School Safety Publications
Safety Publications 2010

U.S. Department of Education - National Center for Statistics

2010
Campus Attacks: Targeted Violence Affecting Institutions of Higher Education
U.S. Secret Service, the U.S. Department of Education and the Federal Bureau of Investigation
2010
Special Safety Concerns of the School Bus...
Transportation Research Board of the National Academies
2010
School Security Technologies
Tod Schneider - National Clearinghouse for Education Facilities
2010

School Security Technologies

National Clearinghouse for Educational Facilities

Tod Schneider
April 2010


See the related NCEO publications Mass Notification for Higher Education and School Security: Technology Providers.

Look Before You Leap

Over the past decade electronic security technology has evolved from an exotic possibility into an essential safety consideration. Technological improvements are coming onto the market almost daily, and keeping up with the latest innovation is a full-time job. At a minimum, a basic understanding of these devices has become a prerequisite for well-informed school security planning.

Before resorting to high-tech security solutions, school officials should think carefully about the potential for unintended consequences. Technological fixes may be mismatched to the problems being addressed. They can be expensive. Any network will require continual maintenance, eventual upgrading, and constantly updated virus protection and intrusion detection systems (IDS) to watch for hackers or unauthorized transfers of data. A full-featured information technology (IT) department will usually be essential.

An over-reliance on electronic technology can backfire with power outages and technological failures. Some security technologies raise political and philosophical concerns. Still, technology, used correctly, can be highly functional and cost effective. Its pros and cons must be weighed carefully within the context of local sensitivities and conditions.

Don't start by choosing a technology and looking for a problem it can solve. The process should be the reverse: Identify and prioritize the problems before jumping to solutions, and analyze solutions carefully before committing funding. It's not uncommon for districts to invest in a particular technology district-wide before analyzing and prioritizing the real concerns of the individual schools. Every school should be capable of quick lockdowns and evacuations, but the details beyond that can vary considerably. Some schools are in rough neighborhoods where violence is endemic, others are not. Some schools are constrained by meager budgets, others have deep pockets. Leaky roofs may take precedence over electronic access control systems.

Partial measures can prove to be wasted investments. Secure doors are of little value if back entries remain uncontrolled. Metal detectors and ID cards won't stop bullying behavior, nor will security cameras stop suicidal or impulsive offenders, as has become all too evident at many school shootings. On the other hand, comprehensive access control and improved emergency communication systems are usually good investments.

Access Control

If windows and doors are left unsecured and unsupervised, the choice of access control device is of no consequence. But once a school has committed to controlling access, decisions have to be made about which technologies to use.

Door Locks and Latches

Most doors lock with a spring latch, dead latch, or deadlock extending from the door into a strike plate on the door jamb. Spring latches are fine for holding a door shut against the wind, but are relatively easy to defeat by prying, or in some cases by sliding a credit card through the gap between door and jam. Dead latches are the most effective, squired off rather than tapered, and extending about an inch beyond the edge of the door when thrown. However, fire codes dictate where specific types of deadlock can or cannot be used. Designated exit doors cannot be deadlock-locked when areas are occupied. Any of these devices can be controlled manually or electronically. See the NCEO publication Door Locking Options in Schools.
CPTED 101: Crime Prevention through Design
Tod Schneider - National Clearinghouse for Educational Facilities
2010

CPTED 101: Crime Prevention through Environmental Design — The Fundamentals for Schools

National Clearinghouse for Educational Facilities

Tod Schneider
2010

CPTED 101 applies to both new and existing schools and is built on three simple concepts: natural surveillance, natural access control, and naturitiaty. If your school layout seems unsafe, adopting a few CPTED fundamentals may help make it significantly safer.

Natural surveillance is the physical ability to see what's going on in and around your school. Solid walls, tall shrubs, parked cars, outbuildings, sculptures, large signs, and other obstacles can block natural surveillance. If there are locations on your campus where problems often occur, are they hidden from view? If so, look for ways to increase visibility. Some common approaches include:

- Installing openings or windows in solid walls, to increase visual exposure.
- Replacing solid walls with wrought iron fencing.
- Blocking access to the hidden area entirely.
- Removing any welcoming features, such as benches, that draw people into the hidden area.

If these relatively “natural” arrangements don’t do the job, install convex mirrors to provide visibility around corners, consider electronic surveillance equipment, or increase patrols.

The concept of natural surveillance suggests that the more lighting, the better. Paradoxically, it doesn’t always work that way. Sometimes good lighting attracts misbehavior, while darkness drives people away. Many schools have gone to darkened campuses for this reason. School resource officers have found that good lighting made schools ideal hangouts after hours, while darkness discouraged kids from congregating. Those who did trespass after hours often were easy to spot due to the glow of cigarettes or flashlights.

Room and furniture layouts within the school itself present especially good opportunities for improving safety. For example, the school receptionist is in a key position to conduct natural surveillance. Try sitting at the reception desk. What can you see, and what is hidden? Is your back to the door? Is there a high counter, a computer monitor, a vase, a poster, or a solid wall blocking your view of people approaching the school? Does a security monitor display images from throughout the site? Look for ways to remove obstacles and expand visibility.

If students can enter the school grounds through secondary entry points, consider relocating the librarian’s station, the school resource officer’s post, or even a snack shop to provide live, natural surveillance where none existed before. Frequently, posters on windows or even closed blinds are obstacles to natural surveillance. These are easily remedied. If teachers close blinds against glare, consider timing windows or installing overhanging eaves to create shade. This reduces the need to close blinds and increases the ability of teachers to watch what’s going on outside.

Access control is the ability to decide who gets in and out of your school. Many schools have so many buildings, breezeways, unlocked doors, and open windows that access is essentially unrestricted, despite any rules to the contrary. At most, signs are posted suggesting that visitors report to the office, but nothing compels them to do so. If this is a problem at your school, some options include:

- Re-configuring as many excess entry doors as possible so that they automatically lock when closed and only serve as emergency exits.
- Replacing or re-configuring windows so that they can’t be used as entry points for people or contraband. In some cases, repairing the HVAC system is an essential step—if people are too hot, they’ll open the windows and no policy is likely to stop them. Small windows or windows covered with grates are other possible solutions if they don’t need to serve as emergency exits.

1 See also the NCSEF publications Mitigating Hazardous School Facilities, Improving School Access Control, Low-Cost Security Measures for Schools, and others at NCSEF.org’s Safe School FAQ web site.
Mass Notification for Higher Education

Tod Schneider - National Clearinghouse for Educational Facilities

2010

Due to rapid changes in security technology, this publication is updated quarterly. See the related NCEF publications, School Security Technology and Selecting Security Technology Providers.

Mass notification is a high priority in educational institutions. But as the number of electronic communication devices has diversified, so has the complexity of designing an effective mass notification system. Picking the right system, with the right features, support services and price, can be daunting.

Overview

Emergency notification systems (ENS) have become essential security features in higher education since the 2007 Virginia Tech shooting. In that incident, some believe the two-hour gap between the dorm killing and the classroom massacre provided a missed opportunity to warn the entire campus. At the time, the school was reviewing the Intranet-based emergency notification system, which they quickly implemented thereafter this system was used successfully after a stabbing death at Virginia Tech in January, 2010.

Biola University used the same system to successfully alert students when police were pursuing armed subjects near off-campus student housing. Northern Illinois University used its own in-house emergency notification system immediately after a major shooting in February, 2008, posting alerts on their website, sending email notifications, and making automated phone calls (but their efforts were of little consequence; although police were on scene in 90 seconds, the killing was over and the shooter committed suicide before they arrived). Northern Illinois has now added text messaging to its system as well. Waterfall Mobile's web-based Alert System sends mass emergency text messages for dozens of California community colleges, with no need for special software to be installed on site.

Most emergency notification systems communicate via multiple electronic devices, such as phone, email, instant messaging, text messaging, fax, BlackBerry®, PDAs, and pages — the list continues to grow — with the order of delivery to specified groups and devices customized to fit the user's priority list. Similar products come from Intelligent Wireless Solutions, MIR3 (inCampusAlert™ intelligent Notification™ System), Wilder Area Rapid Notification (WARN), and ParentLink. These systems promise to reach thousands of recipients very quickly, often in less than a minute. The system at a central monitoring station to walk staff through required actions. Zephyr Emergency Notification System (ZENS) adds radio frequency-based devices to serve as repeaters that track real-time locations of anyone who triggers a portable panic button — including security guards. The end result is similar to what GPS devices offer in outdoor environments. ZENS works indoors equally well, but is applied to a much smaller geographic area—usually one campus. NWSAlert is a commercial, off-the-shelf (COTS) software solution that uses a school's existing IP network to tie multiple devices (for example, PA communication, sirens, telephone and text-messaging, desktop computers) into a comprehensive emergency notification system managed through a single, unified console. (ATMOC.com). Omnitel e2Campus version 3.0 is a similar product, tying everything together, including pop-up alerts, PA systems, mass text messaging, email, auto dials, loudspeakers, fire alarms, digital displays, alert beacons, social media sites, among with other features. (www.omnitel.com)

Prices for these products are steep but are likely to drop with competition. They can quickly send an extraordinary number of customized messages to a multitude of devices. In many cases, the number of devices used can effect costs, so carefully determine the specific devices you must want to send messages to, then compare costs, products, and vendors.
New Strategies for Keeping Schools Safe: Evidence-based Approaches to Prevent Youth Violence - Bullying and school climate matter

American Research Association - Capitol Hill Briefing
April 2010

Bullying and school climate matter.

- Bullying is a pervasive problem with damaging effects. In 2007, 32% of secondary students reported being bullied at or around school, ranging from 43.9% of 8th-grade students, to 23.8% of 12th-grade students. Of those who were bullied, a subgroup reported being physically injured (bruised, cut, need medical care, etc.). Bullying causes long-term psychological harm to students (Ladd, 2003; Nansel et al., 2001). Because bullying is so commonplace and ranges in severity, its importance has often been overlooked.

- School climate affects students’ psychological health and achievement. Studies have found that peer conflict and peer rejection, victimization, and threats of violence produce psychosocial adjustment problems such as depression, anxiety, attentional problems, and social withdrawal, which in turn lead to school avoidance and reduced motivation to engage in learning activities (Biddle, Ladd, & Hartl, 2006; Hanish & Guerra, 2002; Schwartz, German, Nakamoto, & Tobin, 2005). Although acts of homicidal violence are a serious concern, they are quite rare; insufficient attention has been given to much more pervasive forms of aggression that affect millions of students. Day-to-day incivility in schools is strongly linked to student anxiety, fear, and avoidant behaviors (Mayer, 2010).

- Schools need better assessment of school climate. Current approaches to measuring school climate and bullying have practical and psychometric limitations that can be overcome with systematic research and more direct linkages to prevention programming (Bhandary, Corwin, & Eron, 2009; Corwin & Bhandary, 2010; Mayer & Furlong, 2010).

- Schools need more effective bullying prevention programs. Current bullying prevention programs are not nearly as effective as widely believed (Swearer et al., 2010). Many bullying prevention programs are less effective because they do not fully address peer norms and bystander behaviors (Swearer, Espelage, & Nepomuceno, 2009), and do not address social-ecological factors influencing bullying (Swearer et al., 2010).
Understanding School Violence: Fact Sheet
Center for Disease Control
2010

In the United States (U.S.), an estimated 55.5 million students are enrolled in pre-kindergarten through 12th grade.1 Another 15 million students attend colleges and universities across the country.2 While U.S. schools remain relatively safe, any amount of violence is unacceptable. Parents, teachers, and administrators expect schools to be safe havens of learning. Acts of violence disrupt the learning process and have a negative effect on students, the school itself, and the broader community.

School violence is a subset of youth violence, a broader public health problem. Youth violence refers to harmful behaviors that may start early and continue into young adulthood. It includes a variety of behaviors such as bullying, slipping, punching, and weapon use. Victims can suffer serious injury, significant social and emotional damage, or even death. The young person can be a victim, an offender, or a witness to the violence—or a combination of these. Detailed information about youth violence is available online at www.cdc.gov/violenceprevention.

School Environment
- Approximately 38% of public schools reported at least one incident of violence to police during 2005-2006.3
- In 2007, 23% of students reported gangs at their schools.4
- From 2003-2004, 10% of teachers in city schools reported that they were threatened with injury by students, compared with 6% of teachers in suburban schools and 5% in rural schools.5

Risk Behaviors
In 2007, a nationwide survey of students in grades 9-12 reported the following risk behaviors:
- 5.9% of students carried a weapon (e.g., a gun, knife, or club) on school property during the 30 days before the survey.6
- 7.8% of students were threatened or injured with a weapon on school property during the 12 months before the survey.6
- 12.4% of students were in a physical fight on school property during the 12 months before the survey.6
- 22.3% of students were offered, sold, or given an illegal drug by someone on school property during the 12 months before the survey.6

What is the extent of school violence in the United States?
The first step in preventing school violence is to understand the extent and nature of the problem. The Centers for Disease Control and Prevention (CDC), the U.S. Department of Education, and the U.S. Department of Justice gather and analyze data from a variety of sources to gain a more complete understanding of school violence.

www.cdc.gov/violenceprevention
Safety Publications 2009
Door Locking Options in Schools

National Clearinghouse for Educational Facilities
2009 (Revised)

Door Locking Options in Schools

Doors as Means of Egress

Doors serve a variety of needs and purposes in schools:

- Exterior doors provide building security and protection from the elements.
- Interior doors control the movement of people among school spaces, help control noise and air flow, and act as flame and smoke barriers during a fire. In a lockdown, they serve as safety barriers.

From a security perspective, the most important function of a door is to control entry. Entry control involves the configuration, strength, durability, and composition of the door, its hinges and its frame, and the control and effectiveness of its latching and locking hardware.

From the standpoint of fire safety, however, a door's exit function is the ruling factor, one that is highly regulated by building and fire codes that classify doors as part of a building's means of egress.

Means of egress is defined as "a continuous and unobstructed way of travel from any point in a building or structure to a public way," — that is, the unobstructed route from inside every school classroom or space to outside the building. An egress door is any door along this egress route.

In occupied buildings, egress doors can prevent entry but they can never prevent exit. This important rule is the product of over a century of fire safety regulation, molded by numerous tragic and sometimes horrendous building fires, and refined by decades of research and experience. Its success is evidenced by the fact that fire deaths in schools are rare.

Egress doors are regulated by the following building and fire code provisions:

  - Section 1008.1.8. Egress doors shall be readily operable from the egress side without the use of a key or special knowledge or effort.
    - Section 7.2.1.5.1. Doors shall be arranged to open readily from the egress side whenever the building is occupied.
    - Section 7.2.1.5.2. Locks, if provided, shall not require the use of a key, a tool, or special knowledge or effort for operation from the egress side.
    - Section 7.2.1.5.3. Key operation shall be permitted, provided that the key cannot be removed when the door is locked from the side from which egress is to be made (per Sections 14.2.2.3 and 15.2.2.3, New and Existing Educational Occupancies).

In addition to these requirements, fire and safety regulations mandate that doors in corridors that can be occupied by more than 50 people (usually 1000 square feet) must be equipped with panic bars. This applies to any large space in a school, and to the school itself.

Exterior Doors

The need for unrestricted egress to the outside poses problems for all building types, but especially schools because it makes it easy for students to get Center-Inside. There are many stories about school staff illegally changing exit doors shut to keep out strangers and contractors. As dangerous as this practice is, one can empathize with school administrators trying to balance competing safety concerns.

For schools with automatic sprinkler systems, a partial solution to this problem is the use of delayed egress locks that sound an alarm when panic bars are pushed and delay door opening for up to 15 seconds.
Selecting Security Technology Providers
Tod Schneider - National Clearinghouse for Educational Facilities
2009

Selecting Security Technology Providers
National Clearinghouse for Educational Facilities

Tod Schneider
2009

This is a companion to the NCEF publications School Security Technologies and Mass Notification for Higher Education.

Overview

The world of security technology holds great promise, but it is fraught with opportunities for expensive missteps and misapplications. The quality of the security technology consultants and system integrators you use will have a direct bearing on how well your school masters this complex subject.

Security technology consultants help determine your security technology needs. Systems integrators design and install the appropriate hardware and software to meet those needs. There is often overlap between consultants and integrators; most consultants were at some point integrators and installers themselves. The distinction is that a consultant acts as a neutral third party, serving as your advocate and protecting your interests as you wade into the security technology maze. Select a consultant first; the consultant will help you find the right systems integrator.

Selecting a Security Technology Consultant

Security technology consultants should be independent, with readily verifiable references and projects in your area that are currently operational and similar to the one you have in mind. Obtain recommendations from facilities and information technology (IT) staff at schools and other institutions nearby, as well as from manufacturers, integrators, and installers of security technology products. Ask for full disclosure if the recommended consultants have commercial ties to these entities. References are critical and should be based entirely on performance. Select the consultant whose experience and personal qualities best fit your requirements.

The consultant will have two primary tasks:

- Assess your school’s security technology needs, working closely with security, facilities, and IT staff. Use Appendix A, Identifying Desired System Attributes, and Appendix B, Identifying Desired System Components, to aid the assessment process.
- Help select and supervise a systems integrator.

Selecting a Systems Integrator

Your security technology consultant will have a good working knowledge of the systems integrators in the area. The schools and institutions you contacted earlier should have additional recommendations. For large or complex installations, only a handful of integrators may be qualified for the job.

You will be entering into a long-term “marriage” with the systems integrator you choose, so it pays to conduct a rigorous selection process.

1. Pre-qualify candidates. Prospective firms should provide the following information:

   - Company documentation, including how long it’s been in business, its core competencies, key personnel certifications, and clientele.

2. If you already have a systems integrator and are happy with its performance, you may not need a consultant. But if regulations require you to seek bids for new services, you may need to bring in an outside consultant to avoid the conflict of interest inherent in having the integrator write and bid on its own proposal.
Emergency Management Standards for Schools
National Clearinghouse for Educational Facilities
2009

Emergency Management Standards and Schools
National Clearinghouse for Educational Facilities

2009

There are no nationally-adopted emergency management standards for schools, but the U.S. Department of Education's "Practical Information on Crisis Planning: A Guide for Schools and Communities," which provides a four-phase approach to school emergency planning activities, is widely used throughout the country. In addition, many states and local school districts have their own emergency management mandates, policies, and procedures, often based on this guide.

A number of emergency management standards intended for voluntary adoption by emergency response organizations are produced by standards-making organizations such as the National Fire Protection Association (NFPA), the American National Standards Institute (ANSI), the Institute of Electrical and Electronics Engineers (IEEE), the Organization for the Advancement of Structured Information Standards (OASIS), and ASTM International (formerly the American Society for Testing and Materials).

FEMA's National Incident Management System (NIMS) — a nationwide, comprehensive system for addressing all hazards — recommends the following voluntary standards for emergency management use. Schools are encouraged to review these standards carefully and to adopt, where applicable, those that meet their needs. Questions about their application should be addressed to your local or state emergency response organizations. 1

1 NFPA 1661, Standard on Emergency Services Incident Management System Operations. Defines and describes the essential elements of an incident management system that promotes coordination among responding agencies.

2 NFPA 1600, Standard on Disaster/Emergency Management and Business Continuity Programs. Provides a foundation for disaster/emergency management planning and operations and describes common elements, techniques, and processes.

3 NFPA 1221, Standard for Installation, Maintenance, and Use of Emergency Services Communications Systems. Covers the installation, performance, operation, and maintenance of public emergency services communications systems and facilities.

4 ANSI INCITS 388, Information Technology — Common Biometric Exchange Format and Message Set (CBEX/CMSS). Describes the data elements necessary for biometric data interchange among proprietary application programs.

5 IEEE 1512, Standard for Common Incident Management Message Sets for Use by Emergency Management Centers. Provides definitions, specific messages, data frames, and data elements for communicating information relating to traffic incidents, public safety, and hazardous cargo.

6 OASIS Emergency Data Exchange Language (EDXL) Distribution Element v1.0. Provides a standard message distribution structure for data sharing among emergency information systems using the XML-based emergency data exchange language.

7 OASIS Common Alerting Protocol v1.1. Provides a general format for exchanging all-hazard emergency alerts and public warnings, allowing a consistent warning message to be disseminated simultaneously over many different warning systems.

National Clearinghouse for Educational Facilities
at the National Institute of Building Sciences  www.nsf.org
Prepared under a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools
Indicators of School Crime and Safety: 2009
National Center for Education Statistics (NCES), Institute of Education Sciences (IES), in the U.S. Department of Education, and the Bureau of Justice Statistics (BJS)
Youth Violence: Facts at a Glance
Center for Disease Control (CDC)
2009

Youth Violence
Facts at a Glance

Youth Violence
- In 2006, 5,058 young people ages 10 to 24 were murdered—an average of 16 each day (CDC 2009a).
- Homicide was the 2nd leading cause of death for young people ages 10 to 24 years old (CDC 2009a).
- Among 10 to 24 year-olds, 87.4% (5,159) of homicide victims were male and 12.6% (790) were female (CDC 2009a).
- Among homicide victims ages 10 to 24 years-old, 84% were killed with a firearm (CDC 2009a).

Health Disparities
- Among 10 to 24 year-olds, homicide is the leading cause of death for African Americans; the second leading cause of death for Hispanics; and the third leading cause of death for Asian/Pacific Islanders and American Indians and Alaska Natives (CDC 2009a).
- Homicide rates among non-Hispanic, African-American males 10-24 years of age (62.2 per 100,000) exceed those of Hispanic males (21.5 per 100,000) and non-Hispanic White males in the same age group (3.4 per 100,000) (CDC 2009a).

Violence-related Behaviors
- In a 2007 nationally-representative sample of youth in grades 9-12 (CDC 2009b):
  - 35.5% reported being in a physical fight in the 12 months preceding the survey; the prevalence was higher among males (44.4%) than females (26.5%).
  - 18.5% reported carrying a weapon (gun, knife, or club) on one or more days in the 30 days preceding the survey.
  - 5.2% carried a gun on one or more days in the 30 days preceding the survey.
- Males were more likely than females to carry a weapon (28.5% versus 7.5%) on one or more days in the 30 days preceding the survey.
- Males were also more likely than females to carry a gun on one or more days in the 30 days preceding the survey (9.0% versus 1.2%).

School Violence
- In a 2007 nationally representative sample of youth in grades 9-12:
  - 12.4% reported being in a physical fight on school property in the 12 months preceding the survey.
  - 16.3% of male students and 8.5% of female students reported being in a physical fight on school property in the 12 months preceding the survey.
  - 27.1% of students reported having property stolen or deliberately damaged on school property.
- 5.5% did not go to school on one or more days in the 30 days preceding the survey because they felt unsafe at school or on their way to or from school.
- 5.9% reported carrying a weapon (gun, knife, or club) on school property on one or more days in the 30 days preceding the survey.
- 7.8% reported being threatened or injured with a weapon on school property one or more times in the 12 months preceding the survey (CDC 2009b).

Nontfatal Injuries Due to Violence
- In 2007, more than 668,000 young people ages 10 to 24 were treated in emergency departments for injuries sustained from violence (CDC 2009a).
- In 2007, a nationally-representative sample of students in grades 9-12, 4.2% reported being in a physical fight one or more times in the previous 12 months that resulted in injuries that had to be treated by a doctor or nurse (CDC 2008b).
Ten years ago, on a sunny day in April, Eric Harris and Dylan Klebold walked into Columbine High School in Jefferson County, Colo., and began shooting. They killed 13 people and wounded 21 others before turning the guns on themselves. The events of that spring day marked one of the most devastating school shootings in U.S. history.

Statistically, shootings and other homicides are a rare event in U.S. schools — they represent less than one percent of the homicides among children aged 5 to 18. From 1999 to 2006, 116 students were killed in 109 school-associated incidents.

But as those in Jefferson County know all too well, school shootings can be a very real and very frightening part of school violence in this country. Each attack has a terrible and lasting effect on the students, school and surrounding community — and on the nation as a whole. Even one school shooting is too many.

The National Institute of Justice (NIJ) is working to help people who work in and around schools create safe environments for teaching and learning. The Institute develops and distributes tools to aid teachers, administrators, staff and law enforcement in preventing, preparing for and responding to critical incidents in schools.

**A Closer Look at School Shootings**

A 2002 study by the U.S. Secret Service and the U.S. Department of Education — funded in part by NIJ — took a closer look at 37 incidents of targeted school violence in the United States between December 1974 and May 2000. “Targeted violence” — a term developed by the Secret Service — refers to any incident of violence where a known or knowable attacker selected a particular target prior to the attack. The study explored the behavior of the student-attackers in the 37 incidents in an effort to identify information that could help communities prevent future school attacks.
Cyberbullying Research Summary: Cyberbullying and Suicide
Sameer Hinduja, Ph.D. and Justin W. Patchin, Ph.D.
2009

YOUTH suicide continues to be a significant public health concern in the United States. Even though suicide rates have decreased 28.3 percent among young people in recent years, upward trends were identified in the 10- to 19-year-old age group. In addition to those who successfully end their life, many other adolescents strongly think about and attempt suicide.

One factor that has been linked to suicidal ideation is experience with bullying. Youth who are bullied, or who bully others, are at an elevated risk for suicidal thoughts, attempts, and completed suicides.8 The reality of cyber-bullying continues to be strengthened through research showing how peer experience and situations contribute to depression, decreased self-worth, hopelessness, and loneliness of all of which are precursors to suicidal thoughts and behavior.8

Without question, the nature of adolescent peer aggression has evolved due to the proliferation of information and communication technology. There have been several, high-profile cases involving teenagers taking their own lives in part because of being harassed and mistreated over the Internet.9 A phenomenon we have termed cyberbullying—bullying indirectly or directly influenced by experiences with online aggression.10 While these incidents are isolated and do not represent the norm, their gravity demands deeper inquiry and understanding. Much research is needed to determine the relationship between traditional bullying and suicidal ideation, and it can be said with confidence that a strong relationship exists.11, 12 Based on what we found in the extant literature base, we sought to determine if suicidal ideation was also linked to experiences with cyberbullying among offenders and targets.

Results
In our recent research involving approximately 2,000 randomly-selected middle-schoolers from one of the most populous school districts in the United States, 26% of respondents reported seriously thinking about attempting suicide (19.7% of females; 29.9% of males), while 19% reported attempting suicide (17.9% of females; 20.2% of males). This is comparable to other studies focusing on adolescent populations.13 With regard to traditional bullying, prevalence rates for individual behaviors ranged from 6.5% to 27.9% for offending and from 10.9% to 29.3% for victimization. The most common form of bullying offending reported by respondents was “called another student mean names, made fun of or teased him or her in a hurtful way” (27.3%), while the most frequently reported form of bullying victimization was “other students told lies or spread false rumors about you and tried to make others dislike you” (29.3%). With regard to cyberbullying, prevalence rates for individual behaviors ranged from 9.1% to 23.3% for offending and from 5.7% to 18.3% for victimization. The most commonly reported form of cyberbullying offending was “posted something online about another person to make others laugh” (23.1%) while the most frequent form of victimization was “received an insulting email from someone you know” (18.3%).

Highlights from the Research:
• 26% of respondents reported seriously thinking about attempting suicide
• All forms of bullying were significantly associated with increases in suicidal ideation
• Cyberbullying victims were almost twice as likely to have attempted suicide compared to youth who had not experienced cyberbullying

With respect to bullying, all forms were significantly associated with increases in suicidal ideation among sample respondents. That is, youth who experienced traditional bullying or cyberbullying, as either an offender or a victim, scored higher on our suicidal ideation scale than those who had not experienced those two forms of peer aggression. Moreover, it appears that bullying and cyberbullying victimization was a stronger predictor of suicidal thoughts and behaviors than was bullying and cyberbullying offending.

Finally, we wanted to see if bullying and cyberbullying experiences were related to an increased likelihood of an adolescent attempting suicide. Results showed that all forms of peer aggression increased the likelihood that the respondent attempted suicide. Traditional bullying victims were 1.7 times more likely and traditional bullying offenders were 2.1 times more likely to have attempted suicide.
School-Based Programs to Reduce Bullying and Victimization

Author: David P. Farrington, Maria M. Ttofi

2009

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Prior Knowledge of Potential School-Based Violence: Information Students Learn May Prevent a Targeted Attack
U.S. Secret Service and U.S. Department of Education
2008
Paving the Way for Project Safe Neighborhoods: SACSI in 10 U.S. Cities

National Institute of Justice

April 2008
Secure Our Schools Fact Sheet

Office of Community Oriented Policing Services

2008

Secure Our Schools

America's children spend more time in school than almost any other place outside the home. That places a huge responsibility on American schools and those charged with keeping them safe. In a time when a variety of weapons traffic illegally among America's youth, maintaining school safety becomes an increasingly difficult task. Classrooms no longer depend solely on teachers, but on teams of administrators, health care workers, security staff, and law enforcement professionals. Keeping America's children safe has become one of the nation's most successful collaborations, and it is a shining example of community policing.

The Office of Community Oriented Policing Services (the COPS Office) has long demonstrated a commitment to school safety. The COPS Office has invested nearly $20 million in America's schools through programs like COPS in Schools, School-Based Partnerships, and the Traffic Schools Initiative. The COPS Office expanded that range of programs in fiscal year 2002 to include Secure Our Schools (SOS), in FY07 SOS distributed nearly $15 million to help schools in 152 jurisdictions with high-risk areas respond to growing safety concerns. Grantmakers are required to contribute a local match of 70 percent toward the total cost of the approved grant project.

Background

SOS gives grantees the opportunity to establish and enhance a variety of school safety equipment and/or programs to continue to improve school safety efforts within their communities. SOS grants help pay the cost of security measures such as the placement and use of metal detectors, locks, lighting, and other deterrent measures, security assessments, security training for students and personnel, coordination with local law enforcement, and other measures that could significantly increase the school's security. The COPS Office works with grantees to ensure that these funds address the most pressing security needs of our young people while they are in school. SOS addresses a variety of existing and emerging problems relating to school security through responses that range from traditional to innovative and rely on both new technology and the experience of school administrators and law enforcement professionals.

Law enforcement officers are encouraged to consult with school violence researchers, child psychologists, principals, and other school personnel to develop community policing programs to prevent school violence. These programs should be tailored specifically to improve each school's safety efforts.

Contact the COPS Office

For more information about COPS Office programs and resources, please call the COPS Office Response Center at 800-421-6779, or visit COPS Online at www.cops.usdoj.gov

Updated May 15, 2008

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The COPS Office offers a variety of publications, products, and training opportunities to advance community policing and support its grant programs: COPS Office publications and products offer insights and experiences from leaders in the field addressing specific problems, including the following:

- School COP software and accompanying Guide to Using School COP to Address Student Discipline Problems
- COPS Innovations: Addressing School Related Crime and Disorder
- The Law Enforcement Tech Grants: How to plan, purchase, and manage technology (accessibility?)

The COPS Office also sponsors training opportunities and conferences to give law enforcement professionals an opportunity to learn, network, and exchange ideas. COPS Office publications and training opportunities are posted at COPS Online: www.cops.usdoj.gov

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Overview of the Virginia Tech Tragedy and Implications for Campus Safety: The IACLEA Blueprint for Safer Campuses
International Association of Campus Law Enforcement Administrators, West Hartford, CT 2008
Flooding and Schools
National Clearinghouse for Educational Facilities
2008

Flooding and Schools
National Clearinghouse for Educational Facilities

2008

According to the Federal Emergency Management Agency, flooding is the nation's most common natural disaster. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes.

Be prepared for flooding no matter where your school is located, but particularly if it is in a low-lying or coastal area, near water, or downstream from a dam.

What Flooding Can Do

Flooding can cause site erosion, structural, and nonstructural building damage, the destruction or impairment of utilities and mechanical equipment, damage to or loss of contents, health threats from contaminated floodwater, and temporary or permanent closure.

Site damage. School grounds may be subject to erosion and scour, with the possible loss of soil and damage to paved areas, including access roads. Large amounts of debris and sediment can accumulate on the site, especially against fences.

Structural damage. Foundations can be eroded, destabilizing or collapsing walls and heaving floors.

Saturation damage. Saturated walls and floors can lead to disaster, drywall, insulation, and tile damage, mold and moisture problems, wood decay, and metal corrosion.

Utility system damage. Electrical wiring and equipment can be shorted and their metal components corrode. Disasters can be foiled and excessive heating and cooling equipment ruined. Oil storage tanks can be displaced and leak, polluting the areas around them.

Sewers can back up and contaminate the water supply and building components.

Contents damage. School furniture, computers, files, books, lab materials and equipment, and kitchen goods and equipment can be damaged or contaminated.

Health threats. Mold growth and contaminants in flooded schools can pose significant health threats to students and staff.

School closure. Flooded schools must be closed during cleanup and repair. The length of closure and the ability of the school district to return to teaching depends on the severity of the damage and lingering health hazards.

It may also depend on whether the school is fully insured or how quickly disaster assistance is made available for cleanup and repair. If the school is located in a floodplain, it may be permanently closed.

Preventing or Mitigating Flood Damage

Reducing or eliminating damage is difficult in schools not built to withstand flooding, but a number of practical measures may be undertaken:

- Improve site drainage by re-grading, adding or enlarging storm drains or culverts, and where the site permits, adding a storm water retention area.
- Provide fail-safe backup power for sump pumps to keep them functioning during electrical outages.
- Add, clean, or repair check valves in sewer lines to prevent sewage from backing up into the school.
- Provide off-site computer backup storage for electronic school records.
- When replacing mechanical and electrical equipment, devise ways of elevating or otherwise flood-proofing it.
- If the school is multipurpose, consider relocating the library/media center to a higher floor.

1 Adapted from Section 5.6 of FEMA 424, Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds.

National Clearinghouse for Educational Facilities

Prepared under a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools
NCEF Assessment Guide - Entry and Reception Areas
National Clearinghouse for Educational Facilities
2008

1. Main Entry
   - Is the main point of entry at the front of the school and readily identifiable?
     - Yes  No  Not applicable  Further study
   - Are the areas directly outside and inside the main entry well-lit, sheltered from the elements, and spacious enough to avoid becoming overcrowded? Are entry walkways and doors wide enough to avoid overcrowding at peak times?
     - Yes  No  Not applicable  Further study
   - If covered seating at the main entry, does it obstruct circulation pathways?
     - Yes  No  Not applicable  Further study

2. Secondary Entries and Exits
   (See related assessment guide: ENTRWAYS)
   - Are panic or duress alarm buttons installed at the reception desk?
     - Yes  No  Not applicable  Further study

3. Reception Area
   - Are signs spell out behavioral expectations, access-restrictions, and applicable local and state regulations?
     - Yes  No  Not applicable  Further study
   - Can doors be electronically locked to block visitors’ entry into the building?
     - Yes  No  Not applicable  Further study

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1050 Vermont Avenue, NW, Suite 700, Washington, DC 20005  888-952-0262  www.ncef.org
Prepared under a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools
Emergency Response Information for School Facilities

National Clearinghouse for Educational Facilities

2008

Crisis planning includes making preparations for managing school buildings, grounds, occupants, and rescue and recovery personnel during and after a crisis. In Practical Information on Crisis Planning: A Guide for Schools and Communities, the U.S. Department of Education’s Office of Safe and Drug-Free Schools states:

When a crisis occurs, emergency responders will immediately need a great deal of information about your school campus. They will need to know the members of your crisis response team, how the site can be accessed, and the location of utility shutoff valves. Many schools share this information with local police and rescue agencies during the crisis planning process. Some schools give these agencies copies of floor plans that indicate shutoff information. Some school districts compile site information on a CD-ROM and distribute copies to responders; others post this information on a secure Web site that responders can access from laptops at the scene.

Whether emergency response information is provided on paper or electronically, it should include:

**Building and Site Information**

**Neighborhood Map**

First responders may need to review the traffic patterns and traffic intersections during a crisis. A neighborhood map should show:

- Streets and intersections near the school
- Primary and secondary entries to the school site
- Location of major utility lines
- Potential locations for an off-campus emergency command post and staging areas
- Emergency neighborhood evacuation routes and potential off-campus evacuation sites

**Aerial and Ground Photos of the Campus**

Aerial and ground-level photos of the campus and the surrounding area are helpful to everyone involved in a school emergency. Satellite photos can be downloaded from the internet, Your state or local government may be able to provide more detailed aerial photographs. These should be supplemented by ground-level photos of the school site and all of its facilities.

Because of Federal Emergency Management Agency and insurance documentation requirements, extensive photos of damage prior to cleanup and repair are critical. If a FEMA or insurance claim is challenged, a picture is worth a thousand words. (If damage occurs, be sure to take pictures and document it BEFORE recovery efforts begin.)

**Campus Plans**

Plans of the school campus should show:

- Site access points
- Significant buildings and site features
- Pine hydrants on and near the school site
- Water, gas, electricity, and communications lines
- Building entrances and exits
- Potential locations for an on-campus emergency command post and staging areas
- Emergency campus evacuation routes and potential on-campus evacuation sites

**Command Post and Staging Areas**

A command post location and three distinct staging areas should be designated on or near the school site for:

- A law enforcement and emergency personnel staging area
- A media staging area, located away from the school and able to accommodate a large number of vehicles
- A parent staging area, far meeting and retrieving children.
Severe Weather Planning for Schools (NCEF)
Barbara McNaught Watson, Christopher Strong, and Bill Bunting, National Weather Service
2008

Understanding the Danger
Scenario 1. Lightning Strike

It’s a warm afternoon and the football team is on the field practicing. Some parents and a few other spectators sit in the bleachers watching the play. The sky to the west is darkening and a warm breeze has picked up. The rumble of thunder can be heard in the distance. Keeping a watchful eye to the sky, the coach figures he can get through most of the practice before the rain comes. There is a big game on Saturday and only one practice left. He can’t afford to let up now.

The practice continues, the thunder gets louder and the sky a bit darker. A cool, gusty wind now blows in from the west, but still no rain. A parent walks over to the coach and asks about the chance of practice being called early. The coach smiles and says, “I’ve been watching that storm and it appears to be passing north of us now.” The sky begins to lighten to the west and a couple sun rays beam down from beneath the towering clouds. Suddenly, a white streak hits the goal posts in the end zone with a deafening roar. Players, near that end of the field, tumble to the ground.

There is confusion, what happened? Where did the lightning come from? The storm was at least 5 miles away and none of the previous storms were anywhere near the school. It seemed to just come out of the blue.

In 1988, eleven players on the Silver City, New Mexico football team where taken to the hospital after lightning struck their practice field. Fortunately none were killed, but four were seriously injured. Every year lightning hits ball fields during little league and soccer games. Many games are not called until the rain begins, and yet it is not the rain that is dangerous. Ball fields provide a lot of potential lighting targets such as poles, metal fences, and metal bleachers. The fields themselves are wide open areas where players are often the tallest objects around.

Lightning is the most common thunderstorm threat. Nationally, lightning kills an average of over 70 people annually and injures hundreds more. This number may not seem high, yet when you look at the individual cases, most could have been prevented. The basic rule of thumb is “if you can hear thunder, you are close enough to the storm to be struck.” Thunderstorms extend 5 to 10 miles into the atmosphere, Winds aloft can blow the upper portion (anvil) of the storm many miles downstream. Lightning can come out of the side or from the storm, striking the ground 10 to 15 miles away from the rain portion of the cloud.

These are the strokes that are the most lethal — the ones that happen away from the core of the storm. A good idea is to use the rule many community pools use: Go inside at the first rumble of thunder, and stay indoors until at least 15 minutes after the last rumble is heard. Getting indoors, and not seeking shelter under trees or under open air pavilions to “get out of the rain”, is what will keep you safe. “When thunder roars, go indoors!”

Scenario 2. Flash Flood

Heavy rains from thunderstorms had been occurring all day in the Virginia foothills and the National Weather Service issued a Flash Flood Watch around noon. The rain had let up by the time the children loaded the buses at Hilllboro Elementary School. With a full load of children, Fred started the bus and pulled out.

Fred had been driving this route for over five years and had never encountered any flood problems. He didn’t expect any today. About halfway through his route, he turned onto Dark Hollow Road. The road crosses a small stream. This afternoon the stream was out of its banks and flowing across the road. Fred slowed the bus as he approached the water. If he turned around, it would take...
Earthquakes and Schools

National Clearinghouse for Educational Facilities

2008

Earthquakes are low-probability, high-consequence events. Though they may occur only once in the life of a school, they can have devastating, irreversible consequences. Moderate earthquakes can cause serious damage to building contents and non-structural building systems, serious injury to students and staff, and disruption of building operations. Major earthquakes can cause catastrophic damage, including structural collapse and massive loss of life. Those responsible for school safety must understand and manage these risks, particularly risks that threaten the lives of students, teachers, and staff.¹

Earthquake Basics

Is your school vulnerable to earthquakes? Here are the risk factors:

- Likelihood of an earthquake. The Federal Emergency Management Agency designates each state as either a moderate, high, or extremely high-risk for earthquakes. Do to the PSHA, national Earthquake Hazards by State and Territory to determine the category you are in. Then visit the U.S. Geological Survey’s website U.S. Earthquake Information by State for more specific seismic information.

- Soil. Some soils called “liquefy” during an earthquake and lose their ability to support structures built on them. Some soils amplify the earth’s shaking more than others. You may have good information about the soils under your school. If not, an engineer can perform a soils study.

- Construction. Some building materials and construction methods are better than others at withstanding the shaking motions of an earthquake. Wood and steel tend to flex and bend more than masonry and concrete, high buildings sway more than low ones. But these are generalities, and only a structural engineer can determine your school’s earthquake resistance.

- Geospatial hazards. Earthquakes can cause landslides, dam breaches, gas line breaks, and fires. Discuss your school’s vulnerability to such hazards with local emergency management officials.

- Nonstructural building hazards. Wall- or ceiling-hung television monitors, bookcases, cabinets, lighting fixtures, water heaters, and other objects can fail during an earthquake. These are risks your school can minimize at a relatively low cost, however.

Preparing for an Earthquake

Earthquake injuries and damage can be reduced or avoided entirely if appropriate measures are taken.²

1. Consult with a qualified engineering firm to determine if your school meets current structural safety standards.

2. Prepare and regularly update earthquake plans, integrate them into your school’s crisis planning and hazard mitigation process, see the U.S. Department of Education’s Office of Safe and Drug-Free Schools publication, Practical Information on Crisis Planning: A Guide for Schools and Communities, and the National Clearinghouse for Educational Facilities’ publication, Mitigating Hazards in School Facilities.

3. Determine and post primary and alternate routes for emergency evacuation of the school. Establish procedures for those needing evacuation assistance.

4. Hold periodic drills and exercises. Institute ongoing training programs in emergency procedures, first aid, CPR, evacuation, search and rescue, use of fire extinguishers, and damage assessment.

5. Conduct “hazard hunts” to find nonstructural hazards in offices, classrooms, storerooms, laboratories, and other areas. Secure and anchor objects, furnishings, and equipment as described below.

¹ From the Introduction to PSHA 955: Hazard for Schools: Characteristics of School Buildings, page vi.

² Adapted from California’s Department of Emergency Services’ School Planning Guides.
Low-Cost Security Measures for School Facilities
National Clearinghouse for Educational Facilities
2008

Low-Cost Security Measures for School Facilities

April 2008

Here is a variety of school safety and security measures that may be implemented at little or no cost and without the use of complex technology.

General

- Using incident reporting data, locate trouble spots in the school and consider alternative solutions. There are four ways to improve school security: (1) upgrading building or site features; (2) adding electronic security devices; (3) increasing manpower; and (4) improving school climate. The best solution is often a mix of two or more of these measures.

- Prepare school facilities emergency information for administrators and first responders. Include, at minimum: (1) a site plan showing surrounding streets, primary and secondary access points, fire hydrants, and power, water, gas, and communications line locations; and (2) reduced-size building floor plans showing room names and numbers, evacuation routes, building entries and exits, designated areas of refuge, roof access points, and the locations of the public address system panel, intrusion alarm panel, fire alarm panel, sprinkler shutoff, main power control panel, main gas or oil shutoff, oil storage tanks, main water shutoff, main HVAC shutoff, emergency generator, and fire hose boxes. For additional information, see the NCSF publication, Emergency Response Information for School Facilities.

Outside the Building

- Use signs, vegetation, fencing, or other methods to clearly define school property. Well-defined school boundaries demonstrate respect for and ownership of property, qualities that tend to be reciprocated by students, staff, and the community. In urban settings, sidewalks are often sufficient to define one or more sites, with objects, fences, or buildings defining the others. In rural settings, landscaping may be sufficient if properly designed.

- Trim shrubbery and trees and relocate other obstructions such as trash containers to eliminate hiding places and provide clear lines of sight throughout school grounds. Where vegetation obstructs vision, tree branches should be removed below 7 feet and bushes trimmed to 3 feet (18 inches for vegetation bordering walkways). This allows ready surveillance by school staff, neighbors, and passing pedestrians and patrol cars.

- Prevent access to windows and roofs by trimming trees, relocating objects near the building that can be used as climbing devices, and ensuring that down spouts, covered walkway supports, light poles, and other building or site features are not accessible. It is surprisingly easy to gain access to windows and roofs in some schools, thereby exposing them to vandalism and robbery and teenagers to temptation and possible injury.

- Keep trees well trimmed if they are located near building exits, access roads, and utility wires so they don't block site access and building entry and egress in an emergency.

- Secure roof hatches, operable skylights, and rooftop equipment doors and access panels. Where possible, this is best done from the inside the building so locks and latches are not exposed.

- Ensure that fire hydrants on and near school grounds are visible and unobstructed.

- Keep school grounds and buildings polled, and make immediate repairs to damage inside or outside the building. Well maintained schools promote orderly behavior by demonstrating respect for and ownership of property. This helps prevent the spread of vandalism and ultimately lowers maintenance and repair costs.

- Routinely inspect exterior lighting for damage and bulb wear, and make immediate repairs. Vandals often target exterior lighting fixtures and seek areas darkened by inoperative lighting.

- Fence off or otherwise enclose niches and blind spots in exterior walls that provide hiding places. Do
## Mitigating Hazards in School Facilities

### National Clearinghouse for Educational Facilities

**2008**

### Mitigating Hazards in School Facilities

Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. — PEMA

School safety is a human concern, one that every school and community must take seriously and strive continually to achieve. It is also a legal concern: schools can be held liable if they do not make good-faith efforts to provide a safe and secure school environment.

How schools are built and maintained is an integral part of school safety and crisis planning. Schools with poor access control are more vulnerable to intruders. Students in schools with overlapping pickup and drop off points are more likely to be hurt by a bus or car. Schools that store materials in stairways will have egress problems during a fire or emergency.

Every school is unique by virtue of its design, location, and students, and each has its own history and culture. Some schools are relatively open and safe, others are highly protected yet unsafe.

That is why mitigating hazards in school facilities should be planned and implemented by those who know the school and its community best — school and district staff in alliance with local emergency responders and the school community. Working together, they can successfully:

- Assess the safety and security of school buildings, grounds, and surroundings.
- Make a hazard mitigation plan.
- Implement the plan.

Improving the safety of school facilities is not a new idea. All schools practice it in some way, but often informally and on an ad hoc basis. A school and its occupants are best protected by conducting and maintaining a systematic, careful, and well-documented hazard mitigation planning process. This also fulfills the school’s legal obligation to maintain an appropriate standard of care.

### 1. Assess Your School Facilities

Select an Assessment Tool. A variety of school facility safety assessment tools exist. Among the best are those developed by the state departments of education or safety centers in Florida, North Carolina, Kentucky, Texas, and Virginia. The National Clearinghouse for Educational Facilities has combined the assessment measures from these and a wide variety of other sources into the following series of NCEF Assessment Guides for examining the safety and security of all aspects of a school facility:

- **School Grounds and Site Access Control**
  - Building Access Control
  - Entry Doors, Windows, Walls, Roofs
  - Entry and Reception Areas
- **Conclusion, Interiors, and Lockers**
  - Doors and Windows
  - Elevators
  - Stairs
  - Classrooms
  - Portable Classrooms
  - Art, Music, and Dance Rooms
  - Labs, Shops, and Computer Rooms
  - Offices, Workrooms, and Conference Rooms
- **Food Service Areas and Student Commons**
- **Recreation**
- **Library/Media Center**
- **Health Services Center**
- **Auditorium/Theater/Performing Arts Center**
- **Indoor Athletic Facilities**
  - Emergency Communications, Power, and Water
  - Security and Surveillance Systems
  - Fire Alarm and Control Systems
  - Mechanical Systems
  - Containment and Ventilation Systems
  - Areas of Refuge/Community Shelter

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**National Clearinghouse for Educational Facilities**

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10500 Vermont Avenue, NW, Suite 700, Washington, DC 20000  888-552-0824  www.ncef.org

Prepared under a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools
NCEF Assessment Guide – Restrooms
National Clearinghouse for Educational Facilities
2008

Use the following questions to think about ways of increasing safety and security in your school. For more information, see Mitigating Hazards in School Facilities. http://www.ncef.org/safety/schools/index.cfm

Room No. Location Date

- Is the restroom located to maximize visual surveillance, such as near administrative areas?
  - Yes
  - No
  - Not applicable
  - Further study note:

- Is the restroom bright, well lit, and easy to supervise?
  - Yes
  - No
  - Not applicable
  - Further study note:

- Are stall doors and partitions limited to no more than 5’-6” in height and do they have 12” clearance above the floor for surveillance? Are partitions bolted to the floor, wall, and ceiling? Do all stall doors have operable latches?
  - Yes
  - No
  - Not applicable
  - Further study note:

- Are sinks and hand dryers located in publicly exposed or semi-exposed areas to deter vandalism and encourage hand washing?
  - Yes
  - No
  - Not applicable
  - Further study note:

- Do restroom smoke detectors have vandal-resistant features, such as protective cages or tamper alarms?
  - Yes
  - No
  - Not applicable
  - Further study note:

- If the restroom is intended for use by people engaged in after-school activities, is it conveniently located and able to be used without providing access to the rest of the school?
  - Yes
  - No
  - Not applicable
  - Further study note:

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Prepared under a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools
Safety Publications 2007
Emergency Management Resource Guide
Kentucky Center for School Safety
2007 (Revised)
Practical Information on Crisis Planning: A Guide for Schools and Communities
The Office of Safe and Drug-Free Schools and U.S. Department
2007
Bullying in Schools: Fact Sheet Series
The National School Safety Center
2006
Safety Publications 2004
Design Guide for School Safety Against Earthquakes, Floods, and High Winds

FEMA 2004
Other Safety Publications or Websites
Mitigating Hazards in School Facilities

National Clearinghouse for Educational Facilities

Mitigation is any sustained action taken to reduce or eliminate long-term risk to life and property from a hazard event. — FEMA

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- Outdoor Athletic Facilities and Playgrounds
- Building Access Control: Entry Doors, Windows, Walls, Roofs
- Entry and Reception Areas
- Corridors, Interior Doors, and Elevators
- Goals and Equipment
- Software
- Laboratories
- Portable Classrooms
- Art, Music, and Dance Rooms
- Library, Media, and Computer Rooms
- Offices, Workrooms, and Conference Rooms
- Food Service Areas and Student Commons
- Restrooms
- Library/Media Center
- Health Services Center
- Auditorium/Theater/Rehearsal Arts Center
- Indoor Athletic Facilities
- Safety and Security Systems
- Energy, Fuel, and Water Systems
- Security and Surveillance Systems
- Fire Alarm and Control Systems
- Mechanical Systems
- Commercial and Development Areas
- Areas of Refuge/Community Shelter

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at the National Institute of Building Sciences


Prepared under a grant from the U.S. Department of Education, Office of Safe and Drug-Free Schools
Gang Awareness (Poster)
East Coast Gang Investigators Assn., Middle Atlantic-Great Lakes Organized Crime Law Enforcement Network, & FBI
Federal and State Quick Reference to Gun Laws

FEDERAL: Possession or Receipt of a Firearm or Ammunition by a Prohibited Person 18 USC § 922(g) & (n). Punishable by up to 10 years imprisonment. May receive minimum sentence of 15 years without parole if the person has 3 or more prior convictions for a felony crime of violence (e.g. burglary, robbery, assault) and/or drug trafficking felony. Elements:

A. Possession or receipt of a firearm or ammunition;

B. By a person who falls in one of the following categories:
   - Previously convicted of a crime punishable by imprisonment for a term exceeding one year (persons under indictment or information for such a crime are prohibited from receiving firearms or ammunition);
   - Dishonorably discharged from the military;
   - Subject to a court order prohibiting harassing, threatening, or destroying a firearm or ammunition.

C. The firearm or ammunition was transported at any time across a State line or from a foreign country.

STATE: Knowingly Sell, Give or Otherwise Dispose of Any Firearm or Ammunition to Any Person Who Falls Within One of the Above Categories 18 USC § 922(o). Punishable by up to 10 years imprisonment.

II. USE OR CARRY A FIREARM DURING OR IN RELATION TO, OR POSSESS A FIREARM IN FURTHERANCE OF, A DRUG TRAFFICKING CRIME OR FEDERAL CRIME OF VIOLENCE. (18 USC § 924(c)). Punishment ranges from a minimum of 5 years to life imprisonment, without parole, or death if death results from the use of a firearm. Sentence must be served consecutive to any other sentence. Mandatory minimum sentence increases depending on the type of firearm involved (e.g. machine gun), whether the gun was possessed, transported, or discharged, and prior convictions under this section.

III. STOLEN FIREARM, AMMUNITION OR EXPLOSIVE:
18 USC § 921(a). Prohibits the receipt, possession, concealment, storage, bartering, selling, or disposing of stolen firearm or ammunition knowing or having reason to believe the firearm or ammunition is stolen. Punishable by up to 10 years.
18 USC § 921(b). Prohibits stealing or unlawfully taking away firearms from the business inventory of a Federal firearms licensee. Punishable by up to 5 years.
18 USC § 924(c) Prohibits stealing a firearm which has been in commerce. Punishable by up to 10 years.

IV. FIREARM IN A SCHOOL ZONE. 18 USC § 922(q). Exceed as authorized, may not possess or discharge a firearm in a school zone. Punishable by up to 5 years imprisonment.

V. UNLAWFUL POSSESSION, MANUFACTURE OR TRANSFER OF CERTAIN FIREARMS AND DEVICES.
18 USC § 922(a). Providing false information or misrepresentation to a licensed arms dealer with respect to the lawfulness of the sale or other disposition while attempting to purchase or purchasing a firearm or ammunition. Punishable by up to 10 years imprisonment.
18 USC § 922(b). Makes it unlawful to import, ship, receive, or possess a firearm with the manufacturers serial number obliterated, removed or altered. Punishable by up to 5 years imprisonment.
18 USC § 922(c). Makes it unlawful to purchase or transfer a machine gun. Punishable by up to 10 years imprisonment.
18 USC § 922(d). Makes it unlawful to deliver, sell or transfer a handgun or ammunition for a handgun to a juvenile. Punishable by up to 10 years.
18 USC § 922(e). Makes it illegal for an alien to possess a handgun or ammunition for a handgun. Punishable by up to 10 years.
18 USC § 922(n). Makes it illegal for a felon convicted of a crime of violence to possess body armor. Punishable by up to 5 years.
26 USC § 980(a) (1) and (2). Makes it unlawful the receipt, possession or manufacture of NFA weapons illegal. (machine gun, sawed-off shotgun, sawed-off rifle, slander or destructive device without registration). Punishable by up to 10 years.
A Dozen Things Principals Can Do To Stop School Violence

National Crime Prevention Council

A Dozen Things
Teachers Can Do To Stop School Violence

- Report to the principal as quickly as possible any threats, signs of or discussions of weapons, signs of gang activity, or other conditions that might invite or encourage violence.
- Set norms for behavior in your classroom. Refuse to permit violence. Ask students to help set penalties and enforce the rules.
- Invite parents to talk with you about their children’s progress and any concerns they have. Send home notes celebrating children’s achievements.
- Learn how to recognize the warning signs that a child might be headed for violence and know how to tap school resources to get appropriate help.
- Encourage and sponsor student-oriented anti-violence activities and programs ranging from peer education, team courts, and mediation to mentoring and training.
- Offer to serve on a team or committee to develop and implement a Safe School Plan, including how teachers and other school staff should respond in emergencies.
- Enforce school policies that seek to reduce the risk of violence. Take responsibility for areas outside as well as inside your classroom.
- Insist that students not resort to name-calling or teasing. Encourage them to demonstrate the respect they expect. Involve them in developing standards of acceptable behavior.
- Teach with enthusiasm. Students engaged in work that is challenging, informative, and rewarding are less likely to get into trouble.
- Learn and teach conflict resolution and anger management skills. Help your students practice applying them in everyday life. Discuss them in the context of what you teach.
- Incorporate discussions on violence and its prevention into the subject matter you teach whenever possible.
- Encourage students to report crimes or activities that make them suspicious.
Operation Respect Program:
“Don’t Laugh at Me”
(Free bullying curriculum)
Peter Yarrow
Acquaintance Rape of College Students, Addressing School-Related Crime and Disorder, Bomb Threats in Schools, Campus Safety CD-ROM, Illicit Sexual Activity in Public Places, Links in the Chain: Two Communities Respond to Stalking, National Summit on Campus Public Safety, Rave Parties, School Vandalism and Break-Ins, Stalking, Student Party Riots, and Underage Drinking
Gangs Toolkit
(COPS Office - Booklets)

Bullying in Schools, Disorderly Youth in Public Places, Drive-By Shootings, Drug Dealing in Open-Air Markets, Gang Reference Card for Parents, Graffiti, Gun Violence Among Serious Young Offenders, Juvenile Runaways Solutions to Address Gang Crime CD-ROM, Street Gangs and Interventions: Innovative Problem Solving with Network Analysis, Witness Intimidation
Hard Time for Gun Crime
Project Safe Neighborhoods

The Law

Federal Laws—Hard Time for Gun Crime

Under Project Safe Neighborhoods, U.S. prosecutors are ready to bring cases involving illegal gun use to federal court. This means that if anyone is caught with an illegal gun, they probably won’t be entitled to bail—instead, they’ll go straight to jail. And, if that’s not bad enough, if they are convicted in federal court, they can spend up to 10 years in jail. There are no second chances under this program.

So it’s smart to stay away from guns if you or anyone you know is in one of the categories described below: Save yourself, your friend, or your relatives from jail time.

Do You Belong to One of These Groups?

If you fit in one of these categories, you are prohibited from possessing any kind of gun or ammunition:

- Convicted felons (convicted at state or federal level).
- People under indictment for a crime punishable by imprisonment for more than 1 year.
- Fugitives from justice (interstate flight to avoid prosecution or testimony).
- Drug users or addicts.
- Aliens in the United States illegally or on temporary status.
NCEF Safe Schools Facilities Checklist

The NCEF Safe School Facilities Checklist is designed for assessing the safety and security of proposed and existing school buildings and grounds. Facility assessments are best performed by experienced building and safety professionals working closely with school officials.

Each school is different. Tailor the checklist to your school’s needs by selecting the appropriate categories and subcategories below. The information you choose will be downloaded to your computer in an Adobe file.

NCEF Assessment Guides

An alternative form of this checklist is the series of NCEF Assessment Guides covering specific building spaces and subjects. The guides can be downloaded individually, and multiple copies can be made for repetitive spaces such as classrooms.

I plan to use the NCEF Safe School Facilities Checklist for:

- Reviewing plans for a new school facility
- Assessing an existing school facility

I would like supplemental information on the following hazards:
- Acts of violence and terrorism
Emergency Management Resource Guide
Kentucky Center for School Safety
Other Publications