear signs directing visitors to the main office.				
I-21	Bicycle parking can be viewed from the building or monitored by security.				

## SECTION J: BUILDING INTERIOR

BUILDING INTERIOR		YES	NO	N/A	COMMENTS/ACTION ITEMS
J-1	Interior doors are numbered on the door or on the wall adjacent to the door.				
J-2	Stairwells are numbered.				
J-3	Stair handrails and guardrails allow visual surveillance from either side of the stairs.				
J-4	Stair handrails designs discourage sliding, climbing, or skateboarding.				
J-5	Windows or openings provide natural surveillance into stairwells located on outer walls.				
J-6	If natural surveillance is inadequate, enclosed stairwells are electronically monitored.				
J-7	Restrooms are located in areas of maximum visual surveillance, such as near the administrative areas.				
J-8	Restrooms lighting fixtures have protective, vandal-proof covers.				
J-9	Restroom stall doors and partitions are limited to no more than 5'-6' in height and have 12" clearance above the floor for surveillance.				
J-10	Restrooms sinks and hand dryers are located in publicly exposed or semi-exposed areas to deter vandalism and encourage hand-washing.				
J-11	Restroom smoke detectors have vandal-resistant features, such as protective cages or tamper alarms.				
J-12	Paper towel, liquid soap, and toilet tissue holders are of a see-through design, making it hard to use them as hiding places for contraband.				
J-13	Restroom mirrors are shatterproof.				
J-14	Entrance doors to restrooms cannot be locked from the inside.				
J-15	Restrooms intended for use by people engaged in after-school activities are conveniently located and can be used without providing access to the rest of the school.				
J-16	School office and first aid/nurse office locations are clearly marked.				
J-17	Elevators have alarm or communication features in the event of an emergency.				

BUILDING INTERIOR		YES	NO	N/A	COMMENTS/ACTION ITEMS
J-18	All chemicals, poisons, and flammable materials are stored properly.				
J-19	In classrooms with smoke or heat detectors, the detectors are working, paint-free, un-obscured, and unobstructed.				
J-20	Access to catwalks, scaffolding, and upper level platforms are limited and controlled in the theater or performing arts center.				
J-21	Valuable items are secured (i.e. computers, video cameras, band instruments).				
J-22	Doors opening into interior areas like courtyards during non-classroom hours are locked and access controlled.				
J-23	Boiler rooms and mechanical rooms are locked and access controlled.				
J-24	Air vents are locked and access controlled.				
J-25	Custodial closets are locked and access controlled.				

## SECTION K: OFFICE AND CONFERENCE ROOMS

OFFICE AND CONFERENCE ROOMS		YES	NO	N/A	COMMENTS/ACTION ITEMS
K-1	Confidential records are separate from the reception area and are secured in vandal- and fire-resistant containers.				
K-2	The main office has two-way communication capability with all classrooms.				
K-3	The main office has a windowless space or “safe room” with a lockable door and a telephone for emergencies.				
K-4	Vision panels with blinds are installed in guidance offices and all other areas where one-on-one adult-child conferencing is conducted.				
K-5	The principal’s office has a window or door that can serve as a secondary emergency exit.				

## SECTION L: CLASSROOMS

CLASSROOMS		YES	NO	N/A	COMMENTS/ACTION ITEMS
L-1	All parts of the classroom are visible from the classroom door, with no parts of the classroom hidden from sight.				
L-2	Interior windows between classrooms and corridors promote visual surveillance in both directions. Visual surveillance is not obstructed by posters, pictures, and/or other posted materials.				
L-3	Classroom windows enhance visual surveillance of the school grounds.				
L-4	Classroom lighting has been updated from prior 1979 fluorescent lighting fixtures which contain mercury and PCBs.				
L-5	Classroom doors can be locked from the inside with hardware meeting fire code.				
L-6	Doors with windows have a way to cover the window in event of a lock-down.				
L-7	Windows in doors are reinforced or made of shatter resistant materials.				
L-8	Classroom doors are made of metal or solid wood, with heavy duty, vandal-resistant locks.				
L-9	Retractable classroom partitions fully recess into permanent, lockable niches thereby eliminating hiding places.				
L-10	Retractable classroom partitions contain windows or otherwise provide visual access into adjoining spaces when they are in use.				
L-11	Adequate aisle space is provided such that a quick exit of students is possible.				
L-12	Classrooms have secondary escape routes.				
L-13	Classrooms for mobility-impaired students are on the ground floor, or are they otherwise easy to evacuate without relying on elevators.				
L-14	Unoccupied classrooms are kept locked when not in use.				

## SECTION M: KITCHEN AND CAFETERIA

KITCHEN AND CAFETERIA		YES	NO	N/A	COMMENTS/ACTION ITEMS
M-1	Employees are trained in the use of automatic and portable fire extinguishing devices.				
M-2	Food services and student commons areas have separate entrances and exits into adjacent corridors or walkways to reduce conflict.				
M-3	There is a clear view of the entire dining area and serving line from a controlled entry point.				
M-4	The kitchen and serving areas are secured during and after school hours.				
M-5	Cleaning chemicals are stored separately from the food storage area in a lockable cabinet.				
M-6	The freezer door can be opened from the inside or has a distress button that allows an occupant to call for help.				
M-7	Food services or student commons areas that are used after school are designed to prevent unauthorized access further into the building.				
M-8	Staff personnel are informed of the delivery schedule and delivery logs are maintained of what was delivered and by whom.				
M-9	Cafeteria staff know location of electrical/gas/water shut-offs and they are easily accessible.				

## SECTION N: LIBRARY/MEDIA CENTER

LIBRARY/MEDIA CENTER		YES	NO	N/A	COMMENTS/ACTION ITEMS
N-1	The library/media center, if jointly used by the school and the community, has separate and secure access for school use and after-hours activities, and further restricts access to and from other areas of the school.				
N-2	The library or media center reception area and circulation desk are located near the main entrance and positioned to control traffic in and out of the area and has an unobstructed visual surveillance of the entire area.				
N-3	There are separate, lockable areas for storing media equipment with securing measures in place to deter theft/vandalism.				
N-4	Storytelling areas or niches are on one level, or, if recessed or elevated, they are designed to prevent fall injuries or hidden activities.				

## SECTION O: HEALTH PRACTICES/HEALTH SERVICES CENTER

HEALTH PRACTICES/HEALTH SERVICES CENTER		YES	NO	N/A	COMMENTS/ACTION ITEMS
O-1	Medical records are secure.				
O-2	Medical equipment, supplies, and medications are secured in an observable area.				
O-3	A vision panel with blinds provides natural surveillance into patient care areas, as needed.				
O-4	Toilet room doors swing outward to prevent patients from being trapped if incapacitated. A fallen patient or overturned wheelchair could otherwise block the door.				
O-5	The school has a written automated external defibrillator (AED) policy.				
O-6	The school has a procedure to monitor expiration dates of automated external defibrillator (AED) pads and equipment and to renew prescription.				
O-7	There is a current list of staff that are trained in Cardiopulmonary Resuscitation (CPR) and in the use of AEDs; such list is distributed and shared with all staff.				
O-8	There is a procedure in place to regularly inspect and restock first aid kits.				
O-9	There is an established network of health service providers to whom students can be referred.				

## SECTION P: SCIENCE LABS/VOCATIONAL TRAINING SHOPS

SCIENCE LABS/VOCATIONAL TRAINING SHOPS		YES	NO	N/A	COMMENTS/ACTION ITEMS
P-1	Students are trained in safety and emergency procedures.				
P-2	Faculty has direct surveillance over work and entry areas, with no visual obstructions.				
P-3	Lab(s) and shop(s) have an alarm system to deter breaking and entering.				
P-4	Eyewash stations are present, functional, and flushed regularly to eliminate contamination.				
P-5	Emergency showers are present, functional, and flushed regularly to eliminate contamination (at applicable campus locations).				
P-6	Emergency shower has a drain and a drain pan.				
P-7	Lab fume hoods are clean, well maintained, and not used for storage of chemicals.				
P-8	There are master shut-off switches for water, gas, and electricity and are in clear view and easily accessible.				
P-9	Chemical spill kit is accessible (at applicable campus locations).				
P-10	All chemicals are stored in appropriate containers that are labeled with the name, formula, and health hazards associated with the chemical.				
P-11	Types, quantity, and locations of hazardous materials are shared with local emergency response agencies such as the fire department.				
P-12	Storage area doors are marked "Hazardous Materials" or "Authorized Personnel Only", and kept secured at all times.				
P-13	Chemical storage area has an operable and adequate ventilation system.				
P-14	Corrosive materials cabinet is designed to store corrosives and is labeled.				
P-15	Flammable materials cabinet is designed to store flammables and is labeled.				
P-16	Material Safety Data Sheets (MSDS) are available for each material and are located with the material and in the main office.				
P-17	If mercury is present it is labeled, coded for compatibility, kept in appropriate containers, and secured.				

SCIENCE LABS/VOCATIONAL TRAINING SHOPS		YES	NO	N/A	COMMENTS/ACTION ITEMS
P-18	Emergency procedures, including fire evacuation routes, are posted.				
P-19	Two emergency exits are present, clearly marked and visible (rooms over 1,000 sq ft.).				
P-20	Welding tanks are secured to the wall or carts and only accessed under faculty supervision, including empty tanks awaiting pick-up by predetermined schedule with outside firm.				
P-21	Equipment and tools are accounted for daily and stored appropriately.				
P-22	Agricultural chemicals are properly accounted for with quantities and usage documented.				

## SECTION Q: MECHANICAL SYSTEMS

MECHANICAL SYSTEMS		YES	NO	N/A	COMMENTS/ACTION ITEMS
Q-1	Fresh air intakes are located on roofs or placed high on exterior walls, at least 12 feet off the ground (or the fourth floor or higher in tall buildings), and away from vehicle exhaust-laden areas.				
Q-2	Fresh air intakes are located within secure fenced areas, cages or enclosures and protected by metal mesh sloped at least 45 degrees to reduce the threat of objects being tossed onto them.				
Q-3	The master ventilation system shut-off is in the principal's office or other designated area, making it possible to help control the spread of airborne contaminants through the ventilation system from any source.				
Q-4	Exhaust air outlets are located downwind from air intakes and separated by the maximum distance possible.				
Q-5	Functional, tight-sealing fire dampers are installed and operational at all fire barriers, as required by building and fire codes.				
Q-6	Electrical panel access doors are secured and access controlled.				
Q-7	Heavy mechanical equipment is secured.				
Q-8	Well-maintained records of fire inspections by fire officials, elevator inspections by building officials, and maintenance logs for all mechanical system are up-to-date and kept.				
Q-9	Major mechanical, electrical, plumbing, security, communications, and other system are well-maintained, re-commissioned, and tested on a preventative maintenance schedule, by trained workers in cooperation with security staff.				

## SECTION R: ATHLETIC FACILITIES AND EQUIPMENT

ATHLETIC FACILITIES AND EQUIPMENT		YES	NO	N/A	COMMENTS/ACTION ITEMS
R-1	Appropriate handrails or perimeter railings are installed on all spectator seating facilities that may require such protection.				
R-2	Bleachers are in good condition and structurally adequate, both indoors and outdoors.				
R-3	Weight rooms are locked when not supervised.				
R-4	Coach/instructor's offices have window walls with an unobstructed view of the locker rooms.				
R-5	Lockers are of the open mesh type, making concealment of prohibited items more difficult.				
R-6	The gym has separate, secure entrances for school use and after-hours activities. Gym users do not have uncontrolled access to the rest of the school.				
R-7	Exit doors are designed to allow for quick exit by large numbers of people.				
R-8	The use of gymnastic equipment is always supervised or, if not in use, stored in a secured room where it is not available for unauthorized or unsupervised use.				
R-9	The swimming pool is provided with the proper and well-maintained rescue equipment.				
R-10	The swimming pool area has trained and approved pool supervisors at all times the pool is being used.				
R-11	The chlorine system is changed or serviced only during facility non-use hours.				
R-12	The chlorine system is inspected periodically to ensure proper functioning.				
R-13	The water depth is clearly marked around the swimming pool area.				
R-14	Appropriate supervision is provided in the weight training room at all times when the room is being used.				

## SECTION S: PLAY AND OUTDOOR RECREATION AREAS

PLAY AND OUTDOOR RECREATION AREAS		YES	NO	N/A	COMMENTS/ACTION ITEMS
S-1	Recreation/practice areas are fenced to restrict unauthorized access.				
S-2	Playground areas have clearly defined boundaries and are protected by fencing.				
S-3	Low-hanging tree branches are removed from the playground area.				
S-4	Landscape around field areas, playground, and outdoor recreation areas minimize potential for injury/hiding.				
S-5	Playground attendants (faculty/staff) are clearly designated.				
S-6	First aid kits are on hand during recess hours.				
S-7	2-way radio communication, or other communication device, is available where large playgrounds are an issue.				
S-8	Vehicular access, except emergency vehicles, is restricted around play area.				
S-9	Outside drinking fountains are vandal-resistant by design, such as being wall-mounted and made of durable materials.				
S-10	Emergency escape gates are installed in walls or fences enclosing pre-school or kindergarten outdoor play areas.				

## SECTION T: STADIUMS

STADIUMS		YES	NO	N/A	COMMENTS/ACTION ITEMS
T-1	There is a written stadium emergency plan.				
T-2	The stadium is equipped with emergency telephones or methods of communication.				
T-3	First aid supplies, an AED, and equipment are available at all games/events.				
T-4	The district has trained fire wardens or emergency staff to assist with evacuations.				
T-5	At least one fire drill per season is conducted at the stadium.				
T-6	The stadium has a sign or marquee clearly identifying the facility.				
T-7	Driveways are free of hazards and large enough for buses and the anticipated number of vehicles.				
T-8	Spectator and athlete entry locations are well marked.				
T-9	Gates or doors provide emergency medical services direct access to the stadium and field.				
T-10	Facilities are protected by bollards, fences, gates or landscaping from any unauthorized vehicle access.				
T-11	Fences are designed to prevent climbing.				
T-12	Gates are self-closing and self-latching.				
T-13	The gate swings in the direction of egress.				
T-14	Gates are lockable.				
T-15	Lines of sight all around the stadium provide for natural surveillance.				
T-16	Hidden spaces around the stadium are kept to a minimum.				
T-17	Lighting is provided in the parking areas allowing for stadium use at night.				
T-18	Security is provided for every event at the stadium.				
T-19	The stadium is thoroughly inspected for weapons, improvised explosives, or contraband prior to each event.				
T-20	Restrooms and other amenities for spectators are kept locked except during events.				
T-21	The parking area is patrolled by security personnel during events.				
T-22	Security personnel are assigned to monitor locker rooms and field house during games/events.				
T-23	Written agreements specify how security will be provided if utilized by an outside group or organization.				
T-24	Emergency telephones or call boxes are available.				

STADIUMS		YES	NO	N/A	COMMENTS/ACTION ITEMS
T-25	The area around the stadium is identified by signage as a safe, weapons-free, drug-free, alcohol-free, and tobacco-free school zone.				
T-26	Access in and beneath the grandstands and concessions are monitored by assigned staff members.				
T-27	Glass containers are prohibited at the concessions and prohibited from being brought in by athletes or spectators.				
T-28	There are written event standard operating procedures for monitoring behavior during events throughout the stadium including restrooms, locker rooms, parking, and concessions.				
T-29	Security staff has the means to communicate during the event (e.g. 2-way radios, cellular phones).				
T-30	Grandstands are inspected annually for safety using an appropriate checklist.				
T-31	The ticket booth can be secured against unauthorized entry.				
T-32	The ticket booth is equipped with a means to communicate with security personnel.				
T-33	Security personnel are assigned to the ticket booth when money is present.				
T-34	Concession booths are equipped with a means to communicate with security personnel.				
T-35	The field house, locker rooms, and custodial rooms can be secured [locked] when the stadium is not in use.				
T-36	Athletic equipment stored in the stadium can be secured against theft.				
T-37	The stadium has a central reporting intruder and fire alarm system.				
T-38	Stadium lights are inspected for structural integrity and services as scheduled.				
T-39	Emergency egress gates remain unlocked during games and/or events.				
T-40	Emergency transportation routes into the stadium are kept clear of obstructions.				
T-41	Pedestrian walks from parking to gates are separated from vehicle traffic, clearly marked, and designed to reduce conflicts between vehicles and pedestrians.				
T-42	Parking lots are designed to control vehicle speed by using speed bumps, raised walkways, and curved drives.				
T-43	The means of egress from the grandstands is free of obstructions including fences, gates, or temporary facilities such as concessions.				

# Attachment 1

## Neighborhood and Campus/Facility Risk Factors

**Directions:** For each risk below, indicate the extent to which you think the factor is present for your school/facility.

NEIGHBORHOOD & CAMPUS/FACILITY RISK FACTORS:						
<b>RISK FACTORS:</b> <i>[The following factors can further assist school officials in appropriately meeting the safety concerns of their educational facilities by identifying risks within the surrounding community]</i>		Not Present	Minimally Present	Moderately Present	Extensively Present	Don't Know/Not Assessed
1	Vandalism in neighborhood					
2	High student mobility					
3	Graffiti in neighborhood					
4	Gang activity in neighborhood					
5	Crime in neighborhood					
6	Poverty in neighborhood					
7	Trespassing on school grounds					
8	Parent withdrawal of students due to safety concerns					
9	Students adjudicated for weapons, drugs, alcohol, or assaults					
10	Sex offenders in neighborhood					
11	Bullying, intimidation, harassment in school					
12	Student support services					
13	Truancy					

## Attachment 2

### Trespasser/Intruder Assessment

**Directions:** This assessment is to be used to determine a school's security level from an Intruders point of view. Please assess the following areas and answer each question accordingly.

TRESPASSER/INTRUDER ASSESSMENT						
District Name:			<b>ASSESSOR INFORMATION</b>			
School Name:			Name:			
Building Name:			Title:			
Date/Time of Assessment:						
VISITOR POLICIES & PROCEDURES						
		Attempt 1	Attempt 2	Attempt 3		
1	Time gained entry.					
2	Entrance points(s).					
3	First personal contact.					
		YES	NO	N/A	COMMENTS/ACTION ITEMS	
4	Were all but main entry door locked?					
5	Was the main entry observed by staff?					
6	Were classrooms easily accessible?					
7	Were you directed to the office?					
8	Were you escorted to the office?					
9	Were you asked to sign-in?					
10	Were you instructed to return and sign out?					
11	Were you asked to show picture ID?					
12	Were you given a dated visitor pass?					
13	Were visitor passes closely monitored?					
14	Were students monitored by staff?					

## Attachment 3

### IMPROVEMENT PLAN TEMPLATE

Through the process of completing the Vulnerability Review for your school, you may have made observations or identified areas that need corrective actions. Improvement planning is the process by which the observations and recommendations recorded in the Vulnerability Review are resolved through development of concrete corrective actions that are prioritized, tracked, and analyzed by school officials, principals, and staff as part of a continuous corrective action program.

Following completion of the Vulnerability Review, the Review Team (and other stakeholders) should review the comments/actions items documented and develop an Improvement Plan. The Improvement Plan should contain three things. First, it should articulate the specific corrective actions that will be taken to address the issues identified during the review. Second, an improvement plan should provide completion dates by which the corrective action should be completed. Finally, each corrective action should be assigned to a responsible person or agency(s). It is recommended that the Review Team periodically follow-up on the status of the corrective actions being implemented.

The Improvement Plan communicates how observed areas for improvement will be remedied by concrete, measureable steps, known as corrective actions. Specifically, the Improvement Plan details:

- Actions necessary to address areas for improvement and the associated recommendations presented in the Vulnerability Review;
- Individuals or groups responsible for taking corrective action; and
- Timelines for each corrective action's completion.

Once implemented, these corrective actions should be implemented, tested, and validated through drills, exercises or real-world events. The Emergency Operations Plan should be updated with any corrective actions put in place.

An Improvement Planning Matrix has been included on the following page for your use. This matrix will help guide your Review Team in developing an Improvement Plan.

**IMPROVEMENT PLANNING MATRIX**

<b>Issue</b>	<b>Corrective Action</b>	<b>Responsible Agency / Person</b>	<b>Start Date</b>	<b>Completion Date</b>

# **RESOURCES**

This *Vulnerability Review of Kansas School Safety, Security and Preparedness* is drawn primarily from the following sources:

- *Educational Facilities Vulnerability /Hazard Assessment Checklist*. American Clearinghouse on Educational Facilities. 2011. Retrieved from [www.acefacilities.org](http://www.acefacilities.org)
- Federal Emergency Management Agency Independent Study (IS)-362.a. *Multi-Hazard Emergency Planning for Schools, Appendix A*. Retrieved from [www.fema.gov](http://www.fema.gov).
- *NCEF Safe School Facilities Checklist*. National Clearinghouse for Educational Facilities. 2009. Retrieved from [www.ncef.org](http://www.ncef.org).
- *2010 School Vulnerability/Hazard Assessment Checklist*. Montana Safe Schools Center. 2010. Retrieved from: [www.iers.umt.edu](http://www.iers.umt.edu)
- *A Guide to School Vulnerability Assessments*. U.S. Department of Education. 2008. Retrieved from [www.rems.ed.gov/docs/VA\\_Report\\_2008.pdf](http://www.rems.ed.gov/docs/VA_Report_2008.pdf)

## **OTHER RESOURCES**

FEMA offers online training tools to assist school administrators and first responders in emergency management and planning. At the following link FEMA's online training program, *IS-362.a Multi-Hazard Emergency Planning for Schools*, can be accessed: <http://training.fema.gov/EMIWeb/IS/is362a.asp>.

Lesson 4 of this course, *Assessing Your Hazards*, focuses on vulnerability and hazards assessments, specifically identifying specific types of hazards, addressing hazards, and determining risk from hazards. The following worksheets are found within Lesson 4:

Hazard Identification Checklist:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104180.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104180.pdf).

School Grounds Hazard Assessment:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104190.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104190.pdf).

Classroom Hazard Assessment:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104200b.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104200b.pdf).

Building Hazards Assessment Checklist:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104200a.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104200a.pdf).

Evacuation Routes Assessment Checklist:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104210.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104210.pdf).

Neighborhood and Community Assessment Checklist:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104220.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104220.pdf).

Hazard (Risk) Analysis Worksheet:

[http://emilms.fema.gov/is362\\_Schools/assets/MPS0104240.pdf](http://emilms.fema.gov/is362_Schools/assets/MPS0104240.pdf).

# ITEMS FOR CONSIDERATION

## EMERGENCY OPERATIONS PLAN

Floor plans and emergency operation plans for the school should be shared with local law enforcement.

The State Fire Marshal's Office already requires monthly fire drills and 3 severe weather drills during the school year, consider incorporating 2 lockdown drills per school year.

Consider conducting frequent emergency training. Train all school personnel in ICS (Incident Command System), lockdown drills, reunification plans, and facility emergency plans.

- Training should include using alternate command structure
- Training should include active shooter when the incident occurs on the playground
- Staff should understand that any adult should have the authority to initiate a lock down when they observe an act that they deem constitutes a threat.

Lockdown drills should be considered and conducted with enough frequency to be a familiar or efficient action. Consider:

- Conduct quarterly lock down drills at all schools.
- Running drills while students are on the playground with playground faculty/staff initiating the lock down.
- Explore and discuss with local law enforcement, via tabletop exercises and scenario building, the advantages and disadvantages of instructing children to run away from the school in the event of shots being fired if they are outside.\*
- Establish safe areas in the neighborhood around schools.
- Having the drills monitored by local law enforcement.
- Bringing in outside district staff to monitor the drill.
- The administrative staff should go to their lock down position and obtain situational awareness from there.

*\*The probability is that if shots are fired at children while on the playground the adults watching the children will be the first victims. Children will have a natural tendency to run to the nearest faculty or staff member creating targets in a concentrated area.*

During Lock Down Drills, consider:

- Developing a reporting system for the principal to determine accountability from their lock down position, suggestions are:
  - Use wireless laptops for communication with principal
  - Classes that have all students/adults accounted for remain quiet
  - Classes that have students/adults missing or additions just report overage or underage

*\*This requires that the school be able to have an accurate head count within 30 minutes after school starts and that this information can be accessed by administrative staff via electronic means.*

Ensure a current reunification plan is in place. Consider:

- Conduct training for principals and assistant principals to ensure decision makers are familiar with the plan
- Conduct a table top exercise with the principals to ensure they understand the plan and are able to identify any flaws in the plan.

## WEBSITE

School website should not contain personal information or photographs of faculty because it makes it easier for offenders to gain access to the building. It also gives the offender insight into the number of male and female faculty on-site.

Website should not list children's birthdays or give out any personal identifying information on students or faculty.

## CAMPUS SAFETY AND SECURITY

Practice either the "full lighting" or the "dark campus" approach after hours. The dark campus approach discourages trespassing inside the building at night (intruders' lights are readily visible) and saves on electricity. A compromise to complete blackout is to utilize motion detectors to activate lighting as needed.

Security lighting should be directed at the building if the building is to be patrolled from the exterior. Lighting should illuminate the grounds if the building is to be patrolled from the interior, without compromising surveillance by creating glare for the observer.

Areas lacking security lighting provides opportunity for undetected / unhindered activities around facilities during hours of darkness. Consider:

- Conducting a lighting survey to determine what areas / assets require additional lighting.
- Installation of motion, timer, or photoelectric sensor activated lighting that illuminates critical assets, doors, windows and other high risk and vulnerable areas.

Timers for motion detectors should illuminate entry points for the first worker to arrive and the last one to leave.

Schools should have an Intrusion Detection System (IDS) protection. Consider installing:

- Door entry alarms.
- Motion alarms strategically throughout school to notify authorities in the event of unauthorized access afterhours. Particular emphasis should be placed on rooms containing high value items (computer labs, tech rooms, etc).

Options for surveillance cameras are:

- Allow building administrators to monitor cameras from their office desktops.
- Allow local law enforcement access to the CCTV system (remotely) in emergency situations, if capability exists.
- Installing additional cameras to monitor all entrances, parking lots, and playgrounds.

Alarm system should have battery backup or emergency generator power that can operate system for 24 hours. This protects occupants if the power goes out or the school is used as a temporary shelter.

Fire alarm pull stations chronically used for false alarms can be put under electronic surveillance.

Background checks should be conducted periodically on employees after their initial hire. Consider:

- Reinvestigating employees that have not had a recent background check.
- Randomly pick a few employees every year to have background updates.

## ACCESS CONTROL

Signs should be:

- Simple, readable, well lit, and written in all relevant languages.
- Located at all entry points onto the property and at all entry points into the facility.
- Easy to read from an appropriate distance, such as from a car window when approaching the site by car. Illustrations, such as a map with arrows showing visitors the route to the main entry, should be included as appropriate.

Card access systems greatly simplify access control and eliminate problems associated with lost keys and massive re-keying.

Ensure there is a plan or a course of action for accountability of visitors throughout the facilities. This could result in a failure to accurately report occupant status during an emergency or the ability to capture visitor history if needed. Consider:

- Reconfigure entrances or install access control measures.
- Require visitors to exchange picture identification for a visitor's badge.
- Issue and require the visible display of visitor badges.
- Utilize visitor ID cards instead of paper (disposable) badges.
- Escort visitors to their destination and verify departure.
- Maintain visitor logs for a minimum of one semester.

## GENERAL FACILITY

Exterior door considerations:

- Exterior doors should have as little exposed hardware as possible.
- Exterior doors should be equipped with hinges and non-removable pins.
- Exterior exit-only doors do not need handles and locks protruding on the outside. However, it should be possible to open the doors from outside during an emergency in some manner, such as with a proximity card.
- Exterior doors should be constructed of steel, aluminum alloy, or solid-core hardwood.
- Exterior door frames should be installed without excess flexibility to deter vandals from prying them open.
- Exterior glass doors should be fully framed and equipped with breakage-resistant tempered glass.
- Exterior door locks used as the primary means of security should be mounted flush to the surface of the door.
- Exterior doors should not rely on key-in-knob or other protruding locking devices.
- Panic bar latches on exterior doors should be protected by pick plates to prevent tools and plastic cards from releasing the bolt.
- Exterior doors with panic push-bars should be an astragal (metal plate) covering the gap between the doors.
- The armored strike plate on exterior doors should be securely fastened to the door frame in direct alignment to receive the latch easily.
- Key-controlled exterior doors can be equipped with contacts so they can be tied into a central monitoring and control system.
- Doors that are vulnerable to unauthorized use, when students open them from inside the building, can be made more secure by installing door alarms, delayed opening devices, or sensors or cameras monitoring doors from the central office.

## GENERAL FACILITY *continued*

Encourage a closed and locked classroom door policy when school is in session.

Alcoves that shield doors and stairs from weather can serve as concealed areas for unwanted activity, as are recesses, niches, or blind corners. Visibility into these areas is enhanced by the use of angled corners, adequate glazing and lighting, convex mirrors, surveillance cameras, or are shallow enough in depth to not serve as hiding areas, or are sealed off against illicit use.

Entry areas should avoid design elements that could entrap an explosion, thus amplifying the impact.

Locker options to consider:

- Lockers are easiest to supervise if they are in controlled classrooms, such as homerooms.
- Lockers in hallways should be mounted flush to the wall so that they do not narrow the hallway.
- Single lockers lead to less conflict than over and under designs.
- Spreading lockers out can help avoid congestion and conflict.
- Unused lockers should be locked.
- If the supply of lockers is excessive, locking every other locker can help avoid congestion.
- Locker bays should not block natural surveillance into or around the bays, or the bays should be electronically monitored.
- Metal mesh doors allow natural surveillance into the lockers.
- Lockers bays should be well lit and allow ample room for circulation.
- Lockers should be bolted in place.
- Assign locker privileges selectively and revoke them from related abuse, such as for storing contraband.
- If nothing else works, consider removing or locking all lockers against any use, even temporarily.

Interior / exterior breaker boxes and power switches should be locked. If left unlocked, this could result in unauthorized personnel gaining access to critical systems as a prelude to criminal or terrorist activities as well as simple vandalism. Consider:

- If critical systems (i.e. telephone, electric switch boxes, etc.) are not already enclosed, consider protecting systems with secured fencing or similar enclosures.
- Lock breaker boxes, telephone switch boxes, and main switch boxes.
- Protect natural gas pipes with bollards or other solid protective structures.
- Conduct regular inspections of exposed wiring to detect tampering.
- Place exposed telephone wiring in a vandal resistant casing or enclose in wall.

Avoid posting personal information about faculty and students on hallway walls. During PTO's and open houses there is no accountability of who is entering the facility. This public display of information could provide offenders with information to target individuals. Also, intruders may tend to only target classrooms that have female faculty. Consider:

- Require all people to sign in during these activities.
- Faculty post wall displays in their classrooms only.

Avoid prominently displaying the faculty names outside each classroom. This information provides targeting information in the event of aggressive action directed towards a specific faculty member. Since students and staff are already aware, this information is unnecessary if visitors are escorted. Consider removing faculty names from classrooms.

A master list of faculty names, room numbers, and room telephone numbers should not be left out in plain sight.

The principal, vice principal, front office staff, playground supervisors, bus drivers, custodians, lunch duty staff, crossing guards, and school resource officers should have access to hand-held two-way radios or cellular phones.

## **GENERAL FACILITY *continued***

Many schools do not have the capability to communicate with first responders to coordinate response operations. Consider providing each school with a radio that can access appropriate frequencies in the event of an emergency to provide first responders with accurate information for situational awareness or allowing telephones in classroom to dial 911.

## **SCHOOL CLIMATE AND CULTURE**

Provide building safety and security education to staff to cover such things as letting people in through side doors, and challenging/reporting people that are unknown.

Provide specific security training, policies and procedures to employees and students on awareness of potential threats and how to react. Consider:

- Developing security awareness training specific to employees and students that emphasizes threats and threat indicators.
- Policies should be implemented that prevent students from allowing visitors into school without going through the office.
- Create a security committee or council with at least one member from each school to discuss security and solutions.
- Develop and implement Random Security Measures.
- Develop cyber security training specific to employees and students.

## **GROUNDS AND BUILDING EXTERIOR**

Eliminate high speed avenues of approach. Traffic control options include:

- Traffic controls or calming devices such as speed humps, bumps, raised crosswalks or traffic circles reduce the likelihood of injury due to speeding vehicles.
- Driveways curve, change direction, or are broken into short enough segments to prevent cars from building up speed.
- Driveways access slower streets directly, but not high speed streets.
- Signs, fences and landscaping at intersections do not block vision.

Anti-ram protection may be provided by adequately strengthened bollards, street furniture, sculpture, landscaping, walls, and fences. The anti-ram protection should be able to stop the threat—vehicle size/weight at the speed attainable by that vehicle at impact. If the anti-ram protection cannot absorb the desired kinetic energy, consider adding speed controls such as speed bumps to limit vehicle speed. Serpentine driveways can also help slow down vehicle's approach.

Pedestrian safety options include:

- Lighting, traffic signals, flags, painted crosswalks, signs and crossing guards are visible to drivers, and are effective.
- Electronically controlled "Walk/Don't Walk" lights with countdown displays and push buttons.
- Pedestrian islands or median strips provide safe havens for students crossing streets.
- Pedestrian bridges, walking or biking paths provide alternatives to walking near traffic.

Raised or marked pedestrian or bicycle crossings, median strips, pedestrian safety islands, one way traffic, speed bumps, speed humps, the elimination of blind spots, or their remediation through the installation of convex mirrors are some options to enhance pedestrian safety.

## GROUNDS AND BUILDING EXTERIOR *continued*

Well maintained buildings and grounds demonstrate ownership of and respect for school property, qualities that tend to be reciprocated by students, staff, and community

Fencing options, including their pros and cons, include:

- A solid wall or fence blocks natural surveillance and can attract graffiti.
- A stone or concrete block wall can be an effective barrier against bullets.
- A solid wall or fence can enhance privacy.
- Wire mesh fencing usually provides foot holds, making it easy to climb over.
- Wire mesh fencing is relatively easy to vandalize but often the most economical option.
- Smaller gauge wire mesh may deter climbing.
- Wrought iron fencing is low maintenance, vandal resistant, doesn't block surveillance or provide foot holds.
- A short fence can establish territoriality, but is of limited value for controlling access.
- Tall, continual fencing can significantly restrict access, but may also block a pedestrian path serving students who walk to and from school, forcing them to take a longer route where they are more exposed to traffic, crime, or environmental hazards. A compromise may be appropriate, such as installing gates at selected locations. Open gates at least define likely entry points; lockable gates provide the school with the ability to further secure the site but can also create an unexpected barrier for a student trying to escape to or from the site.
- "Hostile vegetation" (dense, thorny groundcover or bushes) often can be used effectively to define boundaries of various kinds around and within school property, providing it doesn't interfere with natural surveillance.
- In high risk locations, see-through fencing may be best because nothing can be hidden behind it.

It is recommended that there be a minimum distance of 10 feet between buildings and trees.

In existing schools, hiding places along pedestrian routes can be exposed to natural surveillance by trimming landscaping, improving lighting, removing solid fencing or installing convex mirrors.

Vegetation that is overgrown and in close proximity to the building can provide concealment for an intruder and inhibits detection. Consider trimming shrubbery to a maximum height of two and a half to three feet. Or for larger trees, consider removing trees or trimming lower branches to no lower than 6 feet above the ground.

A generous setback of the school makes it harder for intruders to sell drugs to students, lure them off campus, or victimize them with drive-by shootings.

If school facilities are used for after school activities, limiting access bars unwelcomed visitors from entering an unsupervised area of the school and engaging in illicit behavior.

Avoid using large decorative stones near doors, windows, or garden area. These can be used as tools for break-in, vandalism or weapons. Consider removing them or permanently securing them to the ground so they cannot be easily removed.

If decorative landscaping is used around school buildings it is better to use mulch that is replace every year. With mulch, one can easily tell when it has been turned over due to discolorations or wetness. Mulch turned over near windows could be a sign of potential illicit behavior. Gravel landscaping does not provide this visual surveillance.

For existing buildings, exterior lighting is best evaluated at night.

At a minimum, number all exterior doors and at least one window per classroom to direct tactical and rescue operations. Numbers should be at eye level, reflective and visible for long distances. Clear identification of buildings and areas greatly aids emergency response and rescue efforts.

## **GROUND AND BUILDING EXTERIOR *continued***

If possible avoid sliding and casement windows, which are associated with security problems. Also, operable windows should not have crank and worm-gear openers.

Windows in administrative areas are particularly important for helping staff monitor the main entrance area and the school grounds around it.

Glass replacement is the highest routine maintenance cost for some schools. Consider incorporating skylights (but only if roofs are fully protected from climbers), solar light tubes, or clerestory windows (windows located high on interior walls) and light shelves in lieu of normal-height windows in exposed or vulnerable locations.

Clerestory windows allow for ventilation, light, and privacy while minimizing wall penetrations, but do not provide for natural surveillance.

Ground floor windows should be eliminated where possible on the building perimeter, but this must be weighed against the need for natural light and ventilation in occupied areas and the loss of visual surveillance of school grounds.

Consider treating windows with reflective laminate to prevent casual observation from outside the school. Also, put a reflective sticker on exterior windows so that if local law enforcement patrols the area at night it can easily be determined if a window is open.

Security grills or louvers may be used if they open in one operation with the secondary means of egress.

In new buildings, avoid the use of permanent exterior roof access ladders or exterior building materials and architectural elements that allow climbing to obtain roof access. In existing buildings, apply slippery finishes or coatings to exterior pipes and columns and otherwise block unauthorized access to the roof.

Avoid using swinging doors that must be held open by students. Mishaps at swinging doors are common cause of fighting, especially in middle schools.

## **BUSES AND PARKING**

If emergency vehicle access lanes are required by local codes, they should be constructed as wide sidewalks or grassed, hardened surfaces. Vehicular access should be over the curb, rather than via curb cuts that could encourage unauthorized use.

Separate parking areas may protect staff cars from vandalism. They can also make it easier to manage parking overload. Faculty can park near a secondary entry where they can use proximity cards to gain entry. Unlike publicly accessible entries, the staff parking entry does not need to be supervised. However, mixed parking lots can provide more adult supervision in an area prone to inappropriate behavior in student vehicles.

If reserved parking spots are used they should not be identified by position. Consider removing "Reserved" signs or removing titles to prevent targeting of specific individuals.

## **BUILDING INTERIOR**

Doors, passageways, or stairways that are neither exits nor lead to an exit, but that can be mistaken for exits, should be marked with a "NOT AN EXIT" sign or similar designation.

For efficiently moving large number of students, additional sets of stairs may function more safely and effectively than very wide stairs.

## **BUILDING INTERIOR *continued***

It is recommended against using windows for ventilation in restrooms because windows can serve as passageways for weapons, people, or contraband.

Classroom doors should be able to be secured from the inside. If securing mechanism is on the outside of the door, this puts staff at risk by forcing them to step into the hall to secure the door during a lockdown. Consider:

- Installing locks to allow classrooms to be secured from the inside
- Requiring doors to be locked at all times thus ensuring, in the event of an emergency, faculty do not have to go into the hall to lock doors.

For schools with elevators, options include:

- Limiting use and access to authorized individuals.
- Installing elevators in the main lobby or other areas with good visual surveillance.
- Including a 5-foot-deep landing area in front of the elevator, out of hallway traffic, to minimize traffic conflicts.
- Installing video cameras in front of and within elevator cabs.
- Providing elevator recall and emergency message capability.

High value equipment located near windows increases the opportunity for “smash and grab” thefts. Consider:

- Installing motion sensors in exterior classrooms with high value equipment.
- Moving computer labs and classes that utilize high value equipment to the interior of the school, if possible.
- Moving computer / high value equipment away from windows.
- Installing burglary resistant or reinforced glass.

## **OFFICE**

The administration office should have a clear view of visitors as they enter the school. An office without a clear view provides the opportunity for undetected access to students and staff. Consider:

- Install and secure interior doors to create a containment area
- Installing a camera and intercom to verify visitor identify prior to allowing access by an electronic door release.

Administration office personnel should have the ability to inconspicuously raise an alarm or notify law enforcement in case of emergency. Consider installing panic buttons / duress alarms that annunciate with local law enforcement or separated offices that are continually occupied.

Consider identifying a safe haven. A safe haven is a windowless room with a solid door, easily locked from the inside without requiring a key, and in which there is a telephone for calling for help.

## **CLASSROOMS**

When all parts of the classroom are visible from the classroom door it helps to aid natural surveillance and reduces opportunities for misbehavior.

Faculty should avoid positioning their desks in the blind corner of the classroom. This limits the faculty’s ability to see what is going on either outside or through the door, and does not allow for situational awareness. This also hinders students and faculty from occupying that space during a lock down Consider:

- Have faculty place desks in positions that allow them to visually see into the hallway and areas outside their windows.
- If there are hard-line drops causing the placement of the desks in the blind corner have them moved.

## **CLASSROOMS *continued***

Well lit classrooms are safer classrooms. Utilizing as much natural light as possible is recommend. Natural light does not depend on a power source.

For portable classrooms, consider:

- Windows from the main building should overlook the school's portable classrooms and the pedestrian paths to them.
- Portable classrooms should be placed together as much as possible to prevent avoidable sprawl, but are sufficiently separated from one another and from permanent structures to meet fire code requirements.
- Portables should be gathered within security fencing, but have direct access to main school.
- Portables should be reasonably close to the main school so students aren't forced to walk long distances between buildings.
- Evacuation paths should be pre-determined to avoid unreasonable time or distance requirements.
- Power and computer cabling should be run in a manner that makes them resistant to vandalism, such as underground.
- Positioning, lighting and screening decisions maximize natural surveillance between and under portables.
- Walkways to portables should be direct, logical and well indicated with signs or markings.
- Isolated portables should be monitored by CCTV cameras.
- Door windows or fisheye viewers permit people inside the classroom to see people outside the classroom.
- Communication devices, like the PA system, allow faculty and office staff ability to reach each other.
- Classrooms can be locked and unlocked from the inside of the classroom by faculty.
- Sliding windows have lift and slide protection against burglars.

Eliminating portable classrooms is preferable from a safety viewpoint, but unrealistic for many schools.

## **KITCHEN AND CAFETERIA**

Considerations for food delivery doors and delivery procedures:

- Consider installing a peephole or intercom to verify delivery personnel.
- Implement policies requiring the door to be locked at all times.
- Establish a delivery schedule so that kitchen personnel know when to expect it.

## **SCIENCE LABS/VOCATIONAL TRAINING SHOPS**

At the end of the year any remaining chemicals should be disposed of properly. Chemicals for the chemistry lab or vocational training areas should be purchased on an annual basis.

## **MECHANICAL SYSTEMS**

Multiple staff members should know how to shut-off electrical/gas/water shut-offs. Maintenance staff may not be available when an emergency occurs.

## **PLAY AND OUTDOOR RECREATION AREAS**

Placing play areas on higher ground, installing lighting for night games, or removing visual obstacles are some options for improving natural surveillance.

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