



Campus Safety and Security Audit Toolkit

School Name

School Address

School Phone Number

School District

Principal

Dates of Audit

Safety Audit Team Members:

_____	_____
_____	_____
_____	_____

Development of School Safety and Security Audit Toolkit

The toolkit was developed as a collaborative effort between safety practitioners at the Texas School Safety Center and school safety and security professionals. The checklist items were developed by studying security audit checklists already available in several states, most notably, Virginia. Other items were developed by comparing those items, from state checklists, against the Vulnerability Self-Assessment Tool (VSAT) put forth by the Department of Homeland Security. The VSAT was a joint project of the Department of Homeland Security and the Texas School Safety Center and is currently under review. During the revision of the audit protocol and checklist, a focus group of school administrators was sent the following questions:

Pilot Test Questions for School Safety Audit Instruments

- Is the purpose of the tool clear to you?
- How motivated were you to participate in the safety/security assessment?
What motivated you/What would motivate you?
- Who is the best person to complete the assessments and why?
How much collaboration with other school or district staff did completing the tool involve?
- Are the instructions for the instrument adequate and understandable?
- Are the questions understandable/easy to answer?
Flag questions that are confusing/hard to answer.
- Would you change anything about the response formats?
- Are there any aspects of school safety and security that are not addressed by this tool that you would add?
- How long did it take to complete the tool?

The responses from our focus group were used to further refine the tool to bring it to the format which was first made available on the Texas School Safety Center Website in June of 2006.

Additional data concerning the tool has been collected at School Safety and Security Audit training sessions held throughout the state and various stakeholder meetings, including district superintendents, principals, other district administrators, transportation officials, and school-based law enforcement officers.

The new format of the School Safety and Security Audit Toolkit was developed with input from these trainings and meetings. We would like to thank the Harris County and Dallas County Departments of Education for their input, feedback and collaboration on the audit protocol. We would also like to thank Sherry Garrard of Sulphur Springs ISD for preparing the quick reference guide and facilitation guide for the entrance conference. We would especially like to thank Dr. Victoria Calder from the Dallas Independent School District for her invaluable assistance with this task. And our special thanks to Jo Moss and the Central Texas School Safety Consortium for their guidance and feedback.

School Safety and Security Audit

PURPOSE OF THIS DOCUMENT

The Texas School Safety Center designed this document* as an all-in-one toolkit to assist safety audit teams with their work. The toolkit is written for personnel who will be conducting the audit. The toolkit contains recommendations and instructions for conducting the audit, including a comprehensive Campus Safety and Security Audit Tool including an intruder assessment, as well as three optional survey instruments for your use: a staff climate survey, a parent survey and a student climate survey. There are also optional staff and student interview forms you may use. The level of safety at each school should be assessed according to multiple indicators and the response of the school should be data-driven.

The school safety audit checklist addresses the following areas:

1. Safety and Security of Site and Building Exterior
2. Access Control
3. Safety and Security of Building Interior
4. Type and Extent of Monitoring and Surveillance
5. Communication and Information Security
6. Development of Emergency Operations Plans
7. School Climate and Culture (including development and enforcement of policies)

BENEFITS OF CONDUCTING AN AUDIT

School safety is the responsibility of everyone—staff, students, parents, and the community. An audit, if used effectively, can provide a snapshot of the school's safety and identify areas needing improvement. This proactive process can help ensure that students achieve their learning potential within a safe and secure environment while fulfilling the requirements of Texas Education Code § 37.108 (B) (SB11).

*Portions of the Campus Safety and Security Audit Tool have been adapted from the Virginia Department of Education's School Safety Audit Protocol.

RECOMMENDATIONS BEFORE BEGINNING

- **Each district may create a safety audit team that will conduct the audits at schools in the district.** Team members should represent a variety of stakeholders including, but not limited to, central office administrators, teachers, school nurses, counselors, parents, law enforcement personnel, maintenance personnel, and community volunteers. The team should consist of three to six members.
- **To ensure neutrality and objectivity, team members should not audit their own facility.** For example, the principal in School A should be part of the team auditing School B. Team members can rotate off and on the team, depending on the school site being audited.
- **While a district or school may choose to contract with private organizations to conduct the safety audits, it is advantageous to use available resources within the school and community.** This helps to develop a sense of ownership throughout the school and community which is an essential component to maintaining safe schools. Outside consultants are less likely to maintain an ongoing relationship with staff, students, and parents.
- **It is not recommended that a single individual conduct the audit.** The team approach provides more objectivity, and the school benefits from the expertise that can be provided by a variety of individuals. Yet another advantage for the school is the opportunity to inform the community about the school's programs, procedures, and initiatives which focus on maintaining school safety.
- **Provide copies of the School Climate Surveys, if you choose to use them, to the principal 2 – 3 weeks ahead of time and advise that they be given to teachers, staff and a sampling of students in advance of the audit.** The results can be summarized ahead of the audit to help determine the safety needs of the campus.

Frequently Asked Questions about Texas Education Code 37.108 (Senate Bill 11 79R)

- **What is the school's responsibility for being in compliance with TEC 37.108**

- (a) The district is responsible for the implementation of a security audit as required by Subsection (b).

- (b) At least once every three years, a school district shall conduct a security audit of the district's facilities. To the extent possible, a district shall follow security audit procedures developed by the Texas School Safety Center or a comparable public or private entity.

- (c) A school district shall report the results of the security audit conducted under Subsection (b) to the district's Board of Trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center.

- **How often must a school conduct a safety audit?**

- Each school must conduct a complete safety audit every three years. A review of the recommendations set forth in the written audit report should be conducted annually.

- **Are schools required to complete a written report of the audit findings?**

- Schools are required to report their findings to the Board of Trustees. This is most commonly reported in a written format.

- **Are schools required to submit certification of audit completion?**

- Schools are required to report *certain* results of their audit to the Texas School Safety Center on a web-enabled form. This web-form will become available in June of 2008.

- **Is there a deadline for completing our first district audit?**

- The first round of audits must be completed by August 31, 2008

- **What is the school's responsibility during the three-year interim between audits?**

- It is recommended that the building administrator, in consultation with an audit team representative, conducts an annual review of the audit report. The intent of the annual review is to monitor the ongoing progress of the recommendations set forth in the report and to identify any additional needs or safety concerns which have developed since the audit was conducted.

Getting Started With Your School Safety Audit

The full audit process for one facility should take one to two working days.

During the course of the audit, team members should follow the Campus Safety and Security Audit Tool in this toolkit to ensure that all components of the audit are addressed. Team members may assess additional components which may be determined locally. The following section details the audit protocol recommended by the Texas School Safety Center.

Intruder Evaluation and On-site Visit

Prior to the on-site visit, a member of the audit team, who is not known at the campus, should conduct an intruder evaluation. The intruder evaluation consists of documenting the date and time of the assessment, areas of the school that were accessible, amount of time before intruder was observed or approached, and an evaluation of the visitor procedures that are in use at the school.

The Intruder Assessment can be found on page 31 of the Audit Toolkit.

PART ONE

- The audit team should schedule an on-site visit with the building principal two to three weeks in advance. In most cases, the on-site visit can be completed in one day. If the campus is very large, Part One activities may take longer than one day.
- Two or three of the audit team members should be adequate to manage the activities of Part One. Fewer than two members will not provide a comprehensive and objective assessment, and more than three members may disrupt the school's normal activity.

The specific activities during Part One include:

1. **Entrance conference** with the building principal and other members of the campus safety team to go over survey results, campus concerns, and answer questions. (*See page 12 for how to conduct the entrance conference*)
2. **Walk-through** and visual assessment of the buildings and grounds using the Campus Safety and Security Audit checklist.
3. **Observation of students' lunch period** and movement in school.
4. **Observation of students' dismissal** from school.
5. **Brief exit interview** with the principal.

PART TWO

Following the on-site portion of the audit, Part Two activities may be conducted at the campus or another location. During Part Two, the entire audit team will meet to review the documents provided by the school and the results of Part One's audit activities.

The specific activities during Part Two include:

1. Examination of campus information and documents including:

- a. Campus EOP (including campus and site maps)
- b. Student Code of Conduct and Discipline data
- c. Information from Entrance Conference
- d. Data from School Climate Surveys
- e. Other school policies and procedures
- f. Other pertinent information provided by school personnel

(A full list of the necessary documents is provided on the following page).

2. Analysis of the results of the Campus Safety and Security Audit Tool.

3. A draft report submitted to the principal with findings and recommendations.

The final report to the board will be completed by the superintendent or designee.

Certain results will be reported to the Texas School Safety Center via a web-form that will become available in June, 2008.

Documents Needed for Review on Part Two:

- Campus Emergency Operations Plan
- Floor Plan of facility (see details below)
- Site Plan of facility (see details below)
- Phone locations and numbers
- Emergency contact numbers including home
- Aerial Photograph
- Student Code of Conduct
- Student/Staff IDs and ID policy
- Visitor Procedures
- Campus Improvement Plan
- Climate Survey results from staff, students, and parents (or interviews)
- Campus Discipline Referral Data

Floor Plans:

- All hallways and classrooms are clearly identified and labeled (on plan and doorways)
- All access doors to adjoining rooms identified
- All special education and science lab classrooms labeled
- All custodian closets, book rooms, lounge areas, and workrooms are identified, labeled, and numbered
- Locations of all interior hallway doors noted
- Location of central power control access panel identified
- Location of main physical plant identified
- Location of master keys to facility
- Location of emergency evacuation kits (“to go” boxes)
- Location of all roof access points identified
- Location of internal intrusion alarm panels and type listed
- Internal/External video camera locations identified
- Video camera monitoring sites labeled
- Location of cable TV access control
- Location of audio monitoring systems (PA system)
- Location of fire sprinkler controls
- Location of connection to external water source for fire department
- Location of school phones and pay phones (all numbers listed)
- Building evacuation routes identified
- Location of all fire extinguisher boxes (floor plans can be located inside for access)
- Location of all Automated External Defibrillators (AED)

Site Plans:

- Access points (location and number)
- Fenced areas (type of fence)
- Portables (labeled and numbered)
- Evacuation areas
- Incident command center
- Media staging center
- Family reunification center
- Public Safety Equipment staging area
- Bus evacuation area
- Exterior hallways and wings labeled
- Inner perimeter areas defined and labeled
- Location of outbuildings, sheds, greenhouses (labeled and numbered)
- Location of pipes, tanks, gas lines, etc.
- Athletic facilities clearly identified and labeled

Format for Written Report

Using the information from the Campus Safety and Security Audit Tool as well as the document review, the team will prepare a written draft report of the audit findings. Once the draft is completed, the report should then be submitted to the principal and superintendent. The report should include (minimally) both commendations and recommendations.

1. **Demographics.** The written report should begin with the demographic information that was covered in the School Characteristics portion of the audit tool (p. 13).
2. **Results of entrance conference interviews and School Climate Surveys.** Summarize the concerns of administrators, staff and students that were voiced at the entrance conference and from the staff/student School Climate Surveys, including a sample of comments that were made.
3. **Document review.** The report should then cover the document review with specific information about what documents were available and the usefulness of these documents.
4. **Safety audit components.** The report should cover each section from the audit tool, mentioning specific areas of concern.
5. **Commendations and Recommendations.** Finally, the report should summarize the findings with a list of commendations and recommendations as discussed below:

Determining Commendations and Recommendations

- **Areas of commendation can be identified by the items marked YES on the checklist.**
Sections that are predominately marked yes can be used to develop commendations.
A commendation will indicate that the school has made safety a priority in this area and has previously made plans, improvements, or developed policies to ensure student and staff safety.
Be specific in letting the school know the things they are already doing well.
- **Items marked NO will need to be considered as possible areas of concern.**
The audit team should reflect on the following:
 - Does the data indicate a need for this criterion to be in place at the school?
 - Is this criterion considered a best practice in school safety?
 - Is this criterion already in process on the campus?
 - Will the addition of this criterion make the school a substantially safer place?

The audit team will need to prioritize the needs of the campus while making recommendations for improving the safety of the campus. Cost/benefit analysis may be taken into account in deciding what recommendations to make.

Submitting a Written Report

The principal should submit the School Safety Audit Draft Report to the superintendent during the academic year in which the audit was conducted, along with any actions the campus has taken to mitigate any negative findings. The superintendent will write the official report of the district's audit to submit to the Board of Trustees, in accordance with Texas Education Code § 37.108(B).

Quick Reference Guide - Security Audit Toolkit

The following areas of focus have been provided to facilitate the completion and annual update of a security audit assessment using the Toolkit.

<u>Sections</u>	<u>Areas of Focus</u>	<u>Pages</u>	
		<u>Policy</u>	<u>Observation</u>
A. School Characteristics and Surrounding Environment		13	-
School Characteristics	Enrollment, free and reduced lunch, special populations, and class changes		
B. Grounds and Building Exterior	Fencing, gates, covered mechanical and electrical equipment, shrubs, and exterior doors	15	22
Buses and Parking	Loading zone, designated areas, signage, lighting and bike racks	15	23
Play/Outdoor Recreation Area	Fencing, compliance guidelines, emergency vehicle accessibility, bleachers and risers	-	23
Building Access	Single point of entry, entry/exit procedures along with drug, weapon and drug-free signage	-	23
Keys and Identification	Master key/entry card control system, staff photo ID badges and student photo ID badges	15	-
Visitor Procedures	Signs, procedures, sign-in station identified, sign-in process, contractor/vendor sign-in	16	24
Deliveries	Designated receiving areas, delivery sign-in, science deliveries, delivered items inspected	16	-
C. Building Interior	Doors numbered, lighting, emergency lighting, exit signs, fire extinguishers and restrooms	16	24
Cafeteria	Lighting, stove/sprinkler, freezer/opens from inside, shut-off locations for electrical/gas/water	-	25
Gymnasium Area	Lighting and windows protected and Steroid Law Notice posted in each PE area (7th and up)	-	25
Science Laboratory	Eyewash stations, master shut off switches, fire extinguishers, storage, MSDS sheets, etc.	-	26
Other Specialized Classrooms	Ventilation for paint booths, auto shops and welding booths and dust removal equipment	-	27
D. Monitoring and Surveillance		16	27
School-based Law Enforcement	On-site, visible presence, etc.	16	28
E. Emergency Operations Plan (EOP)		18	-
	Updated EOP, floor plans, ICS, emergency procedures and reunification procedures		
F. Communications Systems	2-way communication, media guidelines, spokesperson and electronic back-up systems	-	28
G. School Climate and Culture		19	-
	Physical environment, parent and student involvement, reporting, staff and student training, health practice, referral resources		
H. Health Practices	Hand washing, Policies & Procedures	-	28
I. Intruder Assessment	Unscheduled visit to test access control		31

Part One will include informal interviews or “entrance conference” with administrators and randomly-selected staff and students. If School Based Law Enforcement officers are assigned to the school, they should be included in the interview process. **The purpose of the entrance conference is to establish the context in which the school operates, determine the perceived level of safety among various users, and gather responses to portions of the Campus Safety and Security Audit Tool.**

The following are some suggested questions to guide the entrance conference.

Also use the Neighborhood and School Risk Factors tool (on page 14):

- a. What are the most pressing safety needs in your school?
- b. What school safety activities does your school do best?
- c. What safety topics are most important for training and staff development?
- d. What are the biggest barriers to improved school safety measures?
- e. What other comments do you have regarding school safety?
- f. What factors not included below do you believe affect school safety?

Information from the entrance conference will be analyzed as part of the document review, which will take place later in the audit process. During that time, the audit team will review the documents listed above to ascertain how well the school is prepared to deal with everyday safety concerns as well as emergency situations.

School Safety and Security Audit - Demographics

Directions: Answer the following questions regarding the school.

What Regional Educational Service Center (ESC) serves the district? _____

A. SCHOOL CHARACTERISTICS AND SURROUNDING ENVIRONMENT

Staff and Student Characteristics

How many staff members are at this facility?	Staff _____
What is the total enrollment?	Students _____
What percentage of students fit the following criteria?	
Limited English proficient	_____ %
Free or reduced lunch	_____ %
Special education students	_____ %
What is the school's average daily attendance?	Students _____

Which of the following best describes the school: *(Check one item in each column)*

Regular public school	Urban school
Charter school	Suburban school
Have magnet program for part of school	Rural school
Totally a magnet school	
Other (please specify): _____	

Surrounding Environment:

It may not be possible to change the existing adjacent land use patterns. However, the audit should address the influences (both positive and negative) of the surrounding environment and the resulting issues related to safe school planning. The school is located... (Please check all that apply.)

- Adjacent to an interstate highway.
- Off a major (4-lane) road.
- On a busy residential road (not divided by a median).
- Near an industrial area.
- Near a transportation hub.
- Near railroad tracks (within 1000 yards)
- Near a gas pipeline.
- Near a park.
- Adjacent to a business district (e.g. grocery, convenience, fast food, etc.)
- In or near a flood plain

ASSESSMENT OF NEIGHBORHOOD & SCHOOL RISK FACTORS

Ask about these items at the entrance conference.

For each risk factor below, please indicate the extent to which you think it is present for your school:

	Not Present ▼	Minimally Present ▼	Moderately Present ▼	Extensively Present ▼	Don't Know ▼
Vandalism in neighborhood					
High student mobility					
Graffiti in neighborhood					
Gang activity in neighborhood					
Crime in neighborhood					
Poverty in neighborhood					
Trespassing on school grounds					
Parents withdrawal of students due to safety concerns					
Sex offenders in neighborhood					
Students adjudicated for weapons, drugs, alcohol, or assaults					
Bullying, intimidation, harassment in school					
Lack of student support services					
Truancy					

Notes:

School Safety and Security Audit Toolkit

Policies/Procedures Section

The following items cover policies and procedures and are not generally observable.

These items will need to be completed during the entrance conference, during staff interviews or by reading the policies in the staff handbook or other documents. Use a check to indicate the status of the corresponding criterion. Use **ONLY** one check per criterion. Document the comments in the appropriate column.

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
B. Grounds and Building Exterior:	N/AS	N/AP	Yes	No	Comments
1. Graffiti is promptly removed after discovery.					
2. There are anti-intruder alarms.					
Buses and Parking:	N/AS	N/AP	Yes	No	Comments
3. Staff members are required to obtain parking decals or some other form of identification to authorize parking on school property.					
4. High School students are required to obtain parking decals or some other form of identification to authorize parking on school property.					
5. The identities of school bus drivers are verified before they enter the bus.					
6. School buses and other transportation vehicles are adequately secured when not in use (e.g. locked, fencing, signs, video cameras, etc.).					
7. School buses are visually inspected by transportation personnel prior to use					
Building Access	N/AS	N/AP	Yes	No	Comments
8. There is a policy, system, or practice of ensuring secure entry and exit.					
9. Written permission is needed to remove students from grounds. (by custodial and non-custodial parents, friends, mentors, and relatives)					
10. Students must have written permission to leave school grounds.					
11. There are written procedures to guide access to the building by staff before and after school hours.					
12. Staff members present in the building after school hours are required to sign in and out.					
Keys and Identification:	N/AS	N/AP	Yes	No	Comments
13. There is a master key control system to monitor keys, entry cards, and their duplicates.					
14. Keys and entry cards are audited annually.					
15. The school has a Knox box or other system to provide quick access to keys by law enforcement.					
16. The Knox box (if present) is updated as needed.					
17. All staff members are required to wear photo ID badges.					
18. Staff members are required to turn in photo ID badges upon termination of employment.					
19. Students are required to wear photo ID badges. (Identify whether high, middle, or elementary school)					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
Visitor Procedures:	N/AS	N/AP	Yes	No	Comments
20. Visitors are required to wear visible, dated identification.					
21. Contractors and vendors are required to sign in.					
22. Contractors and vendors are required to wear visible, dated identification.					
23. Visitors are escorted, when deemed necessary within the school.					
24. Visitors are required to sign out and surrender visitor's badge before leaving school.					
Deliveries:	N/AS	N/AP	Yes	No	Comments
25. All deliveries are accepted only at designated receiving areas.					
26. All deliveries are documented by having drivers sign a delivery log.					
27. There is a system for inspecting and approving items delivered to the building.					
28. Items delivered are checked against manifest for accuracy .					
C. Building Interior	N/AS	N/AP	Yes	No	Comments
29. Unused areas of the school can be closed off when not in use after school hours.					
30. Lockers are available to students.					
31. There is a procedure in place to inspect and restock first aid kits.					
D. Monitoring and Surveillance	N/AS	N/AP	Yes	No	Comments
32. Remote and isolated hallways are monitored by security cameras.					
33. School buses are equipped with security cameras.					
34. All security camera recordings (building and bus) are retained for 30 days.					
35. There is a central security system.					
36. The central security alarm system is connected to local law enforcement.					
37. The alarm system is in compliance with ADA requirements, taking into consideration people with hearing or visual impairments.					
38. Staff members monitor restrooms during school hours: _____ times per day					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
39. If the building is used after school or on weekends, security is present.					
40. Specific persons are designated to secure buildings after activities.					
41. Security personnel/law enforcement conducts daily visual inspections of the school for suspicious packages and other items.					
42. Local law enforcement/security personnel provide after hours patrols of the school site.					
43. There is a written process for pre-employment recruitment and training for security personnel and/or monitors.					
44. There are written job descriptions for security personnel and/or monitors.					
45. The school requires background checks on all school staff.					
46. The school communicates with parents throughout the year about what they should do in the event of a school emergency.					
47. The school has clear guidelines for working with the media in the event of an emergency.					
48. All safety-related parent or media inquiries are directed to a designated spokesperson.					
49. In the event of an emergency during school hours, procedures are in place to contact parents and the community with instructions.					
50. A method is in place to communicate security instructions to staff in a rapid and timely manner.					
51. School staff protects sensitive information on internal security measures from being released to the public.					
52. School files and records are maintained in locked, vandal proof, fireproof containers or location.					
53. The school regularly backs up important computer files.					
54. The school's computer network provides a secure means to communicate with local, state, and federal authorities.					
55. Filters or other mechanisms are in place to monitor suspicious internet activity on school computers.					
56. There is a current list of staff who are trained in CPR or the use of AEDs.					
57. This list is distributed and shared with all staff.					
<i>After the school day, staff members are assigned to check the following:</i>	N/AS	N/AP	Yes	No	Comments
58. All classrooms locked.					
59. All bathrooms unoccupied and/or locked.					
60. All exterior doors locked.					
61. All security lights are on.					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
E. The Emergency Operations Plan (EOP) is:	N/AS	N/AP	Yes	No	Comments
62. Multi-hazard in nature.					
63. Contains Incident Command System and is NIMS compliant.					
64. Reviewed and updated on an annual basis.					
65. Developed by a school safety planning team representative of all school staff.					
66. Law enforcement personnel are an integral part of the safety planning process.					
67. Emergency management personnel are an integral part of the safety planning process.					
68. Fire department personnel are an integral part of the safety planning process.					
69. There is an updated map of the school's layout with room numbers, evacuation routes, utility shut-offs, location of first aid kits, and all information listed on page 8 of this document.					
70. An updated copy of the map is provided to local law enforcement, fire, and hazardous materials response units.					
71. The school has an established chain of command that will handle emergency response.					
72. The school has designated an on-site (located in line of sight of the campus) incident command post.					
<i>There are emergency procedures for the following:</i>	N/AS	N/AP	Yes	No	Comments
73. Bomb Threats					
74. Hostage Takings					
75. Intrusions					
76. Kidnappings					
77. Acts of Violence (e.g.,shootings)					
78. Hazardous Materials Incidents					
79. Transportation Accidents					
80. Natural Disasters					
<i>The following emergency practice drills are practiced and documented on a regular basis:</i>	N/AS	N/AP	Yes	No	Comments
81. Lockdown (3 times a year)					
82. Shelter in place					
83. Evacuation of building (monthly)					
84. Evacuation of site					
85. Reverse evacuation (outside-in)					
86. Drop and Cover (e.g. tornado, earthquake) (yearly)					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
87. The evacuation plan includes procedures for persons with limited mobility.					
88. The evacuation plan includes procedures for persons with special health needs.					
89. The evacuation plan includes an alternative evacuation site.					
90. The school has a plan for sustaining school occupants for 72 hours.					
<i>Procedures for reunification and release of students to parents include:</i>	N/AS	N/AP	Yes	No	Comments
91. Two confidential reunification sites.					
92. Traffic control plan.					
93. Counselor designee to notify parents of student injury, death, arrest, etc.					
94. Holding area for students which is out of sight from parents					
95. Parents' photo identification is required for release of students					
96. After Action Reviews are held after drills, exercises, and actual emergencies.					
97. The EOP includes a component for post-crisis response, such as the availability of mental health services for students and staff.					
98. All staff (including custodial and food service staff) is trained in the implementation of the EOP.					
99. Substitute teachers are provided safety plan training and information.					
100. Key staff is trained in the Incident Command System (ICS).					
101. The school maintains evacuation and disaster recovery kits.					
102. A telephone threat checklist is available near all telephones.					
G. School Climate and Culture					
Student Code of Conduct	N/AS	N/AP	Yes	No	Comments
103. The Code of Conduct is reviewed and updated annually.					
104. The Student Code of Conduct is posted and prominently displayed or made available for review at the office of the campus principal.					
<i>The Student Code of Conduct includes statements regarding</i>	N/AS	N/AP	Yes	No	Comments
105. Anti-bullying, anti-harassment, and anti-violence policies.					
106. Interviewing policies of student by law enforcement or CPS personnel.					
107. Locker search policies.					
108. Dress code.					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
Disciplinary Procedures:	N/AS	N/AP	Yes	No	Comments
109. Disciplinary practices focus on the root causes of problems and provide problem-solving strategies.					
110. Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced.					
111. Alternatives to suspensions and expulsions are built into the disciplinary policy.					
112. Procedures used to make decisions about student behavior are well-known to students and staff.					
Parent and Student Involvement:	N/AS	N/AP	Yes	No	Comments
113. Parents are an integral part of the school's safety planning and policy development.					
114. Students are represented on the school safety planning team.					
115. Students are actively involved in promoting a positive school climate.					
116. A large percentage (>60%) of students participate in extracurricular activities.					
Reporting:	N/AS	N/AP	Yes	No	Comments
117. There is some type of anonymous hotline whereby students and staff may report incidents or suspicious activities (e.g. Campus Crime Stoppers).					
118. There are standard definitions and procedures to identify school crime included in the school code of conduct or student handbook.					
119. There is a process in place to systematically collect and review discipline referral data.					
General Climate:	N/AS	N/AP	Yes	No	Comments
120. Respect for diversity is emphasized school-wide.					
121. Staff members are visible in hallways supervising/interacting with students.					
Staff and Student Training:	N/AS	N/AP	Yes	No	Comments
122. Administrators, teachers, and other staff members receive annual training in conflict resolution and problem-solving skills.					
123. Administrators, teachers, and other staff members receive annual training in bullying prevention.					
124. Staff knows proper procedures for checking suspicious packages.					
125. Staff is trained to be on the lookout for anything out of the ordinary (persons, behavior, containers, vehicles, broken air vents, etc.)					
126. Staff is trained in how to respond to threats from students, including threats found in school work, notes, journals, or overheard by other students.					
127. Front office staff (including student workers) knows how to respond to a bomb threat or other threatening/suspicious phone calls.					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
128. Science staff receives training on the HAZCOM Act.					
129. Students receive training in positive social skills, violence prevention, conflict resolution, and communication/decision-making skills.					
130. Students receive training specifically on bullying prevention.					
131. Students receive training in sexual harassment/gender respect.					
132. The school has implemented a character education or social skills program school-wide.					
H. Health Practices	N/AS	N/AP	Yes	No	Comments
133. The school has policies and procedures to prevent the spread of infectious diseases.					
134. The school has a representative on the district's School Health Advisory Committee.					
135. The school keeps a record of all student injury and illness.					
136. The school has a written AED policy.					
Referral Resources:	N/AS	N/AP	Yes	No	Comments
137. The school has a Student Assistance Program.					
138. The school has a process to identify and serve the needs of students most at-risk for engaging in disruptive and disorderly behavior.					
139. The school has staff members that are trained to identify and work with potentially dangerous students.					
140. There is a well-developed network of service providers to which students can be referred.					

School Safety and Security Audit Toolkit

Walk-through/Observation Section

Directions:

Perform a walk-through of the facility assessing the criteria below. Use a check to indicate the status of the corresponding criterion. Use **ONLY** one check per criterion. Document the comments in the appropriate column.

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
B. Grounds and Building Exterior	N/AS	N/AP	Yes	No	Comments
141. The school has a marquee (or some other sign) visible from the road clearly indicating the school's name.					
142. Grounds are fenced in appropriate areas.					
143. Grounds are visually separated from adjacent properties.					
144. Gates, if present, are secured when not in use					
145. The perimeter of the school building is clear of debris and obstructions.					
146. The perimeter of the school building is clear of safety hazards.					
147. Mechanical, electrical and other equipment on ground level is surrounded by a protective enclosure.					
148. Shrubs and foliage are trimmed to allow for good line of sight and to prevent people from hiding behind them.					
149. The exterior of the building is free of graffiti.					
150. Ground floor windows have unbroken panes.					
151. Signs are posted to indicate any restricted areas.					
152. Access to the roof is restricted (no climbable plantings or architecture).					
153. All trailers/portables are secured to their location.					
154. All trailers/portables are labeled/numbered.					
155. Areas surrounding trailers/portables are adequately lit.					
156. Paved pathways are positioned to provide the shortest walk between the two points they connect.					
157. There are subtle barriers between paved pathways and adjacent soft grass, flowerbeds, or dirt areas.					
158. Deep recesses at entries are inaccessible when school is closed.					
159. Double exterior doors have a sturdy center mullion.					
160. All exterior doors have non-removable hinge pins.					
161. Exterior doors, unless designated for entry, lack exterior hardware.					
162. Exterior doors allow for keyed re-entry.					
163. All exterior doors are numbered on the outside.					
164. The exterior numbers are clearly visible from the street.					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
Buses and Parking:	N/AS	N/AP	Yes	No	Comments
165. The bus loading zone is visible from the main office or monitored by staff.					
166. There are provisions in place to prevent the line of buses from creating a visual obstacle where crime may occur.					
167. Bus loading and drop off zones are clearly marked.					
168. Parent drop off and pick up areas are clearly marked.					
169. Fire zones are clearly marked.					
170. Parking lots are adequately lit.					
171. Access points for parking lots are gated					
172. Parking lots are bordered by a wall, chain link fence, or some physical barrier.					
173. Parking lot has signs to direct staff, students and visitors to designated parking areas.					
174. Parking lots are in view of the building or monitored by security.					
175. Bicycle parking is in view of the building or monitored by security.					
Play/Outdoor Recreation Areas:	N/AS	N/AP	Yes	No	Comments
176. Play and recreation areas are protected with fencing.					
177. Fences are in good condition.					
178. Vehicular access is restricted around play areas.					
179. Play apparatus are free from sharp edges, and protruding or loose bolts or screws.					
180. Playground edging is well-maintained and away from fall area of equipment.					
181. Ground cover is adequate to provide protection from falls.					
182. Emergency vehicles can access play and recreation areas easily.					
183. Bleachers are well maintained (painted with no signs of rust).					
184. The risers between bleacher seats are protected to prevent entrapment and children from falling.					
Building Access:	N/AS	N/AP	Yes	No	Comments
185. The school has designated a single point of entry/exit to each building.					
186. The designated points of entry are monitored to control building access.					
187. Exterior access to the auditorium, where available, is controlled and monitored.					
188. School staff monitors all entrances and exits during arrival and departure of students.					
189. Signs are posted listing items not allowed inside the school (e.g. drug-free, weapon-free, smoke-free).					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
Visitor Procedures:	N/AS	N/AP	Yes	No	Comments
190. Visitor policy/procedure signs are posted at all entrances.					
191. Visitors are required to show picture ID and sign in.					
192. Sign-in stations/desks are identified and staffed.					
193. The supply of visitor ID badges is located out of reach of visitors.					
C. Building Interior	N/AS	N/AP	Yes	No	Comments
194. Exterior doors are numbered on the inside.					
195. The inside numbers on exterior doors are a maximum of three feet above the floor.					
196. Interior doors are numbered on the outside.					
197. Stairwells are uniformly and adequately lit.					
198. Hallways are uniformly and adequately lit.					
199. Hallways are free of graffiti.					
200. Restrooms are uniformly and adequately lit.					
201. Restroom walls and stalls are free of graffiti.					
202. The main entrances to the restrooms have hardware that prevents locking from inside.					
203. There are no lay-in ceilings in the restrooms or ceilings are equipped with clips or device to prevent removal.					
204. Doors and locks are in good condition.					
205. Classroom doors can be locked from the inside.					
206. Classrooms windows can be quickly covered if needed. (Lockdown)					
<i>The following are locked when not in use</i>	Always	Mostly	Rarely	Never	Locations
207. Classrooms					
208. Gyms					
209. Locker Rooms					
210. Auditorium					
211. Cafeteria					
212. Science Labs					
213. Computer Labs					
214. Vocational shops					
215. Hazardous materials storage areas					
<i>The following are kept locked and access controlled:</i>	Always	Mostly	Rarely	Never	Locations
216. Electrical panel access doors					
217. Doors opening into interior areas like courtyards during non-classroom hours					
218. Boiler rooms and mechanical rooms					
219. Air vents					
220. Custodial closets					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
221. Common area is uniformly and adequately lit.					
222. Hallways and public spaces are clean and in good repair.					
223. Hallways leading to exit doors are free of obstructions.					
224. Handrails are appropriately placed and in good condition.					
225. All exit signs are lit, clearly visible, and point in the correct direction.					
226. Locker areas are well lit.					
227. Unassigned lockers are secured/locked.					
228. Emergency lighting is properly installed and functioning.					
229. All interior glass (doors, windows, etc.) is properly installed and repaired.					
230. Floor coverings are properly installed and in good repair (no loose tiles, shredded carpet, etc.).					
231. All chemicals, poisons, and flammable materials are stored properly.					
232. There is adequate access to fire extinguishers.					
233. Fire extinguishers are inspected annually.					
234. Fire drill instructions are posted in each classroom.					
235. There is adequate access to first aid supplies.					
236. There is adequate access to AEDs.					
237. Staff is aware of CPR and AED-certified personnel.					
238. Valuable items are secured (i.e., computers, video cameras).					
Cafeteria:	N/AS	N/AP	Yes	No	Comments
239. The cafeteria is uniformly and adequately lit.					
240. A UL 300 compliant hood system is in place over the stove.					
241. The hood is inspected every three months.					
242. The freezer door can be opened from the inside.					
243. A type K fire extinguisher is present in kitchen area.					
244. Cafeteria staff know location of electrical/gas/water shut-offs.					
245. Cafeteria delivery entrance is kept locked.					
Gymnasium area:	N/AS	N/AP	Yes	No	Comments
246. Lighting fixtures and windows are protected in play/gym areas.					
247. Steroid Law Notice is posted in a conspicuous location in each building where a physical education class takes place. (7 th grade and up)					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
Science Laboratory:	N/AS	N/AP	Yes	No	Comments
248. Room meets space requirements: (40 - 45 sq. feet/elementary student) (50 sq. feet/secondary student)					
249. Communication system is present.					
250. Eyewash stations are present, functional, and flushed weekly to eliminate contamination.					
251. Emergency Showers are present, functional, and flushed weekly to eliminate contamination. (high school only).					
252. Emergency shower has drain or drain pan.					
253. Fume hood is present and functional (high school only).					
254. Master Shut off switches are accessible to staff: Water, Electricity, Gas					
255. Protective clothing is available for each student (lab aprons/gloves/goggles).					
256. First Aid Kit is stocked and accessible.					
257. Fire Blanket is in good condition and accessible (high school only).					
258. Fire Extinguisher is accessible.					
259. Chemical Spill Kit is accessible (high school only).					
Materials/Supplies stored as required:	N/AS	N/AP	Yes	No	Comments
260. All chemicals are stored in appropriate containers that are labeled with the name, formula, and health hazards associated with the chemical.					
261. Storage area doors are marked "Hazardous Materials" or "Authorized Personnel Only".					
262. Corrosive materials cabinet is designed to store corrosives and is labeled.					
263. Flammable materials cabinet is designed to store flammables and is labeled.					
264. Material Safety Data Sheets are available for each material.					
265. Any Mercury is labeled, coded for compatibility, kept in appropriate containers, and locked.					
266. GFCI Electrical Outlets in use within 6 feet of a sink of water source.					
267. Forced air ventilation is in use.					
268. Sink with hot water is present.					
269. Emergency procedures are posted.					
270. Two emergency exits are present and clearly marked and visible. (rooms over 1000 sq feet)					
271. Fire Drill Instructions are posted.					
272. Safety Symbols/Emergency signs are posted as needed.					
Information from the Science TEKS Toolkit; The Charles A. Dana Center at The University of Texas. For more information, please see: http://www.utdanacenter.org/sciencetoolkit/safety/texas_safety.php					

Criterion	Not Assessed	Not Applicable	Yes	No	Comments
Other specialized areas:	N/AS	N/AP	Yes	No	Comments
273. Paint booths, auto shops and welding booths are well ventilated and exhaust directly to the exterior.					
274. Dust removal equipment in shops is in good working condition					
275. Welding tanks are secured to the wall or carts, including empty tanks awaiting pickup.					
276. Material storage areas are clean and well-organized.					
277. Stage area is organized and free from hazards.					
278. There is adequate lighting.					
279. Equipment and tools are accounted for daily and stored appropriately.					
280. Fire extinguisher is accessible.					
D. Monitoring and Surveillance	N/AS	N/AP	Yes	No	Comments
281. Security cameras are stationed outside the school.					
282. Security camera locations provide maximum coverage of grounds.					
283. Security cameras are stationed inside the school.					
284. Staff members monitor hallways during school hours.					
285. Staff members monitor stairwells during school hours.					
286. The bus loading area is monitored. If so, how: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence					
287. The parent pick-up/drop-off area is monitored. If so, how: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence					
288. Play/recreational areas are monitored. If so, how: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence					
289. Formal and informal gathering areas are monitored (mini-plazas, patios, courtyards, entrances, parking lots, etc.). If so, how: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence					
290. Parking lots are monitored. If so, how: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence					

School-based Law Enforcement	N/AS	N/AP	Yes	No	Comments
291. School-Based Law Enforcement officers are located on or near site.					
292. School-based law enforcement provides a visible and regular presence on campus during school hours.					
F. Communication Systems	N/AS	N/AP	Yes	No	Comments
There is a 2-way communication between the main office and:					
293. Classrooms					
294. Local law enforcement					
295. School-based Law Enforcement					
296. Playground staff					
297. Portable classrooms/buildings					
298. Ball fields					
299. School nurse					
300. Custodial staff					
301. School buses					
302. All classrooms are equipped with a system to communicate in an emergency.					
303. The school has access to a weather radio and monitors it regularly.					
H. Health Practices	N/AS	N/AP	Yes	No	Comments
304. Hand washing supplies are available in all restrooms.					
305. Hand washing signs are posted.					
306. Hand sanitizer is available to staff and students.					

D. Follow-up to the On-site Visit

Following the visit, the audit team will meet to review the documents provided by the school. Using the information from the audit tool and the documents, the team will prepare a draft report of the findings of the audit, which will be submitted to the principal. The report should include (minimally) both commendations and recommendations.

The draft report should begin with the demographic information that was covered in the School Characteristics portion of the audit tool, (p. 13) as well as the concerns of administrators, staff and students that were voiced at the entrance conference or from interviews or surveys.

The draft report should then cover the document review with specific information about what documents were available and the usefulness of these documents. Then the report should cover each section from the audit tool, mentioning specific areas of concern.

The next section should list the results of the staff/student safety surveys (found on the TxSSC website) including a sample of comments that were made. Finally, the report should summarize the findings with a list of commendations and recommendations as discussed below:

The principal should submit the School Safety Audit draft report to the superintendent during the academic year in which the audit was conducted, along with any actions the campus has taken to mitigate any negative findings and an action plan to address long range safety goals. The superintendent will create the official audit report about the results of the campus audit for its board of trustees.

Concerns about the confidentiality of the audit results can be mitigated in several ways:

- The audit checklist is considered an “Audit working paper” and is not subject to open records requests.

SECTION 24. Subsection (a), Section 552.116, Government Code, is amended to read as follows: (a) An audit working paper of an audit of the state auditor or the auditor of a state agency, an institution of higher education as defined by Section 61.003, Education Code, a county, a municipality, a school district, or a joint board operating under Section 22.074, Transportation Code, including any audit relating to the criminal history background check of a public school employee, is excepted from the requirements of Section 552.021. If information in an audit working paper is also maintained in another record, that other record is not excepted from the requirements of Section 552.021 by this section.

School boards may discuss sensitive audit data in a closed session, thus protecting that information from open records:

**SECTION 3.07. Section 551.076, Government Code, is amended to read as follows:
Sec. 551.076. DELIBERATION REGARDING SECURITY DEVICES OR SECURITY AUDITS; CLOSED MEETING. This chapter does not require a governmental body to conduct an open meeting to deliberate:
(1) the deployment, or specific occasions for implementation, of security personnel or devices or
(2) a security audit.**

References

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National Crime Prevention Council. *School safety and security toolkit: a guide for parents, schools, and communities*. (2003). The United States of America.

Trump K. S. (1998). *Practical School Security: Basic Guidelines for Safe and Secure Schools*. Thousand Oaks, CA: Corwin Press.

Virginia Department of Education. (no date). Auditing schools for safety. Retrieved May 15, 2006, from <http://www.pen.k12.va.us/VDOE/Finance/Facilities/Safety.htm>

Sprague, Jeffrey, Colvin, Geoffrey, Irvin Larry (no date) *The Oregon School Safety Survey*. The Institute on Violence and Destructive Behavior

School Safety and Security Audit

Intruder Assessment

Team member conducting assessment: _____

School:					
Date: _____	Time: _____	Time gained entry: _____			
Entrance point(s):					
First personal contact:					
Criterion	Not Assessed	Not Applicable	Yes	No	Comments
1. Were all but main entry door locked?					
2. Was main entry observed by staff?					
3. Were classrooms not easily accessible?					
4. Were you directed to the office?					
5. Were you escorted to office?					
6. Were you asked to sign-in?					
7. Were you asked to show picture ID?					
8. Were you given a dated visitor pass?					
9. Were visitor passes closely monitored?					
10. Were students monitored by staff?					

SCHOOL SAFETY

Saving Lives When Seconds Count



ITEMS FOR THE INCIDENT COMMAND KIT

- 1. Signage for the command post
- 2. Vests to identify Incident Command positions
- 3. Emergency Plan and support documents
- 4. Radio, cell phone, pager
- 5. Master Keys
- 6. Maps, floor plans, photos
- 7. Writing surface such as a white board
- 8. Bullhorn or whistle
- 9. Flashlights with extra batteries
- 10. Battery-operated radio
- 11. Disposable camera
- 12. Clipboards, paper, pens, pencils, markers, etc.
- 13. Lists and rosters (phone, students, health, staff, district, etc.)
- 14. Student release or sign-out forms
- 15. Telephone book
- 16. Yearbooks and school pictures

NOTES
