SCHOOL SAFETY AND SECURITY ADVISORY BOARD

ROLLCALL

PRESENTER:  Representative Wendy Horman, Chairman

OBJECTIVE:  Roll Call and Introduction

ACTION:  Introduction of Board Members and DBS Staff

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS:  Directory
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<tr>
<th>Member</th>
<th>Company/Representing</th>
<th>Mailing Address</th>
<th>Original Appointment</th>
<th>Term Expires</th>
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<tr>
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<td>Senator Lori Den Hartog</td>
<td>Idaho Senate</td>
<td>State of Idaho P.O Box 83720 Boise, ID 83720</td>
<td>07/02/2018</td>
<td>11/30/2020</td>
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<tr>
<td>James Dale Fry, Jr.</td>
<td>Representative Local School Board</td>
<td>515 Christie Street Troy, ID 83871</td>
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<tr>
<td>Matt Freeman</td>
<td>State Board of Education</td>
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<tr>
<td>Terry Cochran</td>
<td>Idaho Police Chiefs Association</td>
<td>Cottonwood Police Department 506 King St. Cottonwood, ID 83522</td>
<td>05/05/2020</td>
<td>07/01/2022</td>
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<tr>
<td>Perry Grant</td>
<td>Idaho Sheriff's Association</td>
<td>20381 State Hwy 78 Murphy, ID 83650</td>
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<td>07/01/2022</td>
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<td>John Ganske</td>
<td>Idaho State Police</td>
<td>Idaho State Police 700 S. Stratford Meridian, ID 83642</td>
<td>07/01/2016</td>
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<tr>
<td>William 'Brad' Richy</td>
<td>Bureau of Homeland Security</td>
<td>State of Idaho 4040 W. Guard St. Bldg 600 Boise, ID 83705</td>
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<tr>
<td>David Gates</td>
<td>Idaho Fire Chiefs Association</td>
<td>Pocatello Fire Department 408 E. Whitman Avenue Pocatello, ID 83201</td>
<td>07/01/2016</td>
<td>07/01/2022</td>
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<tr>
<td>Eric Studebaker</td>
<td>State Department of Education Superintendent of Public Instruction</td>
<td>State Dept of Education PO Box 83720 Boise, ID 83720-0027</td>
<td>07/15/19</td>
<td>07/15/2021</td>
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<tr>
<td>Rep. Wendy Horman</td>
<td>House of Representatives</td>
<td>State of Idaho PO Box 83720 Boise, ID 83720</td>
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### Personnel Information

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<th>Title</th>
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<tr>
<td>Ron Whitney</td>
<td>Division of Building &amp; Safety Administrator</td>
<td><a href="mailto:ron.whitney@dbs.idaho.gov">ron.whitney@dbs.idaho.gov</a></td>
<td>208.332-7150</td>
</tr>
<tr>
<td>Spencer Holm</td>
<td>Deputy Attorney General</td>
<td><a href="mailto:spencer.holm@ag.idaho.gov">spencer.holm@ag.idaho.gov</a></td>
<td>208.334-4525</td>
</tr>
<tr>
<td>Mike Munger</td>
<td>School Safety &amp; Security Program Manager</td>
<td><a href="mailto:mike.munger@dbs.idaho.gov">mike.munger@dbs.idaho.gov</a></td>
<td>Cell: 208.407-6716</td>
</tr>
<tr>
<td>Guy W. Bliesner</td>
<td>Eastern School Safety &amp; Security Analyst</td>
<td><a href="mailto:guy.bliesner@dbs.idaho.gov">guy.bliesner@dbs.idaho.gov</a></td>
<td>Cell: 208.221-3145</td>
</tr>
<tr>
<td>Mark Feddersen</td>
<td>Northern School Safety &amp; Security Analyst</td>
<td><a href="mailto:mark.feddersen@dbs.idaho.gov">mark.feddersen@dbs.idaho.gov</a></td>
<td>Cell: 208.625-7256</td>
</tr>
<tr>
<td>Elliot Cox</td>
<td>South/Central School Safety &amp; Security Analyst</td>
<td><a href="mailto:elliot.cox@dbs.idaho.gov">elliot.cox@dbs.idaho.gov</a></td>
<td>Cell: 208.519-0973</td>
</tr>
<tr>
<td>Kayla Green</td>
<td>Project Coordinator</td>
<td><a href="mailto:kayla.green@dbs.idaho.gov">kayla.green@dbs.idaho.gov</a></td>
<td>Direct: 208.332-7154</td>
</tr>
<tr>
<td>Tara Biddle</td>
<td>Administrative Assistant</td>
<td><a href="mailto:tara.biddle@dbs.idaho.gov">tara.biddle@dbs.idaho.gov</a></td>
<td>Direct: 208.332-8961</td>
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**DIVISION OF BUILDING SAFETY**  
**SCHOOL SAFETY AND SECURITY PROGRAM**  
**1090 East Watertower Street, Suite 150**  
**Meridian, ID 83642**  
**Office: (208) 332 –7155 Fax: (208) 332-4016**  
**dbs.idaho.gov**
AGENDA

Agenda Item No. 01

PRESENTER: Mike Munger, Program Manager

OBJECTIVE: Approve agenda for the Office of School Safety and Security Advisory Board meeting and the June 2, 2020 Minutes

ACTION: Consent

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS: Agenda and draft meeting minutes
NOTICE OF PUBLIC MEETING

IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD
VIDEOCONFERENCE & ZOOM MEETING
CALL IN NUMBER 877-820-7831 PARTICIPANT CODE: 529619

Division of Building Safety
1090 East Watertower Street, Suite 150, Meridian
1250 Ironwood Drive, Suite 220, Coeur d’Alene
155 N. Maple St. Blackfoot, ID

Monday, September 14, 2020
2:30 p.m. – 3:30 p.m. (MT)
(Note: North Idaho - Meeting Commences @ 1:30 p.m.)

2:30 p.m. CALL TO ORDER – Rep. Wendy Horman, Chairman
  o Roll Call & Introductions
  o Open Forum

CONSENT AGENDA

1. Approval of the September 14, 2020 Agenda and June 2, 2020 Minutes

INFORMATIONAL AGENDA

2. Office Manager Report – Mike Munger, Program Manager
   a. Introduction of the new board member representing the Idaho Sheriffs Association, Owyhee County Sheriff Perry Grant.
   b. COVID19 Update/School Reopening Plans
   c. Assessment Schedule SY 20/21
3. Update on Title IX – Matt Freeman—Idaho State Board of Education
4. Update on Grant #2018-YS-BX-0059 TipLine – Kayla Green, Project Coordinator
5. Administrator Report – Ron Whitney, Administrator

ACTION AGENDA


3:30 p.m. ADJOURN

All times, other than beginning, are approximate and are scheduled according to Mountain Time (MT), unless otherwise noted. Agenda items may shift depending on Board preference 09/8/2020 TB
Idaho Office of School Safety & Security is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
https://zoom.us/j/6741536780?pwd=Q05aS0hPNVBzaEVreDgxVGRwREVNQT09

Meeting ID: 674 153 6780
Passcode: 276236
One tap mobile
+12532158782,,6741536780#,,,,0#,,276236# US (Tacoma)
+13462487799,,6741536780#,,,,0#,,276236# US (Houston)

Dial by your location
  +1 253 215 8782 US (Tacoma)
  +1 346 248 7799 US (Houston)
  +1 408 638 0968 US (San Jose)
  +1 669 900 6833 US (San Jose)
  +1 312 626 6799 US (Chicago)
  +1 646 876 9923 US (New York)
  +1 301 715 8592 US (Germantown)

Meeting ID: 674 153 6780
Passcode: 276236
Find your local number: https://zoom.us/u/azxI6jlbE
Chair Wendy Horman called the meeting to order at 9:32 a.m. (MT)

**Board Members Present:**
Representative Wendy Horman, Chair  
Sen. Lori Den-Hartog

**DBS Staff Members Present:**
Brian Armes, IOS3 Program Manager  
Tara Biddle, Administrative Assistant 1

**Board Members Via Webex Live**
Matt Freeman, Vice-Chairman  
James Fry  
David Gates  
John Ganske  
Dr. Becky Meyer  
Brad Richy  
Eric Studebaker

**DBS Staff Members Via Webex Live**
Ron Whitney, Deputy Administrator  
Spencer Holm, Deputy Attorney General  
Guy Bliesner, South East School Analyst  
Elliot Cox, South Central Analyst  
Mark Feddersen, North School Analyst  
Mike Munger, Southwest School Analyst  
Kayla Green, Project Coordinator

**Board Members Absent:**
Chad Huff

**INTRODUCTION**

- Chair Horman took this time to thank the First Responders present and the Idaho Office of School Safety and Security employees for their hard work and sacrifice during the Covid19 Pandemic.
- PM Armes introduced new Board Member Chief Terry Cochran of the Cottonwood Police Department. He is representing the Chief of Police Association filling the seat formally held by Jeff Gunter.

Chief Cochran addressed the board giving a background of his career. He has been working with schools on school safety and security, and active threat incidents and drug and alcohol related incidents as the chief of police for the past 20 years. Prior to becoming chief of police, he was in the army. Chair Representative Wendy Horman took this opportunity to thank Chief Cochran for volunteering his time and sitting on the Office of School Safety & Security Advisory Board.
♦ CONSENT AGENDA – Chair Wendy Horman

1. Approval of June 02, 2020 Agenda and December 17, 2019 Meeting Minutes

*MOTION:* Board Member Gates made a motion to approve the June 02, 2020 agenda and December 17, 2019 Board Meeting Minutes as presented. Board Member Freeman, Senator Den-Hartog seconded. All in favor, motion carried.

*Roll Call:* Chair Representative Wendy Horman

Senator Den Hartog    John Ganske
Matt Freeman    Becky Myer
Terry Cochran    Brad Richy
James Fry    Eric Studebaker
David Gates

♦ INFORMATIONAL AGENDA -Brian Armes

2. Office Manager Report

PM Armes thanked the Board members that were attending the meeting via the new format of the Webex meeting platform. This will be a platform that will continue in the future.

*Covid19 Update:*

PM Armes stated Covid 19 became the dominating feature very quickly for our office. He was unable to give the 2020 Legislative Report presentation to either the House Education Committee and Senate Education Committee. All items that were discussed at the last advisory board meeting were submitted to the Committee Chair and Secretaries. Due to other pressing issues and administrative rules being evaluated at that time unfortunately our agencies presentation was delayed and then Covid 19 and the closing down of legislative session in March did not allow for the presentation to be given.

PM Armes began to discuss the role our office has played since the Covid 19 pandemic hit. It was stated that schools still have been visited. One of the primary areas being charter schools that are looking to sign leases. The office has been working on getting on the front side of site choosing for charter schools to avoid future security issues and threats.
At this time PM Armes began to discuss our primary efforts in working with public health regarding Covid19, and what the possibilities of reopening for SY20/21.

The two new areas of concern, in addition to student safety are staff vulnerability and community spread. Most traditional public schools did not reopen. At this time, he asked if Senator Den-Hartog would like to give insite into the reopening of Nampa Christian due to her knowledge of the school. Chair Horman took a moment to thank all the IOSSS staff for all their hard work and gave Senator Den Hartog the time to discuss the valuable lessons that came Nampa Christian reopening.

Senator Den Hartog stressed the commitment to safety, the importance of coordination with local public health agencies and partners and communicating clearly with the school community. Two problematic areas were identified as bussing, recess and student lunch processes and that creative solutions had to be identified to allow for these areas to proceed safely.

Overall it went very smoothly, and they did learn things that would help when coming back in the fall. One thing that is known is although this response to transportation and food worked for a brief period in these smaller campuses, it is not expected this could be sustainable for the long term nor be possible to accomplish in the public-school system. These two areas will be the biggest challenge for public schools.

At this time PM Armes asked that Guy Bliesner, South East School Analyst (SESA) give a brief update to the board on the work that he had been involved in regarding Covid19. He has been working closely with South Eastern Idaho Public Health in a FEMA response in that region. He was part of a very specific task force responsible for best practice research and focusing on addressing shortages of PPE and sanitization. Additionally, SESA Bliesner also reported that he helped 3 schools write their SVPP Grants and 2 schools with their Fire Protection and Safety Grants.

PM Armes noted the South East Idaho Public Health did a good job at using the FEMA Incident Command System (ICS) and National Incident Management System (NIMS) format.

Board Member Gates stated one of the areas that did need to be addressed was community wide communication. In this incident a citizenry response was very important. It was observed that response can’t only come from a government level down, but that it needs to be on a local level where citizens are involved, and community planning and communication lines are in place.
At this time PM Armes asked that Mike Munger, South West School Analyst (SWSA) report on his experience in working with different agencies regarding Covid19. SWSA Munger reported that during the pandemic the uncertainty is high, experience is low and new recommendations are constantly being released as we begin to learn more about the impact of the virus. Our office was able to come in and assist with distributing information. A core function of our office will be evaluating effective practice and disseminating effective practices out to schools, along with providing documentation on planning guidance and issues of consideration.

One of the main issues that immediately became evident that moving from traditional school to online education was very disruptive to students. This is a continuing concern moving into the fall. Technical working groups have been formed that have been working to address questions from the stakeholders and superintendents. They are doing all of this while understanding that they are at the end of the year in their budgets and their budgets next year will have severe fiscal restraints all while having to make due with restricted operating environments. Common school questions relate to liability, standards of care and effective operational changes to reduce transmission.

Another element being looked at is consumable supplies for the schools. Once school is back in session, if the is a mandatory recommendation for masks, what will that look like? For instance, how many will be needed, and how will they be supplied? Another area our office will be addressing is the all hazard planning for schools. For instance, how will schools maintain social distancing in fire drills and evacuation drills? Plans still need to be in place for normal operation plans under these challenging restrictions.

Many challenges have been identified for the upcoming school year. The workgroups are working through and putting a plan together to address these concerns although it is still in the formative base at this point. The efforts by the State Board and governor’s office has set the stage for being able to put together those effective measures and effective guidance in a way that is flexible for schools. It will be tailored in a way that the response in one school district may not necessarily be the response for another and will deal with those disparities associated with those elements. Chair Horman thanked SWSA Munger for his reporting and for the time and effort he has put into addressing these concerns.

In conclusion of this report PM Armes stated that there are also political view points that are going to affect communities as well. Some people will see Covid19 as being a very important issue that has tremendous ability for adverse impact while people in other communities do not see it in the same way as a critical issue.
At this time Chair Horman gave the opportunity for other board members to speak. Board Member Studebaker took the opportunity to state that his agency the State Department of Education has made recommendations to identify curriculum software to deliver instruction remotely for career and technical education. He also reported that this is the first year that they are providing suicide prevention and sexual violence education resources online free to all educators in the state of Idaho.

Board Member Richy encouraged the Advisory Board to be looking at state and county wide planning and evaluate what has occurred through the pandemic and to identify and address what we’ve learned. By having this information, it is a great time to evaluate and update plans at the city, county, and regional level. He reported that FEMA is here and working with state officials and that they will be hiring 10 people to work with the Idaho Office of Emergency Management (IOEM) will also be hiring an additional 10 staff members to deal with the Covid19 pandemic. It is estimated that this event will last for 10 years as far as the recovery aspect, and the application part of projects put forth. There will always be challenges and things not anticipated, but most of the time when there is a plan in place it its easier to know what to do, and work through issues. He reported that 2,300 gallons of hand sanitizer and containers had been purchased and will be distributed throughout the state. Chair Horman thanked Board Member for his report.

At this time Vice Chair Freeman highlighted the higher education institutions. The higher education institutions had been working independently, and within 2 weeks of the pandemic they were delivering all instruction to students remotely. They began to provide isolation areas for students and delivering meals to those affected by the virus. He took this opportunity to recognize the leaders who showed remarkable leadership and judgment. Chair Horman thanked Vice Chair Freeman for his report. There being no other comments Chair Horman thanked the IOSSS staff again for lending their expertise and innovative ideas in a way that benefited K-12 schools and local and state agencies. The staff’s expertise developed over the last 5 years at IOSS allowed them to not only served Idaho students but the citizens of Idaho.

Chair Horman also stated it has become clear through this pandemic that the board needs representation from the Department of Health and Welfare and the Public Health Districts on this board. PM Armes agreed that it had become clear that there was not a strong relationship with the Department of Health and Welfare and the Health Districts. To accomplish this legislative action will need to be taken. In the meantime, Chair Horman
said she would like to speak with DAG Holmes offline about adding ad hoc members to the board before the next board meeting.

Before moving on to the next agenda item PM Armes took the opportunity to praise the college campuses when the pandemic hit the higher education institutions. They rose to the challenges presented and proved that they have built a very resilient system to deal with very complex issues. One example of this was dealing with stranded students because of travel restrictions and residential facilities and town being shut down and provided housing and support.

3. **Update on Title IX & Clery Act - Elliot Cox**

PM Armes reintroduced Elliot Cox the South-Central Analyst (SCA) to the board. SCA Cox introduced himself to the board. He stated that his previous experience related to post-secondary federal safety requirements, specifically Title IX and Clery Act safety reporting requirements at the college/university level.

In order to assist he has provided individualized resources and technical assistance; and added a Clery Act section to our webpage that lists helpful resources. He has developed a program self-assessment tool; and hosts a statewide Clery Act group that connects all of the Clery safety teams in Idaho. As part of the group, he moderates a monthly conference call for group members to discuss Clery compliance efforts, strategies and best practices. The group includes representatives from all post-secondary public educational institutions in Idaho but is open to private colleges and universities as well. There are currently 13 Idaho post-secondary institutions participating in the group.

SCA Cox began reporting on the Title IX is a federal law that prohibits sexual violence, discrimination and harassment in education settings. Title IX applies to both higher education and K-12. While court cases and sub-regulatory guidance have previously established guidelines for how schools should respond to allegations of sexual harassment under Title IX, the Department of Education recently published updated rules.

The new rules bring about extensive changes and will have a significant impact on educational institutions, but especially to K-12 schools beginning August 1, 2020. He directed the board to a high-level summary of the impacts these rules will have on the K-12 sector in the “top 10” document that was included in the meeting packet and will be attached with the meeting minutes. Our office has provided superintendents with
guidance documents pertaining to the recent changes in Title IX, and we will be working with ISBA to assist with policy development. A Title IX section has been added to our webpage that includes helpful resources.

SCA Cox began to discuss in more depth of how our office may be able to assist with Title IX requirements and investigations. When this report concluded Vice-Chairman, Freeman thanked SCA Cox for all of his work and proactive help with coordinating with Institutions on both the Clery Act and Title XI, and suggested that a meeting be scheduled between himself and SCA Cox to discuss what his boards (the State Board of Education) role is in assisting schools with compliance and what role IOSS may be able to play in helping local school districts and higher education. At this time PM Armes asked for guidance on the time that was currently being spent with private institutions on these matters given that it is not part of our statute, yet we are serving Idaho students. Chair Horman stated that she had been in conversation with the Attorney General and the current level of time given along with approach was acceptable.

4. **Grant#2018-YS-BX-0059 TipLine**

PM Green reported on the changes that came with Covid19 to the SEE Tell Now tipline. As students went from traditional learning to remote learning an estimated 4-11% of students were virtually missing many of them being in the high-risk category already. Due to the concern of students not having access to school educators and support See, Tell, Now was opened up to those schools that were not currently enrolled in the program. These tips went through the dashboard and PM Green and NSA Fedderson reviewed and routed any tips coming in. PM Green reported that she worked with Reporter Sami Edge of the Idaho Education News to compile a list of local and national tip line numbers to assist with reporting. It was also reported a new addition was made to the tipline for “no access to food”. PM Armes reminded the board that the tiplines funding would be coming to an end in April of 2021 and the board will need to evaluate the future of the program and its funding. IOSSS believes that this is a very important program to have in place, especially in times like this.

5. **Advisory Board Re-Appointments – Brain Armes**

It was reported that the following board members are coming up for reappointment July 1, 2020, and that an email would be going out later today with the oath of office and data
sheet to be filled out by those currently serving or the agency they are representing replacement for them.

Matt Freeman  John Ganske  David Gates
Chad Huff  Brad Richy

6. Administrators Report – Ron Whitney

It was reported that IOSS is in a good financial standing with no issues to be seen. This is due to the grant funding that has been received to assist IOSSS operations.

MOTION: Board Member Den-Hartog made a motion to adjourn the meeting and was seconded by Vice-Chair Freeman.

The meeting adjourned at 11:30 (MT). The next meeting is scheduled for September 1, 2020 at 9:30 A.M MT.

________________________________  __________________________________
WENDY HORMAN, CHAIR  RON WHITNEY, ADMINISTRATOR
IDAHO SCHOOL SAFETY AND  DIVISION OF BUILDING SAFETY
SECURITY ADVISORY BOARD

________________________________  __________________________________
DATE  DATE
Agenda Item No. 02

PRESENTER: Mike Munger, Program Manager

OBJECTIVE: Office Manager Report

ACTION: Informational

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS: No documentation
Agenda Item No. 03

PRESENTER: Matt Freeman, Idaho State Board of Education

OBJECTIVE: Update on Title IX

ACTION: Informational

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS: No documentation
PRESENTER:    Kayla Green, Project Coordinator

OBJECTIVE:    Update on Grant #2018-YS-BX-0059 TipLine

ACTION:

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS: No documentation
SCHOOL SAFETY AND SECURITY ADVISORY BOARD

Agenda Item No. 05  AGENDA

PRESENTER:  Ron Whitney, Administrator

OBJECTIVE:  Administrator Report

ACTION:

BACKGROUND:

PROCEDURAL HISTORY:

ATTACHMENTS:  No documentation
Agenda Item No. 06

PRESENTER: Mike Munger, Program Manager

OBJECTIVE: Request approval of the Idaho Office of School Safety and Security Assessment Tool

ACTION: Request Approval

BACKGROUND: This item is reviewed on an annual basis at the September or December Idaho Office of School Safety and Security Advisory Board Meeting

PROCEDURAL HISTORY:

ATTACHMENTS: Modification of the Idaho Office of School Safety and Security Assessment Tool - New Questions & All Questions
### New Assessment Questions

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<td>What is the total number of staff with disabilities?</td>
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| Staff              | Do you have Safe School aides and/or a security officer (non-sworn) located on site?  
|                    | How many?                                                             |
| Staff              | How many administrators are assigned to this school?  
|                    | Include the AD only if a full-time, non-teaching position             |
| Staff              | Does the school have a nurse?  
|                    | A. Full time  
|                    | B. Part time  
|                    | C. As needed (on call)                                               |
| Staff              | Are nursing services contracted?                                      |
| Staff              | Does the school have a counselor assigned to the building?  
|                    | A. Full time  
|                    | B. Part time  
|                    | C. As needed (on call)                                               |
| Staff              | If full time, how many counselors are assigned to the school?         |
| Staff              | Are there other student supportive services personnel assigned to the school (this includes social workers, academic coaches, etc.)? |
| Staff              | Are custodial services contracted?                                    |
| Staff              | Are food services contracted?                                         |
| Demographics       | How many threat assessments have been conducted within the last year? |
| Surrounding Neighborhood | Which of the following best describes the environment of the campus/facility?  
|                    | a. Urban  
|                    | b. Suburban  
|                    | c. Rural  
|                    | d. Frontier |
| Security Officers  | Does the school have an armed, school-based security officer?         |
| Security Officers  | Is school security stationed only at a single school?                  |
| Security Officers  | Do school-based security officers have an office with a view of the building entrance or main hallways? |
| Security Officers  | Do school security personnel maintain a regular visible presence during school hours of operation? |
| Security Officers  | Are security / school based police personnel deployed to assigned areas to regularly inspect sensitive or critical area? |
| SRO               | Does the school have an armed, school-based law enforcement officer?  |
| SRO               | Is school based law enforcement officer stationed only at a single school? |
| SRO               | Do school-based law enforcement officers have an office with a view of the building entrance or main hallways? |
| SRO               | Do school-based law enforcement personnel maintain a regular visible presence during school hours of operation? |
| SRO               | Have School Resource Officers received any formal SRO training?        |
| SRO               | Is there a law enforcement (sworn) representative designated for schools? |
| SRO               | Are sworn law enforcement school resource officer (SRO) primarily assigned to this campus? |
| SRO               | Do sworn law enforcement school resource officer’s (SRO) have a job description? |
| SRO               | Is the school resource officer’s (SRO) job description shared with site administration? |
| SRO               | Did school personnel participate in creating the school resource officers’ job description? |
| SRO               | Do school based sworn law enforcement school resource officer (SRO) have an office appropriately sited? |
| SRO               | Do sworn law enforcement school resource officer (SRO) make regular on-site visits? |
| SRO               | Does law enforcement provide a visible presence on campus during school hours? |
| SRO               | Is Law enforcement generally present at after hours extra-curricular activities? |
| SRO               | Do sworn law enforcement school resource officer (SRO) regularly make presentations to students/staff? |
| SRO               | Does local law enforcement serve on School Safety committee?           |
| SRO               | Has law enforcement been provided access to school facilities?         |
| SRO               | Does law enforcement have opportunities to train in school facilities? |
| Facility          | Are restrooms located in areas of maximum visual surveillance, such as near the administrative areas? |
| Building & Grounds | Are evacuation routes and shelter-in-place meeting locations accessible for individuals with disabilities? |
| Interior          | Are stairwells uniformly and adequately lit, including exit signs?     |
| Interior          | Where building and stair exit doors are protected from weather, do they serve as concealed areas for unwanted activity? |
| Interior          | In consideration of possible earthquakes, are bookcases, sculptures, or other heavy objects secured from falling? |
| Restrooms         | Is the restroom well-maintained?                                       |
Restrooms
- Are water fixtures (e.g., toilets, urinals, sinks) operational?
- Are the stalls in good repair and stall doors functional and have operational latches and provide appropriate safety?

Restrooms
- Can entrance doors to restrooms be locked only from the outside and not be readily blocked inside?

Classrooms
- Do door access devices such as master keys or proximity cards allow staff to gain quick entry to any room where students have secured themselves?
- Can classroom doors always be opened from the inside for emergency egress purposes?
- Do all classrooms have secondary escape routes where required by the building code, does the classroom layout help teachers maintain surveillance and control over secondary escape routes?
- Do windows or fish-eye viewers permit people inside the classroom to view people outside the classroom?
- Does classroom windows enhance the visual surveillance of school grounds?
- Does door hardware allow staff to quickly lock classrooms from the inside, without having to step into the hallway?
- Are evacuation routes posted in classrooms, with primary and secondary routes?

Classrooms
- Do classrooms have emergency supplies (e.g., first aid kit, classroom roster, signage) and are they easily accessible?

Portables
- Do all portable classrooms have secondary escape routes where required by the building code, does the classroom layout help teachers maintain surveillance and control over secondary escape routes?
- Are portable classroom doors locked when unoccupied?
- Are evacuation routes posted in portable classrooms, with primary and secondary routes?
- Are emergency procedures posted?
- Do portable classrooms have emergency supplies (e.g., first aid kit, classroom roster, signage) and are they easily accessible?
- Are portable classrooms placed together as much as possible to prevent avoidable sprawl, but are still sufficiently separated from one another and from permanent structures to meet fire code requirements?
- Are portable classrooms clearly and consistently identified with numbers, words, icons, or colors, without contradictory markings?
- Is access beneath portable classrooms restricted with grates, fencing, siding, or other material?

Portables
- Are portable classroom walkways, handrails, and ramps in good condition?

Communications
- Is there a radio system available between the front office and nurse's office/health services center?
- Is there radio system available between the front office and library/media center?
- Is there a radio system available between the front office and nurse's office/health services center?

Safety
- Are stairwells identified and marked?[8]
- Are evacuation routes and shelter-in-place meeting locations clearly marked at entrances and/or exits?
- Are signs posted giving notice that surveillance cameras and recordings are in use or in periodic use to prevent liability issues arising from their presence?
- Are corridors wide enough to prevent overcrowding and provide adequate room for maneuvering wheelchairs?
- Is there access to an evacuation chair/sling where required?

Signage/Identification
- Are signs posted giving notice that surveillance cameras and recordings are in use or in periodic use to prevent liability issues arising from their presence?
- Are evacuation routes and shelter-in-place meeting locations clearly marked at entrances and/or exits?

Signage/Identification
- Are evacuation routes posted in hallways and common areas?
- Are stairwells identified and marked?

Signage/Identification
- Do hallways and display area signage outline expected student behavior?

Entrances/Reception Area
- Do windows facilitate surveillance from the reception area, providing, on the outside, an unimpeded view of the main drop-off and visitor parking areas?

Entrances/Reception Area
- Do windows facilitate surveillance from the reception area, providing, on the inside, a view of adjoining halls, stairwells and, preferably, the closest bathroom entries?

Entrances/Reception Area
- Does the school layout require visitors to pass through the least visual screening before they can gain access to bathrooms, service spaces, stairwells or other amenities inside the school?

Entrances/Reception Area
- Can anyone get through the reception area without being seen close enough by staff to be identified?

Entrances/Reception Area
- When the main entry doors are unlocked, can securable internal doors force visitors to visit the front office to gain entry beyond the reception area?

Accessibility
- If restrooms have entry from the outside is it locked or restricted access during school hours?
- Are medical supplies, medications and equipment locked in an observable area.

Policy & Procedure
- Does the school website prominently display the Title IX Coordinator's contact information as required by federal regulations?

Policy & Procedure
- Does the school website contain applicable training material used to train the school's Title IX administrators as required by federal regulations?
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SUBTOPIC</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Info</td>
<td>School Info</td>
<td>Name</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Region</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Address</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>What are the Global Positioning System (GPS) coordinates of the school?</td>
</tr>
<tr>
<td>School Info</td>
<td>School Info</td>
<td>Phone</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>District Name/ Number</td>
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<td>School Info</td>
<td>School Info</td>
<td>Superintendent</td>
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<td>School Info</td>
<td>School Info</td>
<td>Principal/Facility Manger</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Assessment Date</td>
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<td>School Info</td>
<td>School Info</td>
<td>Assessment Time</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Primary Assessor</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Secondary Assessor</td>
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<td>School Info</td>
<td>School Info</td>
<td>Tertiary Assessor</td>
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<td>School Info</td>
<td>School Info</td>
<td>Quaternary Assessor</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Previous Site Assessment Date</td>
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<tr>
<td>School Info</td>
<td>School Info</td>
<td>Previous Site Assessment Time</td>
</tr>
<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>What was the Assessors' arrival time on site?</td>
</tr>
<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>At what time did the Assessor gain entry?</td>
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<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>Where was the access point the Assessor gained entry?</td>
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<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>What was the time when the Assessor first made contact with someone?</td>
</tr>
<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>What affiliation was the first person contacted (staff, student, custodian, parent, etc.)?</td>
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<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>Was the Assessor directed to a check-in-point?</td>
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<tr>
<td>Intruder</td>
<td>Intruder</td>
<td>Was the Assessor escorted to a check-in-point?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Facility</td>
<td>Is your campus primarily multi-story buildings?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Facility</td>
<td>Is your campus primarily a multi-building campus?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Facility</td>
<td>What is the initial construction date?</td>
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<tr>
<td>Demographics</td>
<td>Facility</td>
<td>What is the primary construction type?</td>
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<tr>
<td>Demographics</td>
<td>Facility</td>
<td>What was the initial grade level design?</td>
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<tr>
<td>Demographics</td>
<td>Staff</td>
<td>What is the total number of certified staff?</td>
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<tr>
<td>Demographics</td>
<td>Staff</td>
<td>What is the total number of classified staff?</td>
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<tr>
<td>Demographics</td>
<td>Staff</td>
<td>What is the total number of staff with disabilities?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Staff</td>
<td>How many new staff to the building this year?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Staff</td>
<td>How long has the principal been principal at this school?</td>
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<td>Demographics</td>
<td>Staff</td>
<td>Was the current administrator the previous assessment?</td>
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<tr>
<td>Demographics</td>
<td>Staff</td>
<td>Do you have Safe School aides and/or a security officer (non-sworn) located on site? How many?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Staff</td>
<td>How many administrators are assigned to this school? (Include the AD only if a full-time, non-teaching position)</td>
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<td>Does the school have a nurse? A. Full time B. Part time C. As needed (on call)</td>
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<td>Staff</td>
<td>Are nursing services contracted?</td>
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<td>Does the school have a counselor assigned to the building? A. Full time B. Part time C. As needed (on call)</td>
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<td>If full time, how many counselors are assigned to the school?</td>
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<td>Are there other student supportive services personnel assigned to the school (this includes social workers, academic coaches, etc.)?</td>
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<td>Are custodial services contracted?</td>
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<td>Demographics</td>
<td>Staff</td>
<td>Are food services contracted?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>How many threat assessments have been conducted within the last year?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What grade levels are on campus?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What is the student population?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What is the average daily attendance?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What is the mobility rate (number of student transfers across the school year)?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>How many free/reduced rates for meals?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>How many Special Education (+504) students?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>Has your school trained in the Idaho Standard command Response (ISCRS) protocol.</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>Is your school participating in the See, Tell, Now tip line?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>How many students will need individual emergency planning (mobility, medically fragile, emotional conditions, etc.)?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What percentage of students are on safety or behavior contracts?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What is your limited English proficiency (LEP) rate?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>Does the school host specialized programs (Pre-school, Magnet programs, Head Start, etc.)?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>How many out of district students attend?</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>Percentage of students bussed</td>
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<tr>
<td>Demographics</td>
<td>Demographics</td>
<td>What is the expected response time for bus recall?</td>
</tr>
<tr>
<td>Demographics</td>
<td>Emergency Response</td>
<td>Are buses district owned?</td>
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<tr>
<td>Demographics</td>
<td>Emergency Response</td>
<td>What is law enforcement's expected response time for an emergency?</td>
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<tr>
<td>Demographics</td>
<td>Emergency Response</td>
<td>What is fire department's expected response time for an emergency?</td>
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<tr>
<td>Demographics</td>
<td>Emergency Response</td>
<td>What is EMS' expected response time for an emergency?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Which of the following best describes the environment of the campus/facility? A. Urban b. Suburban c. Rural d. Frontier</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a freeway adjacent to the school?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a state highway adjacent to the school?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a busy residential street adjacent to the school?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there an alley / dirt road adjacent to the school?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a single access/restricted roadway to campus?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a Railroad in proximity to the school?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is the immediate neighborhood commercial?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is the immediate neighborhood industrial?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is the immediate neighborhood agricultural?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there obvious poverty in the immediate neighborhood?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is vandalism/graffiti observed in the immediate neighborhood?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Are there other community crime or community nuisance issues?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is natural surveillance from the neighborhood maintained, allowing neighbors and passing patrol cars to serve as guardians of the school?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a Community facilities in proximity of the school (e.g. city parks, pool)?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is the school in a very high fire hazard severity zone or wildfire zone?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a water hazard in proximity of the school?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a Hazmat vulnerability to spills or heavy vapors in proximity to the school?</td>
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<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Is there a transportation centers/adjacent bus stop in proximity of the school?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>Surrounding Neighborhood</td>
<td>Are there abandon/unused buildings in proximity to the school?</td>
</tr>
<tr>
<td>Safety &amp; Security Personnel</td>
<td>Security Officers</td>
<td>Does the school have an armed, school-based security officer?</td>
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<td>Safety &amp; Security Personnel</td>
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<td>Is school security stationed only at a single school?</td>
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<td>Do school-based security officers have an office with a view of the building entrance or main hallways?</td>
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<td>Safety &amp; Security Personnel</td>
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<td>Are sworn law enforcement school resource officer (SRO) primarily assigned to this campus?</td>
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<td>Safety &amp; Security Personnel</td>
<td>SRO</td>
<td>Do sworn law enforcement school resource officer’s (SRO) have a job description?</td>
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<td>SRO</td>
<td>Is the school resource officer’s (SRO) job description shared with site administration?</td>
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<tr>
<td>Safety &amp; Security Personnel</td>
<td>SRO</td>
<td>Did school personnel participate in creating the school resource officers’ job description?</td>
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<tr>
<td>Safety &amp; Security Personnel</td>
<td>SRO</td>
<td>Does school based sworn law enforcement school resource officer (SRO) have an office appropriately sited?</td>
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<tr>
<td>Safety &amp; Security Personnel</td>
<td>SRO</td>
<td>Do sworn law enforcement school resource officer (SRO) make regular on-site visits?</td>
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<td>Does law enforcement provide a visible presence on campus during school hours?</td>
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<td>SRO</td>
<td>Is law enforcement generally present at after hours extra-curricular activities?</td>
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<td>SRO</td>
<td>Does law enforcement have opportunities to train in school facilities?</td>
</tr>
<tr>
<td>Safety &amp; Security Personnel</td>
<td>Nurse</td>
<td>Nurse is available on campus at least half-time?</td>
</tr>
<tr>
<td>Safety &amp; Security Personnel</td>
<td>Nurse</td>
<td>Is the nurse available for basic student care?</td>
</tr>
<tr>
<td>Safety &amp; Security Personnel</td>
<td>Nurse</td>
<td>Is the nurse available for classroom presentation?</td>
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<tr>
<td>Safety &amp; Security Personnel</td>
<td>Nurse</td>
<td>Is the nurse available for student assistance teams?</td>
</tr>
<tr>
<td>Safety &amp; Security Personnel</td>
<td>Nurse</td>
<td>Are Nurse/Medical duties performed by a health professional?</td>
</tr>
<tr>
<td>Safety &amp; Security Personnel</td>
<td>Nurse</td>
<td>Does the nurse have a defined emergency role?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are students allowed in the school without supervision?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Do staff monitor all entrances and exits during student arrival &amp; departure?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are Students required to display hall pass during regular class hours?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are hallways supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are restrooms located in areas of maximum visual surveillance?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are stairwells supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are commons areas supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Gymnasiums are supervised when students are present?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Is the weight room supervised whenever students are present?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are locker rooms supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Is the science laboratory supervised whenever students are present?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are students supervised when in Career Technical Education (CTE) shops?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are students supervised in the stage / auditorium area?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are students in the arts and crafts area supervised?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Are outdoor spaces supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Facility</td>
<td>Facility</td>
<td>Is outdoor student movement supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Parking Area</td>
<td>Parking Area</td>
<td>Is bus loading/unloading supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Parking Area</td>
<td>Parking Area</td>
<td>Are students allowed on a bus without direct supervision?</td>
</tr>
<tr>
<td>Student /Supervision Parking Area</td>
<td>Parking Area</td>
<td>Is the parent pickup/drop-off supervised effectively?</td>
</tr>
<tr>
<td>Student /Supervision Parking Area</td>
<td>Parking Area</td>
<td>Are student parking areas supervised effectively</td>
</tr>
<tr>
<td>Student /Supervision Parking Area</td>
<td>Parking Area</td>
<td>If present, are crossing guards highly visible and effective?</td>
</tr>
<tr>
<td>Operations Facility</td>
<td>Facility</td>
<td>Are designated points of entry/exit monitored to control building access?</td>
</tr>
<tr>
<td>Operations Facility</td>
<td>Facility</td>
<td>Gymnasium locker rooms are secured when not in use?</td>
</tr>
<tr>
<td>Operations Staff</td>
<td>Staff</td>
<td>Are there written procedures to guide access to the building by staff before and after school hours?</td>
</tr>
<tr>
<td>Operations Staff</td>
<td>Staff</td>
<td>Do staff prominently display photo id?</td>
</tr>
<tr>
<td>Operations Visitor</td>
<td>Visitor</td>
<td>Does visitor management procedure account for all individuals on site?</td>
</tr>
<tr>
<td>Operations Visitor</td>
<td>Visitor</td>
<td>Does visitor management require vetting of visitors?</td>
</tr>
<tr>
<td>Operations Visitor</td>
<td>Visitor</td>
<td>Is the visitor management procedure practiced with fidelity?</td>
</tr>
<tr>
<td>Operations Students</td>
<td>Students</td>
<td>Do students prominently display photo id?</td>
</tr>
<tr>
<td>Operations Students</td>
<td>Students</td>
<td>Students required to wear identifying clothing/uniform?</td>
</tr>
<tr>
<td>Operations Communications</td>
<td>Communications</td>
<td>Is the District-wide radio system tested monthly?</td>
</tr>
<tr>
<td>Operations Communications</td>
<td>Communications</td>
<td>Does the school’s web presence (e.g. website, social media pages, etc.) contain information that may be used to harm the school / individuals?</td>
</tr>
<tr>
<td>Operations Communications</td>
<td>Communications</td>
<td>Does the school have a designated Public Information Officer for media contact?</td>
</tr>
<tr>
<td>Operations Communications</td>
<td>Communications</td>
<td>Are parents notified of school safety information?</td>
</tr>
<tr>
<td>Operations Communications</td>
<td>Communications</td>
<td>Are parents notified of emergency response expectations?</td>
</tr>
<tr>
<td>Operations Communications</td>
<td>Communications</td>
<td>Are parents notified of visitor procedures?</td>
</tr>
</tbody>
</table>
Operations Communications Are parents notified of See, Tell, Now! contacts?
Operations Communications Are parents notified of character education programs?
Operations Facility Are restrooms supervised effectively?
Operations Facility Does the CTE shop organization and cleanliness meet industry standards?
Operations Facility Is the arts and crafts space clean and organized?
Operations Safety Does the auditorium scene shop meet industry safety standard?
Operations Safety Is there a procedure in place for dealing with suspicious and/or unauthorized deliveries?
Operations Safety Do chemical storage areas meet industry standards for chemical storage?
Operations Safety Is science lab personal protective equipment (PPE) available and in use?
Operations Safety Are chemicals appropriately stored and labeled?
Operations Safety Is a corrosive materials cabinet used for acid storage?
Operations Safety Is a flammable materials cabinet used for flammable materials?
Operations Safety Is there a current inventory available for the chemical storage area?
Operations Safety Is the current chemical storage inventory appropriate for curriculum?
Operations Safety Is the CTE shop's personal protective equipment (PPE) available and in use?
Operations Safety Are CTE shop gas tanks secured?
Operations Safety Are the arts and crafts Safety Data Sheets available for hazardous materials (SDS)?
Operations Safety Are the arts and crafts personal protective equipment (PPE) available and in use?
Operations Safety Is there a scheduled cycle for student training on health practices (basic hygiene, contagion control, etc.)?
Operations Safety Is there a scheduled cycle for student training on suspicious person or activity?
Operations Safety Is there a scheduled cycle for student training on visitor policies?
Operations Safety Is there a scheduled cycle for student training on school emergency procedures?
Operations Safety Gymnasium rules of safe conduct are taught?
Operations Safety Is the weight room expected standard of conduct reviewed and acknowledged by students?
Operations Safety Is there documentation of training in the safe / appropriate use of weight room equipment?
Operations Safety Are the expected standards of conduct, for the science laboratory, reviewed and acknowledged by students?
Operations Safety Are the CTE Shop's Safety Data Sheets available for hazardous materials?
Operations Safety Are CTE shop standards of conduct reviewed and acknowledged by students?
Operations Safety Are students trained in shop equipment use, safety, and emergency procedures?
Operations Safety Are CTE shop gas tanks secured?
Operations Safety Are the arts and crafts Safety Data Sheets available for hazardous materials?
Operations Safety Are students trained in shop equipment use, safety, and emergency procedures?
Operations Safety Are students trained on available stage / auditorium equipment prior to use?
Operations Safety Is all student training for arts and crafts documented?
Operations Parking Area Is vehicle traffic effectively managed?
Operations Parking Area Are pedestrians safety routed in / around pickup / drop-off zones?
Operations Parking Area Are bus zones safely and effectively operated?
Operations Parking Area Is there evidence the school has a procedure for loading/unloading of special populations?
Operations Parking Area Are parent pickup/drop-off areas safely and effectively operated?
Operations Parking Area Are student parking areas organized and operate effectively?
Operations Parking Area Is there an effective procedure to identify unauthorized vehicles on campus?
Facility Parking Area Does the parking lot striping/signage meet parking lot design standards?
Facility Parking Area Do parking areas provide standoff for vehicles?
Facility Parking Area Is the parking lot surface well maintained?
Facility Parking Area Are parking areas adequate to school community?
Facility Parking Area Do parking/sidewalks/curbs contain elements of ADA compliance?
Facility Parking Area Are bus and parent pickup/drop-off areas physically separated?
Facility Parking Area
Are bus zones are clearly signed?

Facility Parking Area
Do bus loading area meets ADA requirements?

Facility Parking Area
Is there a designated bike storage available?

Facility Parking Area
Are parent pickup/drop-off clearly signed?

Facility Parking Area
Are there marked crosswalks?

Facility Parking Area
Are parking areas clearly signed?

Facility Building & Grounds
Is there excessive congestion in the entrance / exit door area(s)?

Facility Building & Grounds
Is there excessive congestion in the common spaces?

Facility Building & Grounds
Is there excessive congestion in the hallways?

Facility Building & Grounds
Is there excessive congestion in the stairwells?

Facility Building & Grounds
Is there a primary point of entrance and exit in each building?

Facility Building & Grounds
Are evacuation routes and shelter-in-place meeting locations accessible for individuals with disabilities?

Facility Building & Grounds
Are there abandoned/unused areas on campus?

Facility Building & Grounds
Do you have outdoor hallways?

Facility Building & Grounds
Do you have portables?

Facility Building & Grounds
Does playground equipment meet ASTM/CPSC standards?

Facility Building & Grounds
Does playground fall material meet ASTM/CPSC standards?

Facility Building & Grounds
Is there vandalism/graffiti on campus/building?

Facility Building & Grounds
Is there evidence playgrounds are routinely maintained?

Facility Building & Grounds
Are gymnasiuims in safe condition and well maintained?

Facility Building & Grounds
Gymnasium bleachers are maintained in safe condition?

Facility Building & Grounds
Gymnasium locker rooms are clean and well maintained?

Facility Building & Grounds
Ticket booth/Concession facilities are maintained in a safe condition?

Facility Building & Grounds
Bleachers are maintained in a safe condition?

Facility Building & Grounds
Fields are maintained in a safe condition?

Facility Interior
Are stairwells uniformly and adequately lit, including exit signs?

Facility Interior
Where building and stair exit doors are protected from weather, do they serve as concealed areas for unwanted activity?

Facility Restrooms
Is the restroom well-maintained?

Facility Restrooms
Are water fixtures (e.g. toilets, urinals, sinks) operational?

Facility Restrooms
Are the stalls in good repair and stall doors functional and have operational latches and provide appropriate safety?

Facility Restrooms
Can entrance doors to restrooms be locked only from the outside and not be readily blocked inside?

Facility Classrooms
Do door access devises such as master keys or proximity cards allow staff to gain quick entry to any room where students have secured themselves?

Facility Classrooms
Do classroom doors always be opened from the inside for emergency egress purposes?

Facility Classrooms
Do all classrooms have secondary escape routes where required by the building code, does the classroom layout help teachers maintain surveillance and control over secondary escape routes?

Facility Classrooms
Do windows or fisheye viewers permit people inside the classroom to view people outside the classroom?

Facility Classrooms
Do windowills enhance the visual surveillance of school grounds?

Facility Classrooms
Does door hardware allow staff to quickly lock classrooms from the inside, without having to step into the hallway?

Facility Classrooms
Are evacuation routes posted in classrooms, with primary and secondary routes?

Facility Classrooms
Are emergency procedures posted?

Facility Classrooms
Do classrooms have emergency supplies (e.g., first aid kit, classroom roster, signage) and are they easily accessible?

Facility Portables
Do all portable classrooms have secondary escape routes where required by the building code, does the classroom layout help teachers maintain surveillance and control over secondary escape routes?

Facility Portables
Are portable classroom doors locked when unoccupied?

Facility Portables
Are evacuation routes posted in portable classrooms, with primary and secondary routes?

Facility Portables
Are emergency procedures posted?

Facility Portables
Do portable classrooms have emergency supplies (e.g., first aid kit, classroom roster, signage) and are they easily accessible?

Facility Portables
Are portable classrooms placed together as much as possible to prevent avoidable sprawl, but are still sufficiently separated from one another and from permanent structures to meet fire code requirement?

Facility Portables
Are portable classrooms clearly and consistently identified with numbers, words, icons, or colors, without contradictory markings?

Facility Portables
Is access beneath portable classrooms restricted with grates, fencing, siding, or other material?

Facility Portables
Are portable classroom walkways, handrails, and ramps in good condition?

Facility Communications
Can school office notify all school interior areas?
Facility Communications
Can all instructional areas notify the entire school campus (all areas)?

Facility Communications
Can school office communicate (2-way) with all instructional areas individually?

Facility Communications
Can all instructional areas communicate with outside telephone systems (e.g. 911)?

Facility Communications
Are cell phones the primary communication method for communication with instructional areas?

Facility Communications
Is a bell system in place and operational in all areas?

Facility Communications
Is a campus radio system available and used by the Administrative Team?

Facility Communications
Is a campus radio system available and used by the School Resource Officer?

Facility Communications
Is a campus radio system available and used by school security?

Facility Communications
Is a campus radio system available and used by staff in high-need units?

Facility Communications
Is a campus radio system available and used by the crossing guards and traffic control?

Facility Communications
Is a campus radio system available and used by the custodial staff?

Facility Communications
Is a campus radio system available and used by food service?

Facility Communications
Is a campus radio system available and used by maintenance staff?

Facility Communications
Is there a radio system available between the front office and nurse’s office/health services center?

Facility Communications
Is there a radio system available between the front office and library/media center?

Facility Communications
Is there a radio system available between the front office and auditorium/theater/performing arts center?

Facility Communications
Do school radios have the ability to contact emergency responders directly?

Facility Communications
Does the district-wide radio system connect directly to first responders?

Facility Communications
Does the school have multiple means of immediately contacting parents / guardians?

Facility Communications
Does the school have a means of immediately contacting students off campus in an emergency?

Facility Communications
Does the school have the ability to contact bus drivers directly by radio?

Facility Communications
Is the Public Address system audible on the school grounds?

Facility Safety
Are provisions for emergency power throughout the building, and especially for critical areas, in place.

Facility Safety
Are there science laboratory eye wash stations?

Facility Safety
Are there science laboratory shower(s)?

Facility Safety
Are there science laboratory fire blanket(s)?

Facility Safety
Are there science laboratory fume hood(s)?

Facility Safety
Are there science laboratory spill kit(s)?

Facility Safety
Are there science laboratory master shutoffs (gas/electricity)?

Facility Safety
Are there science laboratory first aid kit(s)?

Facility Safety
Are there science laboratory fire extinguisher(s)?

Facility Safety
Does the CTE shop(s) have eye wash stations present and accessible?

Facility Safety
Are the welding booths ventilated to exterior?

Facility Safety
Are the CTE shop(s) fire extinguisher(s) accessible?

Facility Safety
Are CTE shop(s) flammables cabinets available if needed?

Facility Safety
Is the CTE shop(s) first aid kit(s) stocked and accessible?

Facility Safety
Is a dust removal system present, operational, and maintained?

Facility Safety
Is the CTE shop ventilation adequate?

Facility Safety
Are arts and crafts eye wash stations present and accessible?

Facility Safety
Is the arts and crafts ventilation adequate?

Facility Safety
Are the arts and crafts fire extinguisher(s) accessible?

Facility Safety
Are there any arts and crafts flammables cabinets available, if needed?

Facility Safety
Is the arts and crafts first aid kit(s) stocked and accessible?

Facility Safety
Are cleaning chemicals stored separately from the food storage area?

Facility Safety
Does the school have a Knox box or other secure key storage system to provide quick access to keys by first responders?

Facility Safety
Does the building contain a complete fire sprinkler system?

Facility Safety
Are staff members present in the building after school hour required to sign in/out?

Facility Safety
Are all occupied areas protected by an audible fire alarm system?

Facility Safety
Does the facility have a fire alarm system connected to a central reporting agency?
<table>
<thead>
<tr>
<th>Facility Safety</th>
<th>Is there access to first aid supplies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Safety</td>
<td>Is there adequate Access to AED (accessible within 45 sec)?</td>
</tr>
<tr>
<td>Facility Safety</td>
<td>Are corridors wide enough to prevent overcrowding and provide adequate room for maneuvering wheelchairs?</td>
</tr>
<tr>
<td>Facility Health</td>
<td>Does the school have hand washing supplies?</td>
</tr>
<tr>
<td>Facility Health</td>
<td>Does the school have hand washing signs?</td>
</tr>
<tr>
<td>Facility Health</td>
<td>Does the school have hand sanitizer available?</td>
</tr>
<tr>
<td>Facility Health</td>
<td>Does the school have General Health Posters?</td>
</tr>
<tr>
<td>Facility Health</td>
<td>Does the school have Nutrition Signs/Posters?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Is the main entrance well marked/apparent?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are all campus buildings identified and marked (includes portables)?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are signs posted listing prohibited items?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are signs posted listing visitor policies?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are campus signs posted to indicate restricted areas (Trespass, Hours of Use, Hazards. etc.)?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are exterior doors identified and marked on the inside (inside matches outside label, identified in plans)?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are all interior doors numbered?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are school office location clearly marked?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are signs posted giving notice that surveillance cameras and recordings are in use or in periodic use?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are evacuation routes and shelter -in-place meeting locations clearly marked at entrances and/or exits?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are evacuation routes posted in hallways and common areas?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Are stairwells identified and marked?</td>
</tr>
<tr>
<td>Facility Signage/Identification</td>
<td>Do hallways and display area signage outline expected student behavior?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Outdoor facility fencing is well maintained?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Is the campus’ perimeter fenced?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Is the campus fence securable?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Was the campus fence secured?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Is playground perimeter fencing in place?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Is playground perimeter fencing securable?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Does the parking lot have adequate lighting?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Are service/access roadways gated and controlled?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Are out-buildings/portables fenced to prevent direct access?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Are mechanical/electrical equipment surrounded by securable enclosure(s)?</td>
</tr>
<tr>
<td>Security Exterior</td>
<td>Are room numbers are visible from the exterior (window placards)?</td>
</tr>
<tr>
<td>Security Entrances/Reception Area</td>
<td>Do windows facilitate surveillance from the reception area, providing, on the outside, an unimpeded view of the main drop-off and visitor parking areas?</td>
</tr>
<tr>
<td>Security Entrances/Reception Area</td>
<td>Do windows facilitate surveillance from the reception area, providing, on the inside, a view of adjoining halls, stairwells and, preferably, the closest bathroom entries?</td>
</tr>
<tr>
<td>Security Entrances/Reception Area</td>
<td>Does the school layout require visitors to pass through the least visual screening before they can gain access to bathrooms, service spaces, stairwells or other amenities inside the school?</td>
</tr>
<tr>
<td>Security Entrances/Reception Area</td>
<td>Can anyone get through the reception area without being seen close enough by staff to be identified?</td>
</tr>
<tr>
<td>Security Entrances/Reception Area</td>
<td>When the main entry doors are unlocked, can secureable internal doors force visitors to visit the front office to gain entry beyond the reception area?</td>
</tr>
<tr>
<td>Security Entrances/Reception Area</td>
<td>Can doors be electronically locked to block visitors' entry into the building?</td>
</tr>
<tr>
<td>Security Building &amp; Grounds</td>
<td>Are restricted areas secured on non-adjacent buildings?</td>
</tr>
<tr>
<td>Security Building &amp; Grounds</td>
<td>Are outdoor athletic facilities locked when not in use?</td>
</tr>
<tr>
<td>Security Building &amp; Grounds</td>
<td>Are campus pathways/sidewalks free of obstruction/hazard?</td>
</tr>
<tr>
<td>Security Building &amp; Grounds</td>
<td>Are the required pathways / sidewalks for outdoor student movement within secured perimeter?</td>
</tr>
<tr>
<td>Security Building &amp; Grounds</td>
<td>Were shrubs and landscaping placed and trimmed to allow good sightlines?</td>
</tr>
<tr>
<td>Security Building &amp; Grounds</td>
<td>Are there clear sight lines that are maximized for natural surveillance and safety?</td>
</tr>
<tr>
<td>Security Exits</td>
<td>For exits that rely on passage through rooms or spaces, do those rooms provide free passage at all times?</td>
</tr>
<tr>
<td>Security Exits</td>
<td>Are exit doors equipped with push bar exit devices flush to resist chaining?</td>
</tr>
<tr>
<td>Security Exits</td>
<td>Are exterior doors secured when not in use?</td>
</tr>
<tr>
<td>Security Exits</td>
<td>Are doors and locks in good condition?</td>
</tr>
<tr>
<td>Security Doors</td>
<td>Do all exterior doors have non-removal hinge pins?</td>
</tr>
<tr>
<td>Security Doors</td>
<td>Do exterior doors, not designated for entry, lack hardware?</td>
</tr>
<tr>
<td>Security Doors</td>
<td>Are doorways to restricted areas identified?</td>
</tr>
</tbody>
</table>
Security Doors Are doorways to restricted areas secured?
Security Accessibility If restrooms have entry from the outside is it locked during school hours?
Security Accessibility Are medical supplies, medications and equipment locked in an observable area?
Security Accessibility Are science labs locked when not in use?
Security Accessibility Are computer labs locked when not in use?
Security Accessibility Are CTE shops locked when not in use?
Security Accessibility Are band/orchestra rooms locked when not in use?
Security Accessibility Are classrooms locked when not in use?
Security Accessibility Are gymnasiums locked when not in use?
Security Accessibility Are weight rooms locked when not in use?
Security Accessibility Are locker rooms locked when not in use?
Security Accessibility Are auditoriums locked when not in use?
Security Accessibility Are cafeterias / kitchens locked when not in use?
Security Accessibility Is the weight room access controlled?
Security Accessibility Is the science laboratory access controlled?
Security Accessibility Is the chemical storage locked or controlled?
Security Accessibility Is the CTE shop(s) access controlled?
Security Accessibility Is the stage / auditorium access controlled?
Security Accessibility Is the arts and crafts access controlled?
Security Surveillance Is there a video surveillance system in place?
Security Surveillance Are all cameras operational?
Security Surveillance Are monitors available for appropriate passive monitoring?
Security Surveillance Are cameras located in key areas (remote/isolated areas, unmonitored doorways, etc.)?
Security Surveillance Does the facility have an intrusion detection system (door contacts, motion detectors, etc.)?
Security Surveillance Are school buses equipped with security cameras?
Security Surveillance Do security staff access/monitor surveillance cameras?
Security Surveillance Are surveillance systems actively monitored when students are present?
Security Surveillance Is there adequate surveillance/and or supervision of the elevators
Policy Training Student Code Is there a Student Code of Conduct policy, which is published and available, regarding anti-violence?
Policy Training Student Code Is there a Student Code of Conduct policy, which is published and available, regarding bullying/harassment?
Policy Training Student Code Is there a Student Code of Conduct policy, which is published and available, on outside agency interviewers?
Policy Training Student Code Is there a Student Code of Conduct policy, which is published and available, on person searches?
Policy Training Student Code Is there a Student Code of Conduct policy, which is published and available, on locker searches?
Policy Training Student Code Is there a Student Code of Conduct policy, which is published and available, on vehicle searches?
Policy Training Policy & Procedure Is there a statement delineating school discipline from the criminal processes?
Policy Training Policy & Procedure Are discipline policies published and available?
Policy Training Policy & Procedure Procedures for complaints of sexual harassment align with federal requirements, are adopted and published?
Policy Training Policy & Procedure Does the school website prominently display the Title IX Coordinator’s contact information as required by federal regulations?
Policy Training Policy & Procedure Does the school website contain applicable training material used to train the school’s Title IX administrators as required by federal regulations?
Policy Training Policy & Procedure Are alternatives to suspension/expulsion written into disciplinary policies/procedures?
Policy Training Policy & Procedure Are there a student bus ridership policies?
Policy Training Policy & Procedure Is there documented provisions for maintaining and restocking first aid supplies?
Policy Training Policy & Procedure Is there documented provisions for maintaining and restocking AED?
Policy Training Policy & Procedure Are there Video / Audio Surveillance Policies in place?
Policy Training Policy & Procedure Is there a graffiti / vandalism policy in place?
Policy Training Policy & Procedure Is there a District policy in place for workplace violence, threat, and intimidation?
Policy Training Policy & Procedure Is there a District policy in place to assess the threat of an employee's potential for harm to oneself / harm to others?
Policy Training Policy & Procedure Is there a District has procedure in place for an employee assistance program?
Policy Training Policy & Procedure Is there a comprehensive key control policy?
Policy Training Policy & Procedure Are certified staff trained on school emergency procedures?
Policy Training Policy & Procedure Are classified staff trained on school emergency procedures?
Policy Training Policy & Procedure Are substitute staff trained on school emergency procedures?
Policy Training Policy & Procedure Are volunteer staff trained on school emergency procedures?
Policy Training Policy & Procedure Are Food Service staff are trained and participate in school emergency procedures?
Policy Training Policy & Procedure Do cafeteria staff know the location of electric/gas and water shut-offs?
Policy Training Policy & Procedure Does documented new hire orientation include school emergency procedures?
Policy Training Policy & Procedure Does documented new hire orientation include school visitor/intruder on campus policies?
Policy Training Policy & Procedure Does documented new hire orientation include school discipline policies?
Policy Training Policy & Procedure Does documented new hire orientation include school student referral policies?
Policy Training Policy & Procedure Does the school have a written procedure for multi-disciplinary threat assessment?
Policy Training Policy & Procedure Is the threat assessment protocol commonly accepted across the District?
Policy Training Policy & Procedure Are there written plans for public health emergency (pandemic)?
Policy Training Policy & Procedure Do you have agreements / MOU with nearby districts for support?
Policy Training Policy & Procedure Does the District/School have a functional EOP consistent with industry standards?
Policy Training Policy & Procedure Is there a district level, interagency safety committee?
Policy Training Policy & Procedure Are there written procedures for contagion containment (MRSA, flu, conjunctivitis, etc.)?
Policy Training Policy & Procedure Are confidential records separated from the reception area and stored in locked, vandal and fire-resistant containers?
Policy Training Schedule Is there a scheduled cycle for staff training on signs of abuse?
Policy Training Schedule Is there a scheduled cycle for staff training on conflict resolution?
Policy Training Schedule Is there a scheduled cycle for staff training on problem-solving?
Policy Training Schedule Is there a scheduled cycle for staff training on de-escalation?
Policy Training Schedule Is there a scheduled cycle for staff training on bullying prevention, bullying, cyber-bullying?
Policy Training Schedule Is there a scheduled cycle for staff training on gender respect / sexual harassment?
Policy Training Schedule Is there a scheduled cycle for staff training on dating violence?
Policy Training Schedule Is there a scheduled cycle for staff training on sexting?
Policy Training Schedule Is there a scheduled cycle for staff training on signs of suicide?
Policy Training Schedule Is there a scheduled cycle for staff training on harm to self or to others (as demonstrated in writing, art, conversation, etc.)?
Policy Training Schedule Is there a scheduled cycle for staff training on suspicious person?
Policy Training Security Plans Do written security plans exist for perimeter security (doors locked/monitored and who is assigned)?
Policy Training Security Plans Do written security plans exist for parking lot security (permits, lot monitoring)?
Policy Training Security Plans Do written security plans exist for locker security (securing un-assigned lockers)?
Policy Training Security Plans Do written security plans exist for end-of-day security procedures (secure access points, high value areas, alarm set, etc.)?
Policy Training Security Plans Do written plan exist for extra-curricular security (open/close of entries/exits, securing after event)?
Policy Training Training Are all staff trainings documented by content, date, and participant?
Policy Training Training Does security staff have training in de-escalation?
Policy Training Training Does security staff have training in First Aid (CPR, AED, etc.)?
Policy Training Training Does security staff have training in suspicious packages/suspicious person?
Policy Training Training Does security staff have training in how to respond to an intruder?
Policy Training Training Does security staff have training in parking/traffic monitoring?
Policy Training Training Are security staff involved with site wide security planning?
Policy Training Training Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on adult de-escalation techniques?
Training
Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on bomb threat, other threatening call?

Training
Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on NIMS/ICS?

Training
Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on First Aid, CPR, AED?

Training
Are key/identified staff trained (admin, office staff, dept. leaders, counselors, etc.) on armed staff training, if applicable?

Training
Is there a Public Information Officer (PIO) defined by policy (should be reflected in EOP)?

Training
Is there a procedure in place to record student policy incident (time & place)?

Training
Is there a procedure in place to record staff/visitor accident (time & place)?

Training
Does the visitor policy / procedure outline when a visitor escort is required?

Training
Does the visitor policy address how a registered sex offender, may visit their child during school hours (IC 18-8329)?

Training
Are all staff members required to turn in photo ID upon separation from employment?

Training
Can areas of the school utilized for voting or other functions be physically separated or secured from school functional areas and students?

Training
Contractor/Delivery/Vendor Background Checks?

Emergency Response
Do schools meet regularly with outside agencies to discuss supportive services for individual families?

Emergency Response
Is there a plan in place for needed services not available in a building (contracted counselors, district teams, etc.)?

Emergency Response
Do you have updated contact information to/from your County Emergency Manager?

Emergency Response
Is your local Emergency Manager part of your emergency planning?

Emergency Response
Are you involved with your Local Emergency Planning Committee (LEPC)?

Emergency Response
Are you part of your county’s hazard mitigation plan?

Emergency Response
Does local EMS serve on District/School Safety committee?

Emergency Response
Does EMS have opportunities to train in school facilities?

Emergency Response
Does EMS make regular presentations to students/staff?

Emergency Response
Does local Fire serve on District/School Safety committee?

Emergency Response
Does Fire have opportunities to train in school facilities?

Emergency Response
Is there an observed decrease in bullying incidents on campus from last year?

Emergency Response
Is there a well developed network of service providers to whom students can be referred?

Climate/Culture
Behavior Response
Is there an increase in bullying incidents on campus from last year?

Climate/Culture
Behavior Response
Is there an increase in cyberbullying incident from last year?

Climate/Culture
Behavior Response
Are staff members visible in hallways/commons and positively interacting with students?

Climate/Culture
Behavior Response
Is there a process in place to collect and review discipline referral data (includes time/location)?

Climate/Culture
Behavior Response
Are student discipline procedures available for students, parents and staff?

Climate/Culture
Behavior Response
Does the school have a written procedure for student assistance?

Climate/Culture
Behavior Response
Does the school have multi-disciplinary behavioral threat assessment process?

Climate/Culture
Behavior Response
Does the school have a written procedure to identify and serve students at risk for disruptive/disorderly behaviors?

Climate/Culture
Behavior Response
Are any staff members trained to work with potentially volatile students (certified de-escalation/restraint program)?

Climate/Culture
Behavior Response
Are procedures for complaints of sexual misconduct are commonly understood and consistently applied?

Climate/Culture
Behavior Response
Is there a mental health crisis plan for this campus?

Climate/Culture
Behavior Response
Is there an articulated K-12 Mental Health plan?

Climate/Culture
Behavior Response
Is there a mental health crisis plan for this campus?

Climate/Culture
Behavior Response
Does the school have a systematic or commonly understood method for working with mental health agencies?

Climate/Culture
Behavior Response
Is there a plan in place for needed services not available in a building (contracted counselors, district teams, etc.)?

Climate/Culture
Behavior Response
Do schools meet regularly with outside agencies to discuss supportive services for individual families?

Climate/Culture
Behavior Response
Does the school have an anonymous reporting system in place?

Climate/Culture
Behavior Response
Are parents involved in safety policy planning?

Climate/Culture
Behavior Response
Are student represented on the school safety committee?

Climate/Culture
Behavior Response
Are parents involved in safety policy planning?

Community
Emergency Response
Is there visible signs of community involvement by students/staff?

Community
Emergency Response
Does the school host an active parent organization(s)?

Community
Emergency Response
Does the school host an active volunteer organization?

Community
Emergency Response
Does the school have a systematic way to involve parents?
<table>
<thead>
<tr>
<th>Climate/Culture</th>
<th>Behavior Response</th>
<th>Is there a systematized and commonly understood process for students to access social services (health, mental, etc.)?</th>
</tr>
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<tbody>
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<td>Are there visible signs of school-wide character education, social skills program: (includes decision making, positive attitude, respect, etc.)?</td>
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<td>Is individual student engagement in extracurricular activities tracked?</td>
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<td>Are students actively involved in conflict resolution teams, safety patrols, peer-to-peer groups, new student mentoring, etc.?</td>
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<td>Is student perception data currently used for safety planning?</td>
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