



HOW TO HARDEN YOUR SCHOOLS

**Who do you contact to get an
assessment for your school?**



Contact information:

Paul Toups

School Safety Training Coordinator

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Next step:

Establish your School Safety Team

- 1. School Safety Coordinator**
- 2. School District Facilities Manager**
- 3. SRO over the district or for school**
- 4. Administrator for school: Principal or Assistant Principal or designee.**

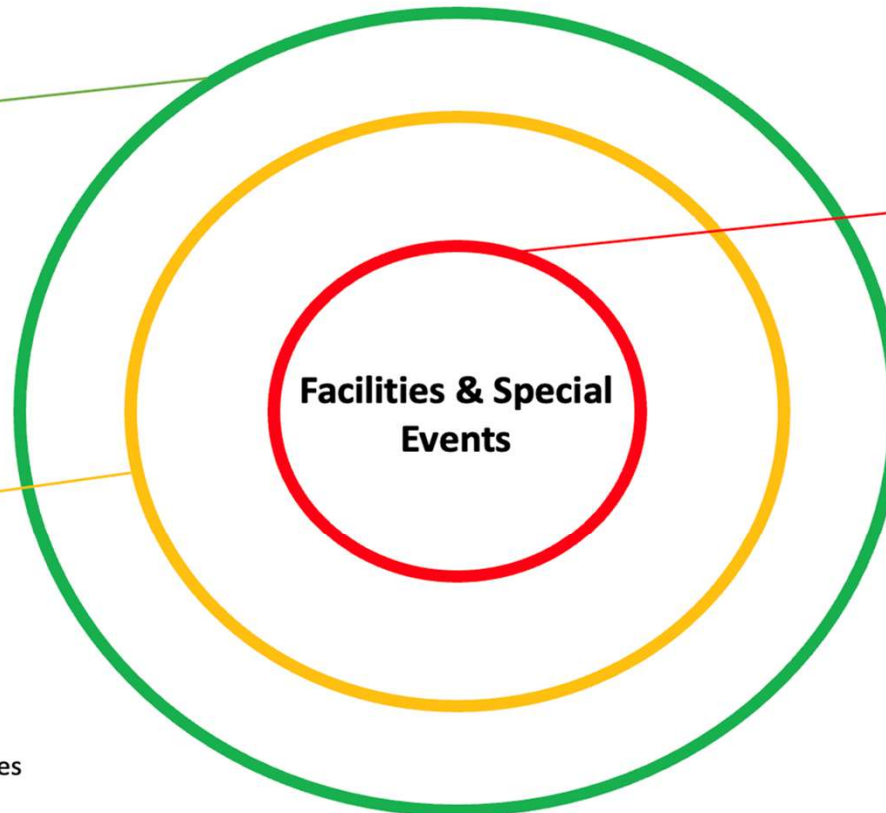
Physical Security Protection Strategy

Perimeter Security:

- Fencing
- Barriers
- Lighting
- Signage
- Security Forces

Middle Security:

- Access Control
- Intrusion Detection Systems
- Camera Systems
- Key Accountability
- Protective Seal Accountability
- Physical Security Deterrence Measures




Internal Security:

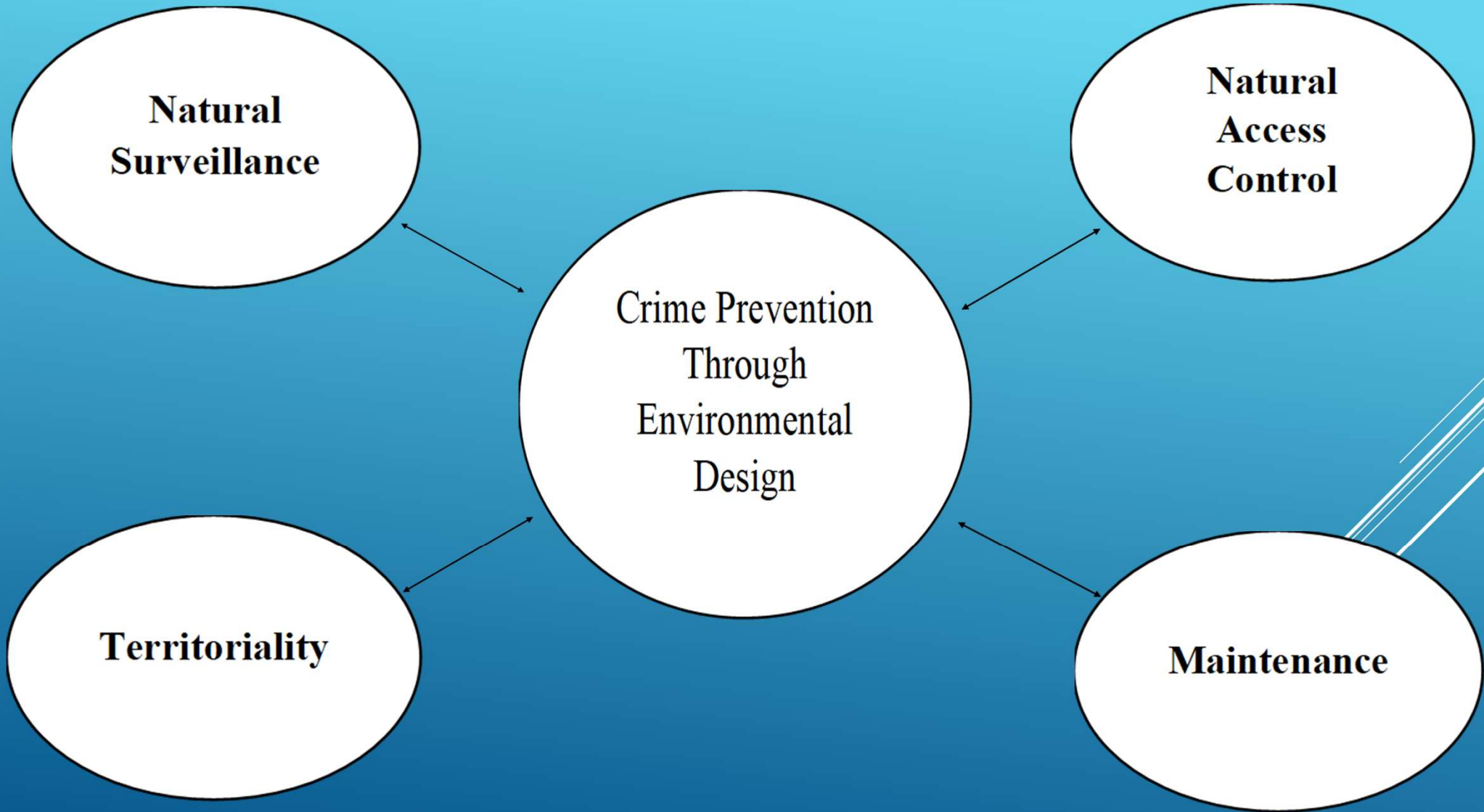
- Risk Management Procedures
- Threat Monitoring Procedures
- Quarterly Security Meetings
- Security Awareness Training
- Bomb Threat Procedures
- Employee Background Checks
- Contractor Background Checks
- Sensitive Item Inventories
- Annual Security Exercises
- Annual Physical Security Inspections

Perimeter Security: 
Middle Security: 
Internal Security: 

CPTED
Crime Prevention
Through
Environmental
Design



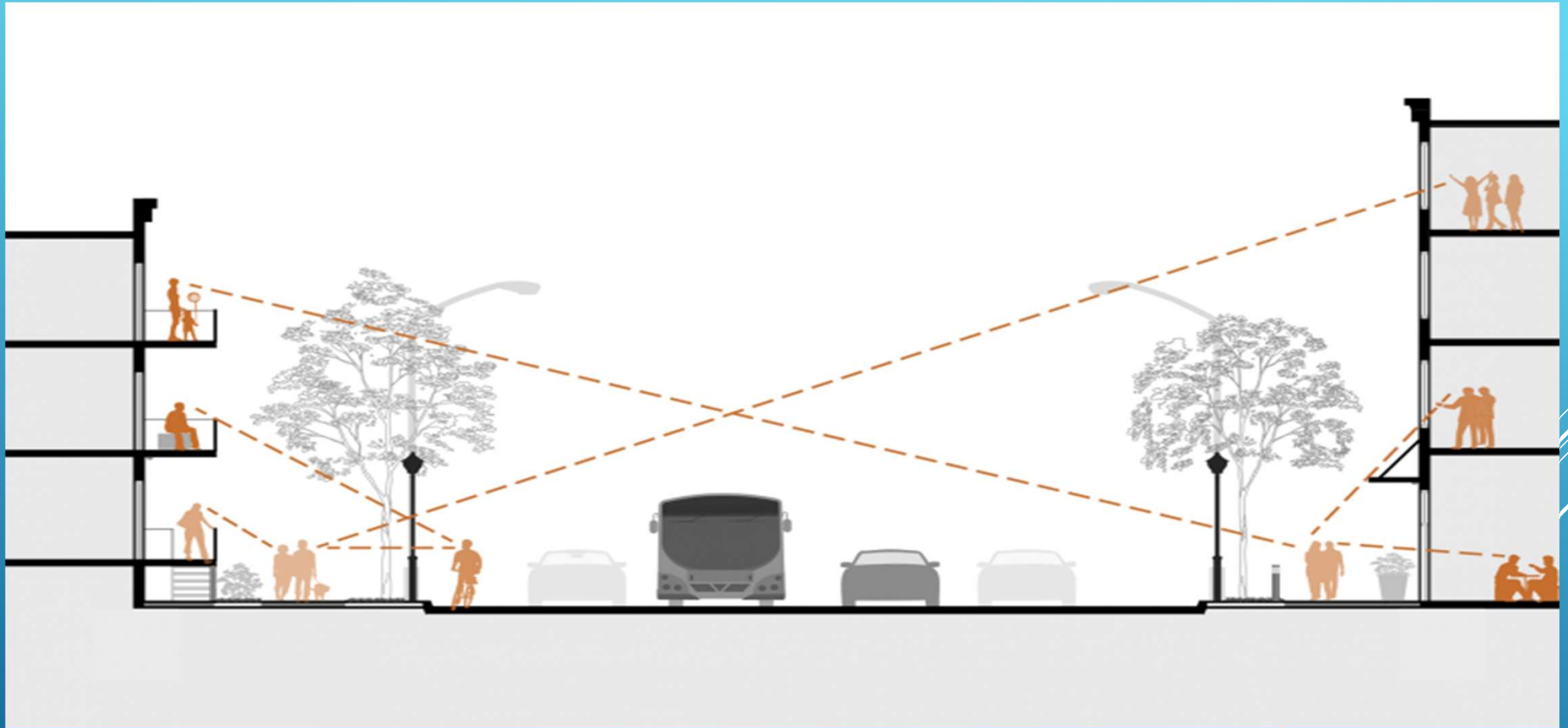
CPTED includes physical and social management and law enforcement recommendations that seek to affect positive human behavior as people interact with their environment. The environment is inclusive of the people, their physical, and social surroundings, and how people behave and act.





**Natural
Surveillance**

The fundamental premise is that criminals do not wish to be observed. Surveillance or the placing of legitimate eyes on the street increases the perceived risk to offenders.



Can I see? Can others see me?



BEFORE



AFTER



**Natural
Access
Control**

Natural access control relies on doors, fences, shrubs, and other physical elements to keep unauthorized persons out of a particular place if they do not have a legitimate reason for being there.



DO I KNOW WHERE TO GO?

Natural Access Control

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



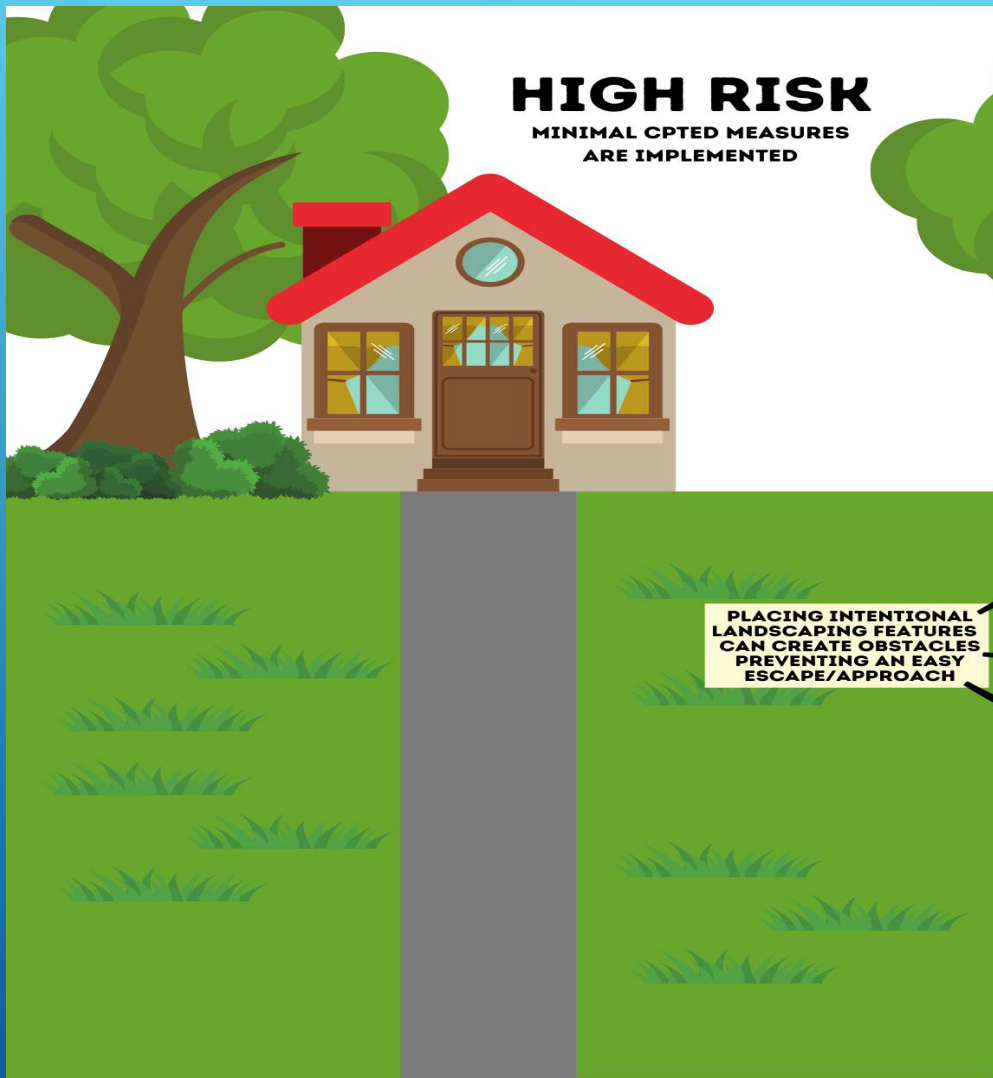


Territoriality

People naturally protect a territory that they feel is their own and have a certain respect for the territory of others. Clear boundaries between public and private areas achieved by using physical elements such as fences, pavement treatment, art, signs, good maintenance, and landscaping are ways to express ownership.

HIGH RISK

MINIMAL CPTED MEASURES
ARE IMPLEMENTED



PLACING INTENTIONAL
LANDSCAPING FEATURES
CAN CREATE OBSTACLES
PREVENTING AN EASY
ESCAPE/APPROACH

LOW RISK

ROBUST CPTED MEASURES
ARE IMPLEMENTED



SHRUBBERY IN FRONT OF
WINDOWS NATURALLY
PREVENTS EASY VIEWING
INTO THE HOME


DENSE VEGETATION CAN
BE USED AS NATURAL
FENCING - PREVENTING
EASY ACCESS

PLANTS CAN BE USED TO
CREATE NATURAL
BARRIERS WHILE ADDING
TO OVERALL AESTHETIC

AN INDIRECT PATH TO
THE FRONT DOOR SHOWS
PURPOSE AND INTENT
UPON ENTRY/EXIT

LIGHTING MAKES IT MORE
DIFFICULT TO USE THE
COVER OF DARKNESS TO
HIDE

A SIMPLE GATE CREATES
A BARRIER THAT FORCES
PEOPLE INTO A SINGLE
ENTRY POINT



Maintenance

This is related to the neighborhood's sense of 'pride of place' and territorial reinforcement. The more dilapidated an area, the more likely it is to attract unwanted activities. The maintenance and the 'image' of an area can have a major impact on whether it will become targeted.

Social scientists James Wilson and George Kelling introduced the *Broken Window Theory* in 1982.

The theory suggests that visible signs of disorder, vandalism, and misbehavior — such as unrepaired broken windows — lead to more disorder, vandalism, and misbehavior. And an increase in those areas *can* lead to an increase in both property and violent crime.

At its most basic, the CPTED concept of maintenance means that property owners should care for their property.

If it *looks* like no one cares, then others will treat it that way.

If it *looks* abandoned, then why shouldn't someone break into it?

Maintenance includes:

- ▶ **Keeping up with all repairs**
- ▶ **Removing graffiti quickly and completely**
- ▶ **Taking care of the lawn, garden, and any other landscaping**
- ▶ **Removing trash and other debris**
- ▶ **Replacing burnt-out light bulbs on exterior lights**
- ▶ **Taking pride in the overall appearance**








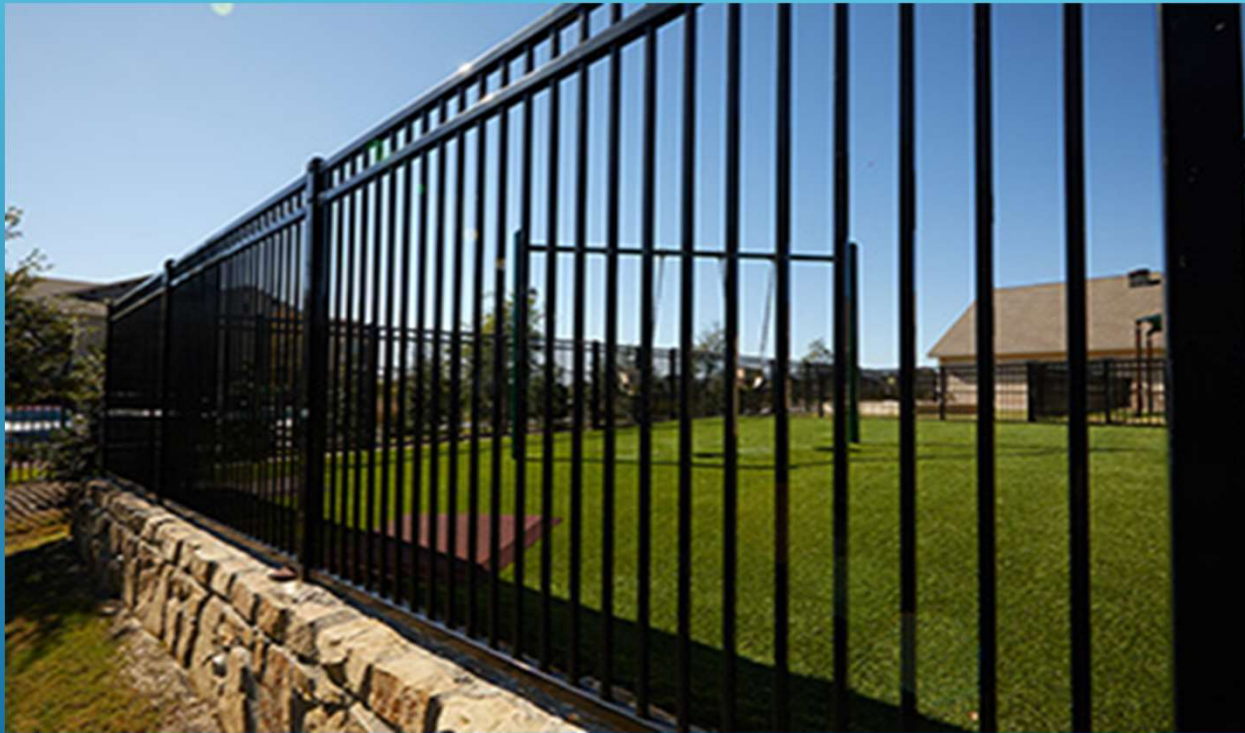
Perimeter Security:

- ▶ **Fencing**
 - ▶ **Barriers**
 - ▶ **Lighting**
 - ▶ **Signage**
 - ▶ **Security Forces**
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against the blue background.

School grounds are properly fenced (approx. 6-8 ft. to prevent unauthorized entry).

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the blue background.















- ▶ **There is one clearly marked and designated entrance for visitors.**
- ▶ **Signs are posted for visitors to report to main office through a designated entrance.**
- ▶ **There is only one clearly marked and designated entrance for visitors.**
- ▶ **Do all exterior doors have signs requiring visitors to report to the main office to sign in and obtain I.D.**



ALL VISITORS

**MUST REGISTER AT THE
MAIN OFFICE PER
SCHOOL DISTRICT POLICY.**

**VIOLATORS OF THIS POLICY
ARE SUBJECT TO ARREST**



All Visitors Entering
The School Campus
Must Report to the Office
All Visitors and Employees
Must Display a Visitor or
Authorized ID Badge
While on Campus During
School Operating Hours
PUBLIC EVENTS EXEMPT
PENAL CODE 6272 N.M.J.S.D. POLICE NO. C0250

NOTICE
VISITORS MUST REGISTER AT
THE PRINCIPALS OFFICE
BETWEEN THE HOURS OF 8:00 AM TO 4:00 PM
ENTER THE CAMPUS FROM 2001 400 BROADWAY
THE PRINCIPAL OFFICE IS LOCATED...
VIOLATION OF THIS RULE IS AN
INFRACTION PUNISHABLE BY A FINE OF ONE
THOUSAND DOLLARS (\$1,000) OR SIX MONTHS
IN COUNTY JAIL OR BOTH, AS PROVIDED BY
THE CALIFORNIA PENAL CODE, PUNISHABLE BY
IMPRISONMENT FOR ONE OR MORE YEARS.

MAIN OFFICE





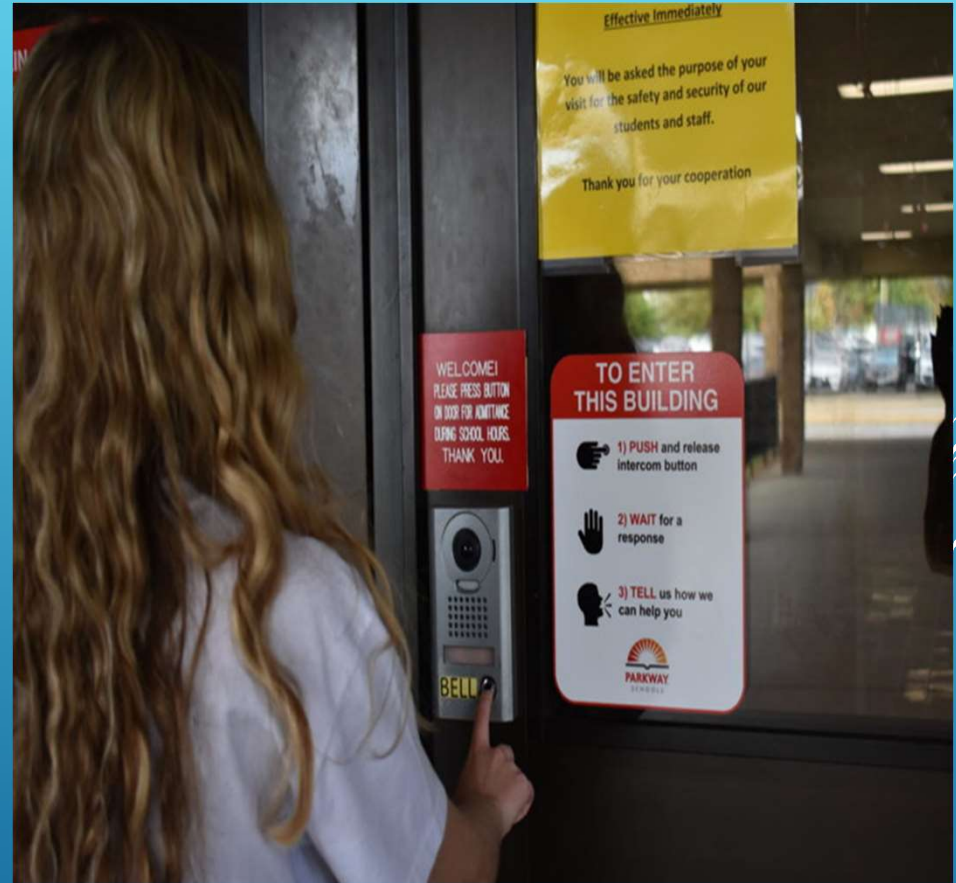
Student drop-off and pick-up area is clearly defined.



Signage indicating surveillance cameras are present and recording.

Middle Security:

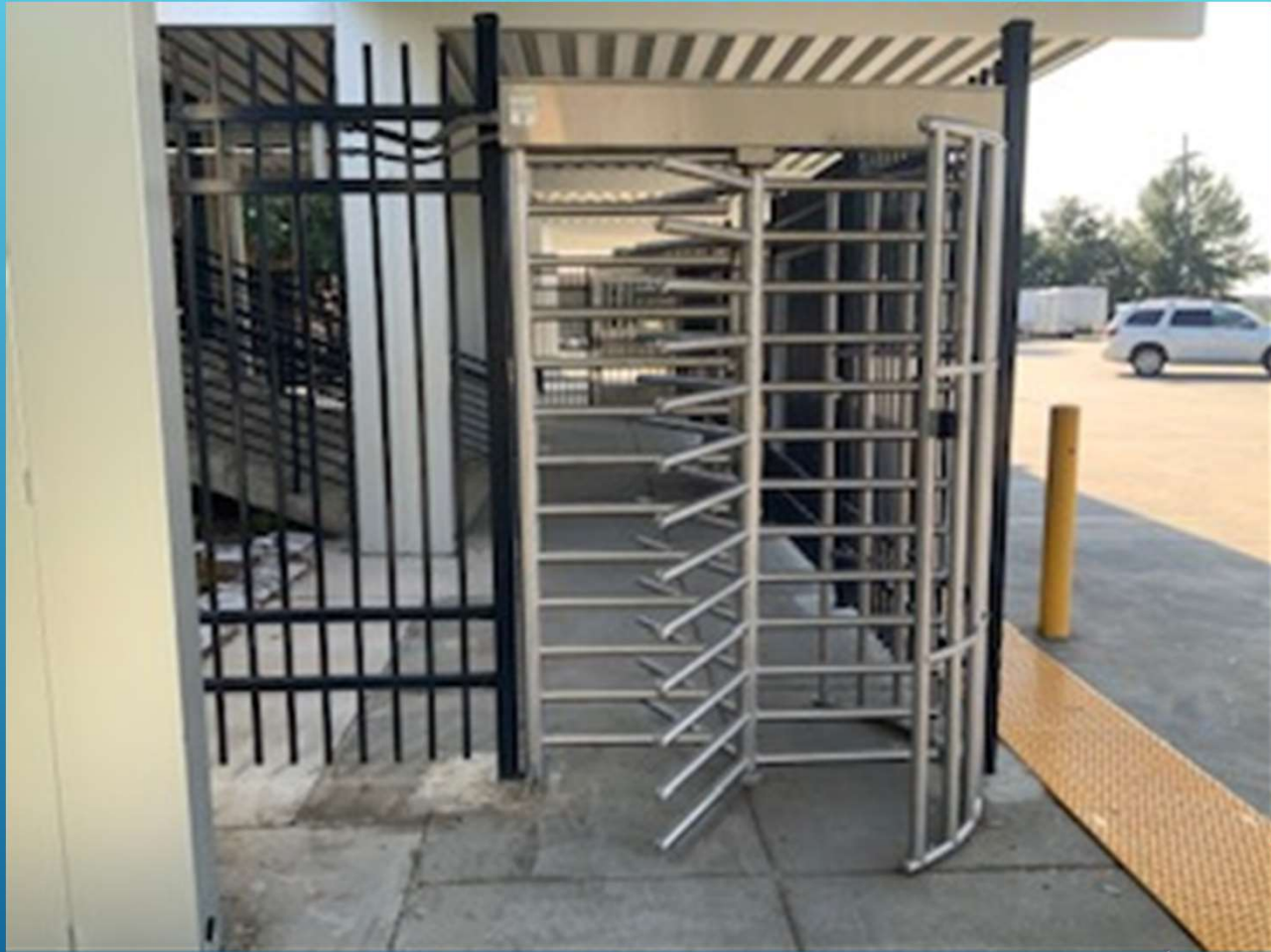
- ▶ **Access Control**
- ▶ **Intrusion Detection Systems**
- ▶ **Camera Systems**
- ▶ **Key Accountability**
- ▶ **Physical Security Deterrence Measures**












**Ways to tie in multiple buildings
with fencing, security screening with
doors or gates.**

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue gradient background.









- ▶ **Students/staff are issued parking stickers/hangtags for assigned parking areas.**
- ▶ **Student access to parking area is restricted to arrival and dismissal times.**
- ▶ **Staff and visitor parking spaces have been designated.**



Shorter 3" x 2.75" tags tuck behind a mirror.
10 different colors



Large tags are simple to spot
and won't get lost

▶ **Ground floor windows:**

- ▶ **a. No broken/cracked panes?**
- ▶ **b. Locking hardware in working order?**
- ▶ **c. Are windows fully functional?**
- ▶ **d. Does window have other security features?**
 - ▶ **Wire mesh?**
 - ▶ **Security screens?**
 - ▶ **Security laminate?**



















Internal Security:

- **Risk Management Procedures**
 - **Threat Monitoring Procedures**
 - **Quarterly Security Meetings**
 - **Security Awareness Training**
 - **Bomb Threat Procedures**
 - **Employee / Contractor Background Checks**
 - **Sensitive Item Inventories**
 - **Annual Security Exercises**
 - **Annual Physical Security Inspections**
- 

Crisis management plan and training

Schools basic plan:

A basic school-based crisis response plan has seven key elements:

- organizing structure**
- communications system**
- accountability system**
- parent/student reunification**
- alternative location**
- equipment and supplies**
- aftermath/recovery plan**

FUNCTIONAL ANNEXES

To develop functional annexes to a school EOP:

Identify and outline response, recovery, and other procedures that your school might need before, during, or after an incident.

Identify the title, goal, objectives, and courses of action for those procedures.

Examples: Evacuation, Shelter in Place, Reunification

HAZARD-SPECIFIC ANNEXES

Hazard-specific annexes describe emergency response procedures for a **specific hazard. They focus on the special planning needs generated by the one hazard. For example, your school may have a hazard-specific annex that addresses the unique procedures used to respond to specific hazardous materials used at your school.**

TRAINING COORDINATION

- **Drills semi - annually – required by law with one drill being during high traffic points during school day, ie. class change or lunch period.**
- **Tabletop semi - annually - Tabletop exercises are small group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community.**

Functional training 1-2 years

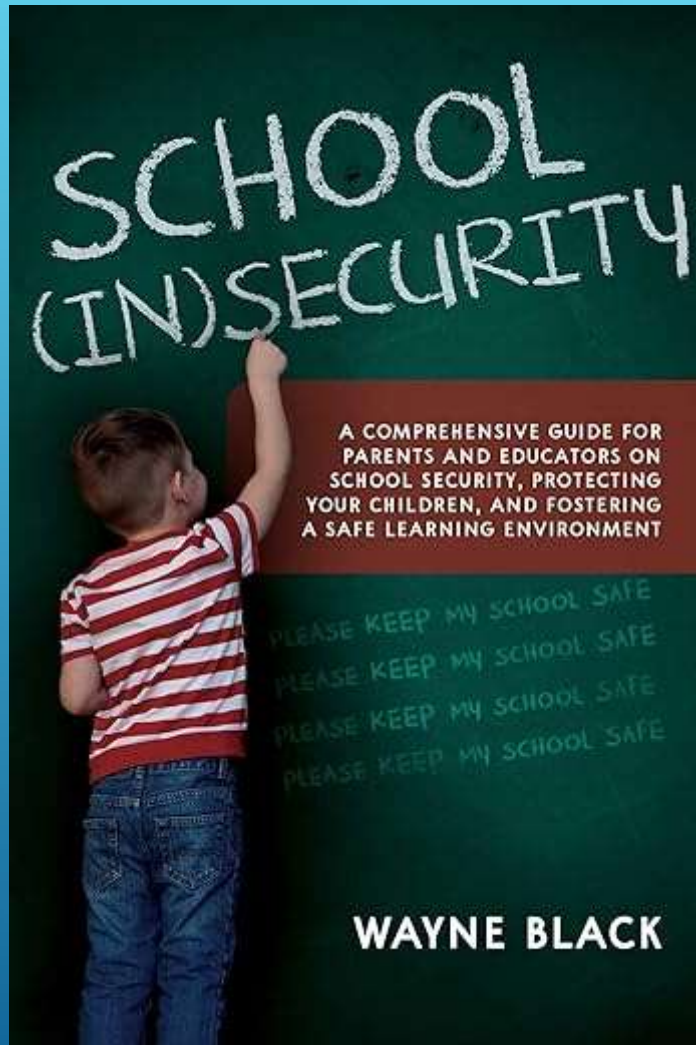
Functional exercises are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions. Functional exercises are typically focused on exercising plans, policies, procedures, and staff members involved in management, direction, command, and control functions.

Functional training 1-2 years – Cont'

They allow participants to practice their specific roles or functions in an emergency situation. This type of exercise is conducted in a realistic, real-time simulated environment and often utilizes simulators (individuals that assist with the facilitation of the exercise) and follows a master scenario events list that dictates additional information, occurrences, or activities that affect the exercise scenario.

Full scale training 2-3 years

These exercises are the most time-consuming in the exercise continuum and are multiagency, multi-jurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the necessary agencies and participants, public information systems, communications systems, and equipment.



A COMPREHENSIVE GUIDE FOR
PARENTS AND EDUCATORS ON
SCHOOL SECURITY, PROTECTING
YOUR CHILDREN, AND FOSTERING
A SAFE LEARNING ENVIRONMENT

PLEASE KEEP MY SCHOOL SAFE
PLEASE KEEP MY SCHOOL SAFE
PLEASE KEEP MY SCHOOL SAFE
PLEASE KEEP MY SCHOOL SAFE

WAYNE BLACK



Resources:

- https://rems.ed.gov/District_TrainingExercises.aspx
- <https://www.fletc.gov/>
- https://rems.ed.gov/docs/mobile_docs/cpted-guidebook.pdf
- *School Insecurity* by Wayne Black



Questions?????



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Coordinator**

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