

Office of the
State Department
of Education

**Public
School Information**

**2008
Legislative
Report**

Safe and Secure Schools Assessment

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Safe and Secure Schools Assessment

BACKGROUND

As a result of high profile shootings and critical incidents in schools on a national level, combined with the lack of a cohesive, standardized approach to safety and security in Idaho Schools, Superintendent Tom Luna requested an appropriation to address this issue and the Legislature allocated \$150,000 in FY 2008 for the Safe and Secure Schools Assessment. Although there exists extensive guidance, requirements and support for schools to address school climate, bullying, harassment, violence and weapons through the State Department of Education (SDE) Safe and Drug Free Schools program, there has been very little offered that focuses on school safety and security. This has been identified as a critical issue for a number of years, the Safe and Secure Schools Assessment is the first time the SDE has sought to capture a detailed picture of safety and security weaknesses and strengths in schools throughout the state.

OVERVIEW

The SDE defined the scope of work for this project, which included access control, physical safety, structural layout and crisis response. A request for proposals was designed in consultation with the Department of Administration and released to identify the most qualified and cost effective contractor to implement the assessment. A selection committee was convened to rate the proposals; members included: Luci Willits- SDE Chief of Staff, Jeff Church- SDE Publications Director, Nick Smith- SDE Deputy Superintendent, Joel Damron- former Boise P.D. School Resource Officer and Matt McCarter- Safe and Drug Free Schools Coordinator. Having secured a vendor, the assessment was conducted between August 2007 and November 2008 and produced an accurate picture of the current security profile of Idaho schools.

Expenditures:

- Assessment design and implementation: \$120,000
- SDE staff travel for community meetings: \$114
- Preliminary research, development and planning for next steps / Crisis Plan Work Group meetings: \$29,886 (December-June 2008)

FY08 Total Expenditures: \$150,000

ASSESSMENT PROCESS

The assessment consisted of online surveys for superintendents, principals and stakeholders (each survey was specific to the target audience), site visits, focus groups, community forums and a crisis response drill.

Scope of data collection:

- 92 superintendent surveys completed (out of 149, including charter schools)

- 520 principal surveys completed (out of 735, including charter schools)
- 345 stakeholder surveys completed
- 54 site visits conducted (geographically dispersed, rural, urban, suburban, charter, elementary, middle, high, combination, magnet and alternative)
- 12 focus groups and community forums conducted (geographically dispersed, rural and urban)
- Review of existing data and guidance from SDE and the U.S. Department of Education

The survey data revealed that Idaho schools suffer from legitimate safety and security vulnerabilities as well as from the perception of inadequate preparedness to address emergencies or crises. Eighteen percent of district superintendents rate the general safety and security profile of their district as “fully adequate.” Of the remaining 82%, 49% rated their district “mixed-some schools fine and some need improvements,” and 33% selected the response “inadequate-many or most schools need better security equipment and/or improvements to security procedures and training.”

In most cases, this sense of inadequate security is due to a broad range of issues, including: lack of resources and prioritization for safety and security; lack of security equipment and technology; school facility and layout issues, ineffective policies and procedures; and a lack of knowledge as to what to do or how to effectively prioritize limited resources.

A positive finding uncovered was school personnel and communities are generally highly supportive of understanding and addressing security needs and making improvements.

The full report is scheduled to be released to schools and districts in early February 2008.

The following is a list of additional deliverables that have resulted from the Safe and Secure Schools Assessment:

- As a result of the information gathered, key areas are being addressed. Specifically, the “low-hanging fruit” that requires limited funding and personnel to complete. One such area is new school construction. Guidelines have been established as part of this project for new school construction to address safety and security. The cost of retrofitting older schools to include safety and security measures such as surveillance cameras or keyless entry is extremely cost prohibitive. The goal of these guidelines is to address security measures up front, which will eliminate the cost of retrofitting or addressing security after construction is complete.
- A gap analysis has been conducted that provides detail around what safety and security measures are in place, what is absent and cost estimates to bring all Idaho schools to a standardized level of recommended safety and security measures.
- This project also included justification for federal funding to assist Idaho in addressing school safety and security.

RECOMMENDATIONS AND NEXT STEPS

Crisis Response Plan guidance: The lack of crisis response plans or outdated plans emerged as a common issue facing most schools in Idaho. As a result, SDE convened a Crisis Response Plan Working Group, which includes the following members: Phil Lange- Idaho Bureau of Homeland Security, Tim Rosandick- Homedale School District Superintendent, Gaylen Smyer- Cassia County School District Superintendent, Chris Bain- Coeur d'Alene School District Security Specialist, Mike Munger- Boise School District Security Specialist, LeAnn Carlsen- Meridian School District Director of Operations and Guy Bliesner- Bonneville School District Security Specialist.

The working group met for the first time in December and began to construct detailed guidance on crisis response planning for Idaho schools. The group is utilizing the most current information from the federal government, including the Nation Incident Management Standards, which is required to receive federal funding for any safety/security-related project. The group will convene again in January and is scheduled to complete the boilerplate Crisis Response Plan guidance for Idaho schools by March 2008. At that time, SDE will roll out an online template and instructions and plans to hold statewide trainings.

Estimated cost: \$10,000 (travel for work Group meetings and statewide trainings)

Statewide school security standardization: It is a complex task to address the safety and security deficiencies in the state's 699 school buildings because each building varies in architecture, history and integrity. In reviewing strategies that the federal government has implemented to address these issues with federal buildings, the SDE learned of a compelling model that was established in 1995 and continues to be effective today. The SDE proposes Idaho follow this national model and establish standardized safety and security measures for school buildings based on average daily attendance and square footage. Based on these two determining factors, schools will receive detailed and specified guidance on security measures in three categories: minimal, recommended and desirable. This will assist greatly in addressing the problems principals and superintendents currently face when figuring out how to prioritize safety and security measures at their school or district when they have limited resources, expertise or knowledge.

Estimated cost: \$60,000 (a contractor will be secured for this project- includes developing and establishing standards, travel for gathering input from administrators and statewide training)

Statewide vendor identification: A common theme that emerged throughout the assessment was that school administrators are eager to address safety and security, but they often have purchased technology, hardware and software that was not cost efficient or did not meet industry standards. In short, many administrators do not possess the knowledge or background to make the most of tax dollars when it comes to safety and security. SDE proposes using a contractor to identify school-related security equipment (cameras, software, keyless entry, radios, etc.) that meet or exceed industry standards and negotiate with vendors or manufacturers to secure the lowest possible cost for statewide implementation. Using economies of scale, the cost savings of

this effort could be enormous and has the added benefit of schools procuring high-quality equipment.

For example, the SDE is currently in discussions with Txtwire Communications, a company that will offer Idaho school districts a significant discount for subscriptions to a cell phone, text-based mass notification system. Timely, accurate information is critical in the event of a crisis or emergency, and Txtwire makes it possible for school districts to get in contact with students and parents immediately via text message at a fixed cost of 30 cents per student per year, under an agreement with the state. Without help from the state, the program would cost between 99 cents per subscriber per month to \$2 per subscriber per year. The Bonneville School District in Idaho Falls is already using this system and has found it very effective.

Estimated cost: \$10,000

Federal funding for security upgrades: The justification for federal funding from the U.S. Department of Education, U.S. Department of Homeland Security or the U.S. Department of Justice has been included in the assessment. The SDE proposes to use a contractor to assist in preparing and formatting the required data and information needed for the SDE to apply for the appropriate federal funding available. The funding will be requested to assist Idaho schools in purchasing safety and security technology, hardware and software. This equipment would be purchased through the statewide vendor identification model described above.

Estimated cost: \$20,000

Total request for FY 09: \$100,000

STATE FISCAL YEAR 2009 BUDGET REQUEST

SDE is requesting an additional \$100,000 for Fiscal Year 2009 in order to move forward on the recommendations and next steps of implementing the findings of the Safe and Secure Schools Assessment. These next steps include:

- Creating a boilerplate Crisis Response Plan and providing training statewide.
- Standardization of statewide school security measures.
- Developing statewide vendor identification system.
- Securing federal funding for security upgrades.



State of Safety and Security in Idaho's K-12 Public Schools

In August 2007, with the support of the Idaho Legislature, the State Department of Education (SDE) authorized a security assessment of all schools in Idaho. The assessment was completed in November 2007 and produced an accurate and comprehensive picture of the current security profile of our schools. This independent assessment revealed troubling information that requires immediate action to correct.

The current state of safety and security across Idaho K-12 public schools is inadequate, and is a clear concern among school administrators, staff and parents.

The Safe and Secure Schools Assessment surveyed 520 school principals and 92 district superintendents across Idaho. Superintendents rate 85% of all Idaho schools as partially or fully inadequate in the safety and security they provide. These ratings were validated by data gathered through stakeholder surveys, statewide site visits, public meetings, and interviews with school officials. The assessment evaluated schools and districts on their ability to ensure a school environment that:

1. Effectively controls access to school grounds and facilities
2. Provides for the physical safety and security of students, teachers, and visitors
3. Effectively responds to a crisis in a timely and efficient manner

The Safe and Secure Schools Assessment revealed that the security profiles of schools across the state are drastically inconsistent. Some schools and districts have made security a high priority, undertaking facility and equipment upgrades and working to raise staff awareness. Unfortunately, those without adequate security knowledge or guidelines do not make the best use of limited resources and measures put in place are ineffective. Other schools languish behind, and have become negligent in the security environment they provide due to lack of resources, knowledge, or support to make improvements. On both ends of the spectrum, it was found that schools would benefit from, and welcome, strong guidance in this area.

The Assessment identified 20 significant areas where schools were lacking in their ability to provide an acceptable level of security to their school communities. These are identified and discussed in a summary report. Some of these areas require few additional resources, and can be addressed through maintenance, training, or procedural changes. Examples are landscape maintenance, improving exterior lighting, crisis response planning and auditing keys. Other areas require equipment upgrades or new installations, such as cameras, improved door locks, and better classroom communications systems. More detail is provided below, and in the full report.

One area that requires immediate attention is the standardization of crisis response plans. Due to the critical nature of this capability, the federal government has mandated since 2005 that schools work toward compliance with a National Incident Management System, NIMS, to ensure a coordinated and effective response to any emergency. Most Idaho schools and districts are not NIMS compliant, and have missed key deadlines for progress. Beginning in 2008, continued non-compliance with NIMS will render Idaho schools, and the SDE, ineligible for federal funding for badly-needed school security improvements.

Addressing Key Vulnerabilities

Help Schools Control Access

Controlling access to schools and school grounds is challenging: schools face logistical, practical, and cultural issues when trying to strike a balance between monitoring visitors and creating a welcoming school environment. Nearly half of school principals list access control as a top concern. Major access issues facing Idaho schools include inadequate perimeter fencing, broken window and door locks, school configurations that make it difficult to monitor entries, multiple entry doors and outbuildings that are unlocked during school hours and visitor policies that are not enforced.

- 75% of principals cite trespassing or intrusion present in their schools
- 38% of stakeholders (parents, teachers) believe that access control measures are inadequate
- Over 40% of schools have inadequate visitor policies, and more have trouble enforcing
- Over 70% of schools do not have accountability of keys or keycards

Secure Facilities and Upgrade and Maintain Security Equipment

Inadequate and outdated facilities, lack of physical security equipment and/or the ability to maintain such equipment are vulnerabilities that must be addressed to improve the safety and security of Idaho schools. It's not surprising that schools are lacking locks, PA systems, adequate exterior lighting and two-way communications in each classroom, cameras and other security features - two thirds of Idaho K-12 public schools were built before 1970. Accordingly, principals and superintendents cite lack of funding as the key reason for outdated facilities and lack of security equipment.

- 86% of schools visited had PA systems, but only 55% work properly
- Over 90% of classroom doors cannot be locked from the inside
- 66% and 69% of schools do not have interior and exterior cameras, respectively
- Of camera systems examined during site visits, more than half are outdated and ineffective

Improve Safety and Security Knowledge, Planning and Training

Prompt and coordinated response is the most important element of minimizing the damage to people and property in a crisis. To be effective, school and district staff must be knowledgeable, prepared and trained in how to respond to a multitude of crisis situations. Site visit and survey data indicate that school officials across the state are not adequately trained or prepared to respond to a crisis. In fact, 31% of district superintendents cited training needs as a top security concern.

- 58% of principals state that staff feel they lack knowledge as to how to respond in an emergency
- 46% of schools have no security presence; 38% have only a part-time SRO
- 52% of superintendents state that neither principals nor SROs receive adequate training
- 24% of schools do not have a crisis response plan or do not review the plan annually

Implementation of Statewide Standards: A Means to Address School Safety and Security Cost-Effectively

Establishing statewide safety and security standards for Idaho schools is a critical next step. With no standards to follow, every school and district in Idaho reinvents the wheel when it comes to safety and security. This is a poor use of time and resources. Statewide standards and guidance that take into account the diversity of schools across the state will allow schools to implement safety and security solutions more effectively, and less expensively. Standardization will also help bring Idaho schools and districts in compliance with NIMS, thereby making Idaho eligible for federal funding for school security from the Department of Homeland Security and Department of Justice.

The Assessment findings indicate that district superintendents and principals across the state are eager for assistance in this area. They simply are not trained to make decisions about security priorities. Rather, statewide standards can be developed through an inclusive process that takes into consideration the distinct attributes of schools, districts, and communities across the state. Through such a system, the security profile of schools will improve dramatically, and a safety and security awareness will also be achieved.

Conclusion

Addressing safety and security needs in our schools is critical and urgent. The Safe and Secure Schools Assessment demonstrates that most Idaho schools lack proper access control to schools, facilities and equipment, and safety and security knowledge and training for superintendents, principals and school staff. Current inadequacies present risk and vulnerability with respect to both day-to-day issues such as trespassing and bullying, and in the event of any emergency or crisis.

If the current state of safety and security is left unchanged, the odds increase daily that an incident may occur in an unsecured school, and the state of Idaho may be found in breach of providing an adequate level of safety and security. Moreover, addressing safety and security now is simply the right thing to do – our schools are about our children, and children learn best when they feel safe.

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SAFE AND SECURE SCHOOLS ASSESSMENT

CURRENT SECURITY PROFILE

Prepared by the State Department of Education

11/23/2007

This report will summarize school building ages, existing security equipment and technology, existing chain of command and communication procedures and protocols.

SUMMARY OF THE SECURITY PROFILE OF IDAHO K-12 PUBLIC SCHOOLS

EXECUTIVE SUMMARY

Data on the safety and security profile of Idaho's K-12 public schools was collected from August through November 2007, as part of the Safe and Secure Schools Assessment Project implemented by the Idaho State Department of Education. This document provides a summary analysis of that data in order to create a current picture of where Idaho's public schools stand in key areas related to safety and security. This document is designed to provide information upon which a vulnerability analysis and subsequent mitigation plan can be based.

Data on schools was collected through surveys and site visits. Survey data was collected online, and included three different surveys: a school-specific survey for principals, a district-specific survey for superintendents, and a general stakeholder survey made available to all interested parties via the SDE website. At the end of data collection, the tally of surveys received included 520 principal surveys, 92 superintendent surveys, and 345 stakeholder surveys.

Site visits were conducted at 54 schools across the state. These visits included schools across all spectrums: rural, suburban, and urban; elementary, middle, high, and combination schools; and charter, magnet, and alternative schools. Site visits consisted of interviews with school administrators, a review of relevant documents such as crisis response plans and training outlines, and a visual inspection of the school building, outbuildings, and grounds.

Survey data reveal that Idaho schools suffer from both legitimate safety and security vulnerabilities, as well as from the perception of inadequate security and inadequate preparedness for emergencies or crises. Only 18% of district superintendents rated the general safety and security profile of their district as "fully adequate". Of the remainder, 49% rated their district "mixed – some schools fine and some need improvements", and 33% selected the response "inadequate – many or most schools need better security equipment and/or improvements to security procedures and training".

In most cases, this sense of inadequate security is due to a broad range of issues including: lack of resources and prioritization for safety and security; lack of security equipment and technology; school facility and layout issues; ineffective policies and procedures; and a lack of knowledge as to what to do or how to effectively prioritize limited resources.

When asked to list their most pressing security need or concern, 55% of principals cited some type of security equipment, and 22% specifically indicated the need for security cameras. Access control, including visitor policies and preventing intruders, was cited by 42% of principals as a top concern. Among district superintendents, 44% indicated that lack of security cameras are among their top concerns, while 31% said that the need for more and better training was their top security priority. Only 10% of principals listed training and policy/procedure improvements as top concerns; in a separate survey question 43% of all principals and 58% of all superintendents stated that they, and their staff, feel that they lack knowledge and/or training in how to respond to emergency situations.

Not surprisingly, principals and superintendents overwhelmingly stated that lack of funding and resources is the biggest barrier to making safety and security improvements. It is important to note that regarding resources for security upgrades, many schools have looked outside of traditional funding sources such as the district and state. Over 100 schools cited having procured funding for security upgrades from local non-education sources. However, many respondents also noted non-funding-related barriers to making security improvements, such as a perceived lack of community support that could hinder making security improvements a priority.

This finding alludes to a key challenge inherent in any efforts to address school safety and security concerns on a broad scale; the need to strike the ideal balance between providing adequate security, and maintaining a warm and inviting learning environment. To help address this issue, the assessment gathered the opinions of Idaho communities and garnered support for addressing security needs through the stakeholder survey mentioned, and through twelve public meetings held throughout the state. Contrary to the concerns of some principals mentioned above, the study found that community members are very concerned about safety and security, and very supportive of making improvements.

Results of the stakeholder survey indicate that only 25% of respondents feel that the security of school facilities is fully adequate, while 51% feel that it is “mostly adequate” and 22% feel it is “inadequate”. Regarding school security features, only 15% of stakeholders responded “fully adequate”, while 43% replied “mostly adequate” and 37% responded “inadequate”.

The study results overall support the perception that there is much that can and should be done to improve the safety and security profile of schools across the state. The key areas identified for mitigation are: access control; security hardware and equipment; and security protocols and preparedness. The specific findings in each of these areas will be discussed in the body of this report.

A very positive finding of the study overall, is that the school communities involved are generally highly supportive of understanding and addressing security needs and making security improvements. In fact, 75% of district superintendents indicated that they would like to have a school site visit conducted in their district. In addition, all of the school administrators and principals involved in site visits and

interviews indicated tremendous enthusiasm for the standardization concept as a next step in addressing school safety and security.

The focus of the remainder of this report is to summarize the current security profile of schools statewide. Note, that in addition to collecting data on security equipment, procedures, and the like, the surveys and site visits also collected demographic and basic facility data, such as school age and site, on schools. This information is helpful in understanding some of the challenges with implementing cost-effective security measures that maintain an open and welcoming learning environment.

IDAHO K-12 PUBLIC SCHOOL DEMOGRAPHICS

Age of Schools: The following chart represents the distribution of schools by year built. The biggest cluster of schools are those built in the 1950s and 1960s, which represents 35% of all schools.

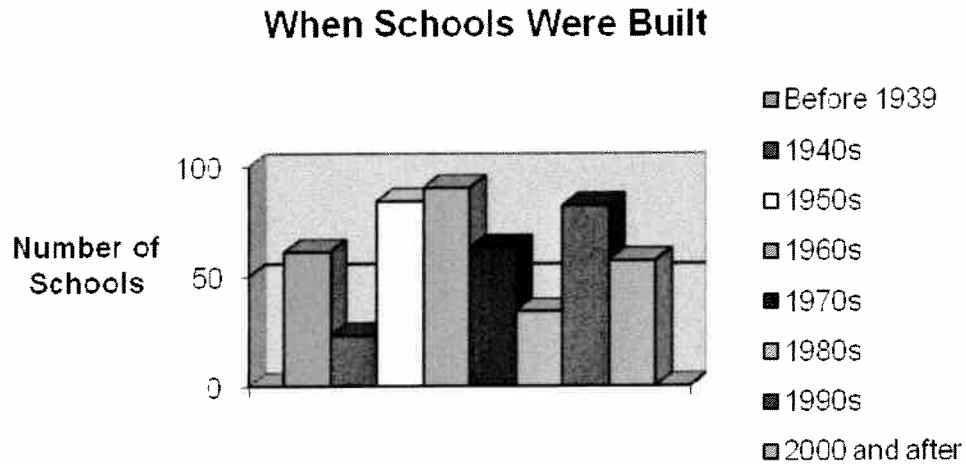


Figure 1.1

Type of schools by level:

Within districts, 12% of the schools are combined-level schools. Of these schools, 2% are combined elementary / middle schools; 6% are combined middle and high school; and 4% are combined K-12. Most of these combined-level schools are in rural areas. The overall breakdown of schools throughout the state is as follows:

Distribution of Schools by Type



Figure 1.2

Of the schools represented in figure 1.2, 88% are regular public schools, 7% are alternative schools, 3% are charter schools, and 2% are magnet schools.

Location of Schools:

The majority of schools in the state are located in rural areas, with the remaining schools nearly evenly distributed between urban and suburban communities. The following chart provides the breakdown:

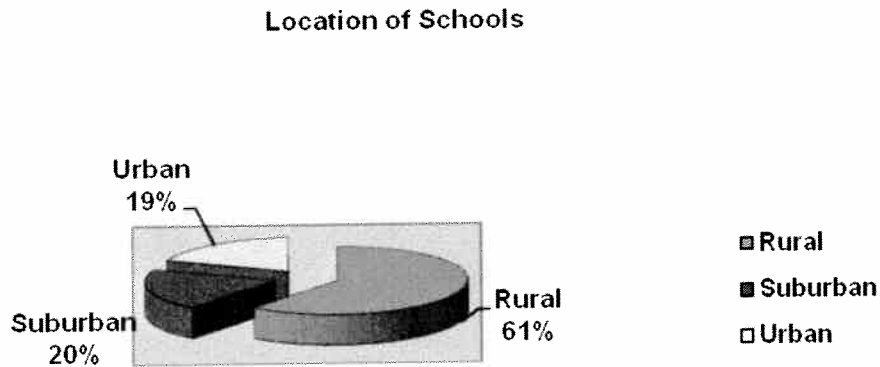


Figure 1.3

In a number of very significant ways school location plays a large role in determining the safety and security challenges keeping schools from being a safe and secure place for students to learn. Over 60% of the Idaho's schools are in rural areas and that means that the majority of schools must have some inherent capabilities which urban or suburban schools do not necessarily need. For example, most rural schools are serviced by a local or county law enforcement agency that has reduced staff, a large coverage area, and as a consequence, increased response times. As such, it is critical that rural schools develop a crisis action plan that can be independently sustainable for longer periods of time. In contrast, urban and suburban schools can rely upon a quick response time from law enforcement.

Other areas where demographics and location impact safety and security are discussed in Section II, *Analysis and Evaluation*.

SECTION II - SECURITY EQUIPMENT AND TECHNOLOGY

Security equipment and technology is an important element to an overall security profile. However, competing resources and insufficient funding mean that upgrading and maintaining such equipment is not always highly prioritized. As a result, many schools lack needed equipment, or have non-working equipment and lack the resources for repairs. This section is designed to summarize what equipment and technology is currently used or is present in schools throughout the state.

Public Address Systems:

The ability of school officials to communicate with students and faculty in time of emergency is critical. Public address, or PA systems, provide the capability for administrators to relay information in an efficient and effective manner. Though most schools have a PA system, site visit data reveals that few are adequate.

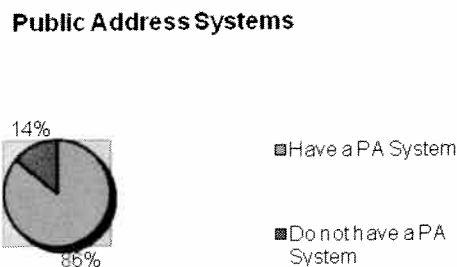


Figure 1.4

FACT
Site visits revealed that of the 86% of schools that have PA systems, only 55% are fully functional, and 75% of all systems can not be heard outside the building, in student play areas or sports fields.

Exterior Camera Systems:

Camera surveillance systems remain the best deterrent against intruders and crime. Overall, 70% of Idaho schools have exterior cameras. The percentage of rural vs. urban/suburban schools with cameras is roughly the same: 30% of rural schools have cameras as compared to 29% of urban/suburban schools. Of the schools that do have exterior camera systems, survey data reports the average area that they cover is 30% of school grounds.

However, according to site visit data, approximately 50% of all camera systems are partially-functioning or not functioning. The primary reasons for non-functioning camera systems are lack of maintenance service, and insufficient training on how to properly operate the system. While it is important to address and correct these shortcomings, it should also be noted that camera systems are known to provide a crime-deterrent effect by their mere presence, even when not functioning properly. This is also a situation that presents liability. For example, the legal argument could be made that the school installed the camera system based on a need for added safety and security. In doing so they acknowledged the need for the additional security measures, whether real or perceived, and established to the public (students, visitors, and staff), that in areas where there is camera coverage they had a reasonable expectation of safety and security. In the case of schools where they are aware that the camera systems are not

functioning, and decline to remove cameras and signs indicating the presence of surveillance, they could be held liable for negligence in the event that an incident occurs that could have been mitigated or prevented by the functioning camera system. There is extensive case law to support these duties, responsibilities, and the liability for negligent performance of due care.

Exterior Camera Systems



Figure 1.5

Interior Camera Systems:

Interior security cameras are one of the top-cited needs in schools according to school principals. Currently, 38% of Idaho schools have interior camera systems, including 41% of rural schools and 30% of urban/suburban schools. Shortcomings with maintenance and operator training impact the effectiveness of these interior camera systems in many schools.

Interior Cameras

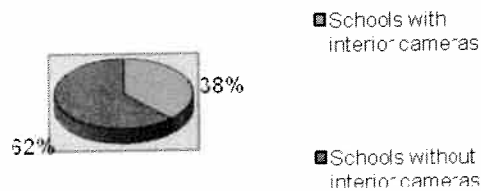


Figure 1.6

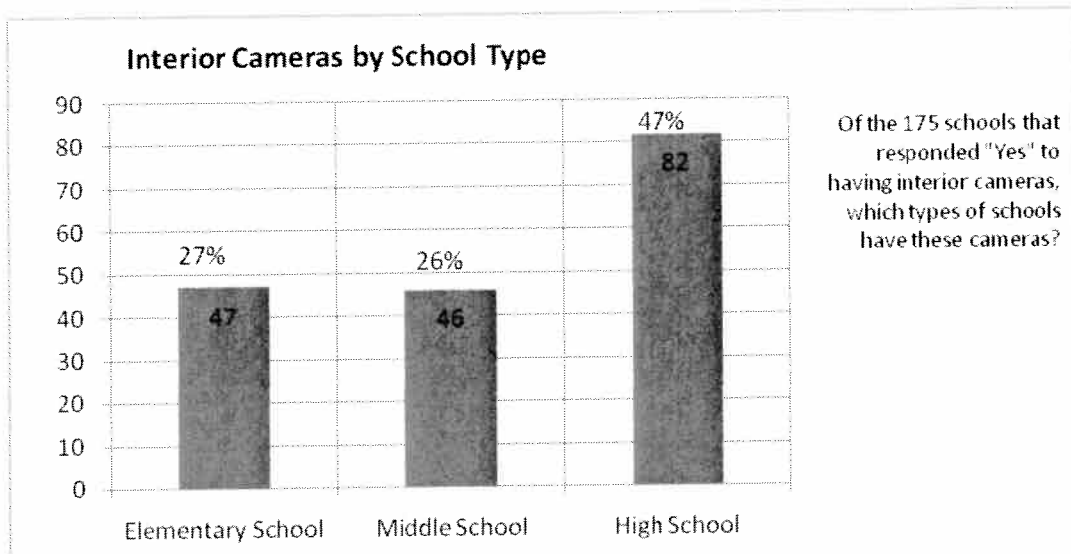


Figure 1.7

As was found to be the case with exterior cameras, approximately 50% of the interior camera systems were identified as being non-functional during site visits. In as many as half of the non-functioning systems encountered in site visits, it was determined that replacement of the entire system, due to outdated technology and extent of damage, would be more cost-effective than repairing the systems.

Interior Motion Alarms:

According to survey data, roughly half of Idaho schools have interior motion alarms that can be activated during non-use hours for intruder prevention. When broken down by school location, 68% of rural schools have motion alarms as compared to only 32% of suburban and urban schools. In site visits, it was noted that in schools that did have interior motion alarms, most covered limited portions of hallways, or exterior door vestibules. This limited coverage can be a cost-effective crime deterrent, but more extensive coverage is appropriate in higher-risk areas, and/or where the value of equipment and property overrides the system cost.

Interior Motion Alarms

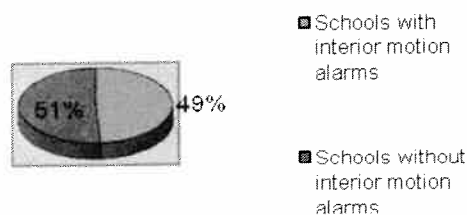


Figure 1.8

Panic Alarms:

Panic alarms allow a person in a classroom, portable, or other area to alert a central office. If connectivity is broader, panic alarms can also alert outside responders such as police, to an emergency situation. Few schools in Idaho have panic alarms installed in classrooms or office areas. In the schools that do have panic alarms, most are an outdated technology system installed near classroom doors. This location is no longer considered optimal because it requires a teacher to approach the door to operate, which may present further risk to that person and students.

Panic Alarms in Classrooms

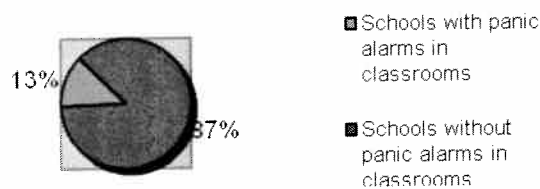


Figure 1.9

Two-way communications in classrooms:

Two-way communications from the classroom typically are telephone systems or intercom systems. The majority of Idaho schools report that they have some type of this technology. Ideally, teachers should be able to communicate both internally and externally from the classroom, so that a teacher can immediately summon outside help if appropriate. Intercoms do not allow external communication, and site visits revealed that most of classroom telephones allow only internal calls. This protects schools from misuse of these phones, but also compromises their effectiveness in an emergency situation.

Survey Data

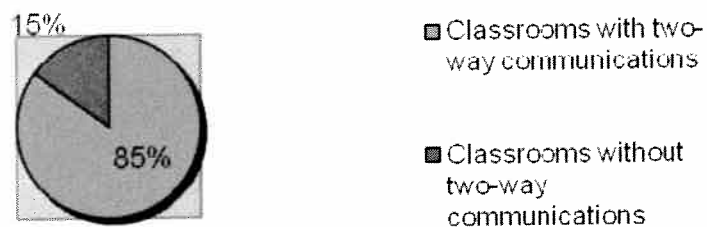


Figure 1.10

The following chart represents a more detailed view of two-way communications from the classroom, as determined by site visit data and follow-up interviews with schools.

Site Visit Data

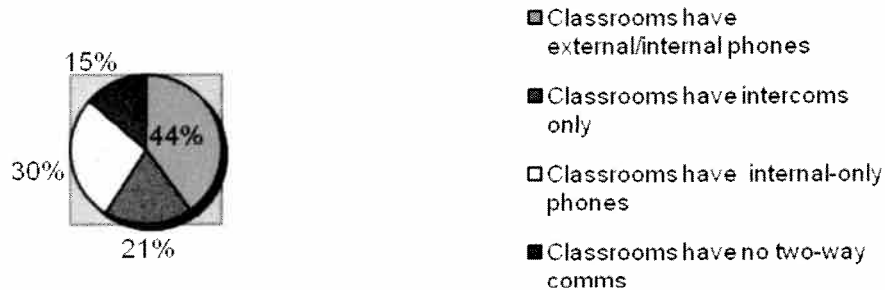


Figure 1.11

Heating, Ventilation, Air Conditioning, System (HVAC):

The ability to quickly turn off the heating or air conditioning from one central location can prevent toxic fumes or dangerous chemicals from entering into the school from the ventilation system in the event of a HAZMAT incident, such as an industrial accident, railroad accident, or, less likely, a terror or other attack. The number of schools that have the capability or necessary knowledge to shut off the HVAC system is low. The following chart reflects the percentage of schools that have that capability, as well as those schools for which the administrator does not know if the HVAC system can be centrally shut off.

Ability to Shut Off HVAC Systems



Figure 1.12

The ability to shutoff the HVAC system centrally is most important in schools with the risk of a nearby industrial accident or chemical spill. According to survey data, 7% of Idaho schools are near an industrial area, 8% are near a gas pipeline, 17% are adjacent to a highway, and 20% are near railroad tracks. In total, this represents 52% of schools that are at potential risk of exposure to unsafe gases or fumes in the event of an accident. Of these higher risk schools, the chart below indicates the ability to centrally shut off the HVAC system.

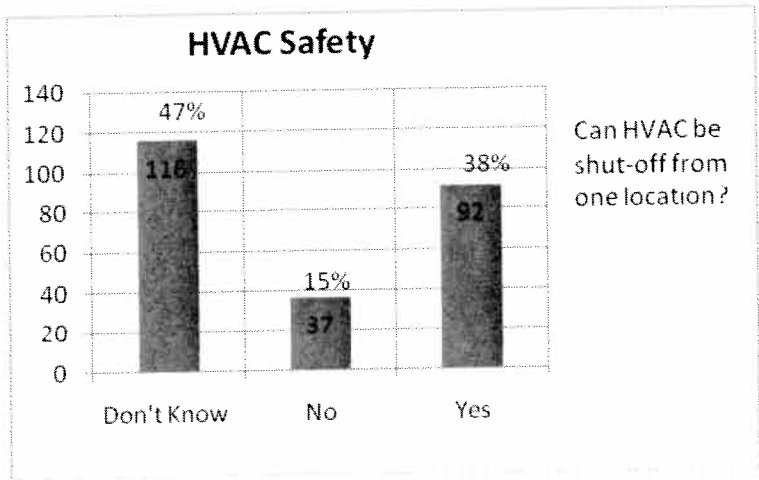


Figure 1.13

Exterior lighting:

One important and effective, yet inexpensive, method used to prevent criminal activity and limit liability is adequate exterior lighting around buildings and in parking areas. Despite the cost-effectiveness and effectiveness of lighting, over 40% of schools report having inadequate or no exterior lighting. The following chart represents the current profile of exterior lighting at schools:

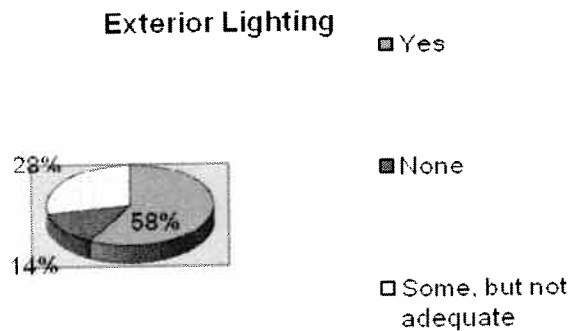


Figure 1.14

In addition to crime prevention, adequate lighting is shown to have a beneficial effect on the community perception of the school as well. That is, a well-lighted school is perceived as safer and more welcoming.

Interior doors, locking hardware:

Door locking mechanisms for classroom doors are inadequate in schools throughout the state. While 3% of newer schools in the state report having state-of-the-art electromagnetic door locks for classrooms, most schools have systems that do not allow classroom doors to be locked from inside the classroom. Surprisingly, this is also the case in schools built in recent years. In these schools, a teacher must exit the classroom and use a key in the external lock, then return to the classroom and pull the door shut.

In the case of a lockdown situation, this type of locking mechanism places teachers and students at greater risk, by calling attention to the classroom while an intruder is in the hallway. Site visit and survey data suggest that as few as 5% of schools have classroom doors that can be locked from the inside.

The following picture represents the typical locking hardware currently installed in classrooms throughout Idaho. The type and configuration of these locks prevents locking from the inside.

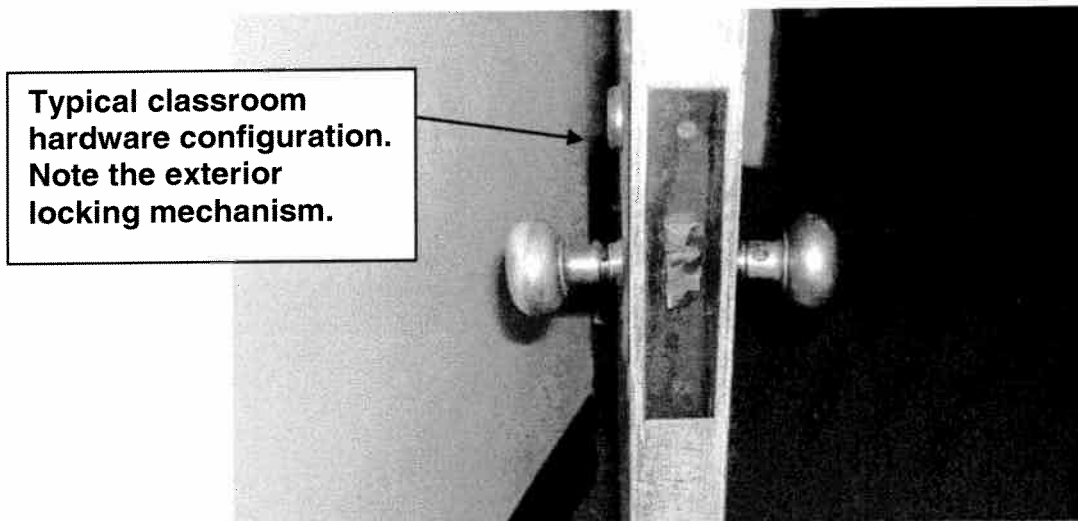
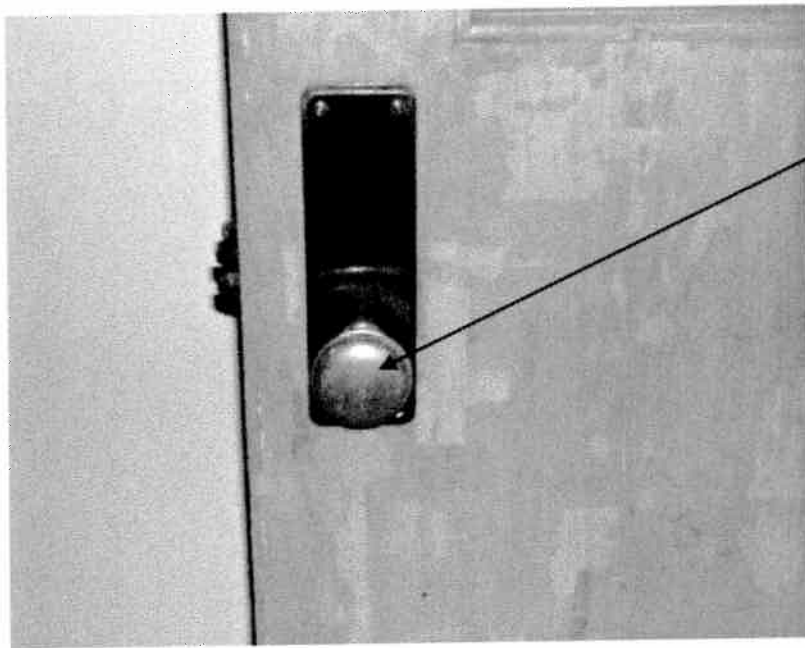


Figure 1.15



Typical inside hardware on inside of classroom door. Note the absence of any locking hardware.

Figure 1.16

Interior Doors, Construction

In addition to the risk caused by the inability to lock doors from the inside, the construction of many classroom doors poses an additional safety and security risk. The current security recommendation for classroom doors is a metal door with a small tempered-glass window. Based on site-survey data, an estimated 60% of classroom doors currently installed have either large panes of glass that present a shatter-risk and breaking-and-entering risk, or no glass at all which prevents teachers from seeing who is at the door before it is opened.

Section III - Access Control:

Access control is an issue with which a large number of Idaho schools struggle. In fact, 42% of school principals list access control issues among their top three security concerns. Access control issues include: items related to physical equipment, such as perimeter fencing and types of door and window hardware; policy issues, such as visitor policies for parents or vendors; logistical issues, such as school layout, office location, and number of entry doors; and cultural issues, such as parent expectations to be able to walk around at will.

Due to the complexity of these sometimes competing factors, it is difficult for schools to achieve a balance between controlled access, and a welcoming and logistically feasible entry/exit stature. Consequently, safety and security considerations have become secondary to convenience. It is interesting to note that this issue remains largely unresolved, despite the high degree of concern cited by school principals. Parents and teachers also find this issue troubling: 26% of respondents to the stakeholder survey cited access control and visitor policies as a key concern.

This next section will provide information as to where Idaho schools currently stand in relation to primary access control issues.

Perimeter and Play Yard Fencing:

Having a secure and continuous fence line around schools grounds can serve as an effective deterrent against trespassing and other unauthorized access. The following chart represents the number of schools that have adequate fencing.

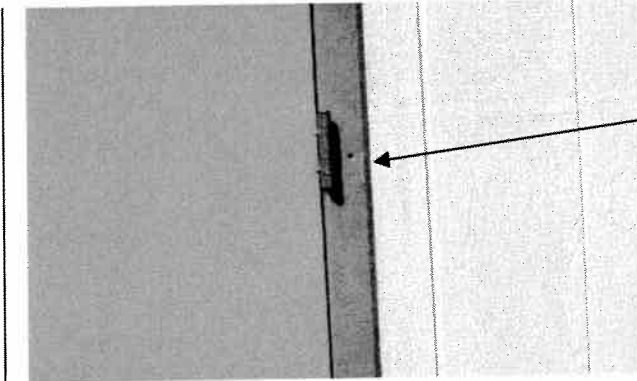
Adequacy of School Fencing



Figure 1.17

Exterior Doors, Installation

In almost every case, classroom doors and exterior building doors have door hinges installed on the exterior of the door, thus rendering the door lock vulnerable. The following picture represents the typical door hinge configuration:

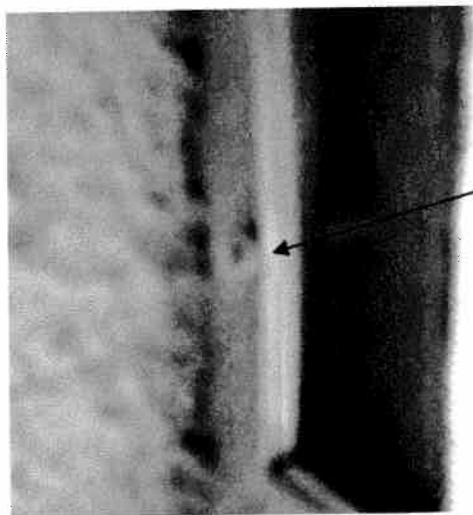


Typical door hinge configuration. Hinges are exposed on exterior of door. This provides easy, unauthorized access, and bypasses any locking mechanism.

Figure 1.18

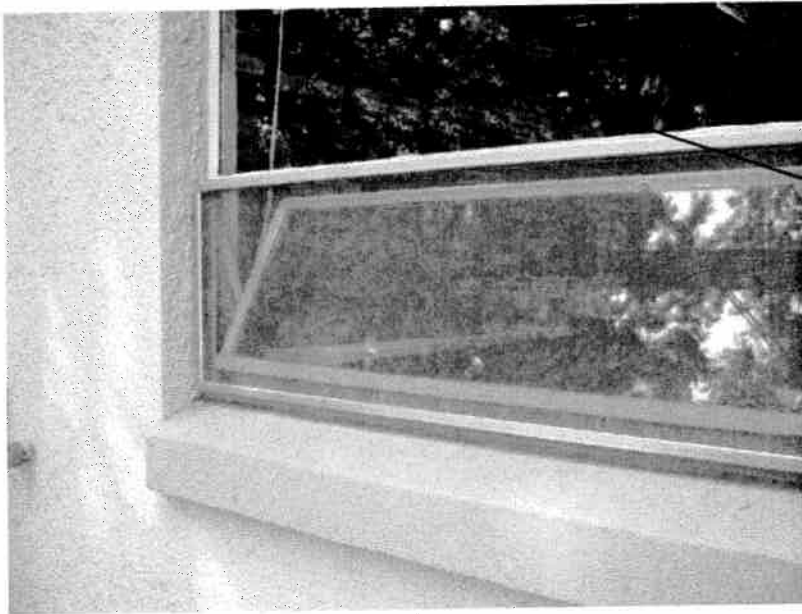
Windows:

The typical types of windows found in many schools throughout Idaho offer little or no protection from theft or vandalism. In most cases, the windows can be accessed and opened from the exterior with a screw driver (see figure 1.19). Additionally, 98% of the windows in schools have no shatter/blast protection (window film). The absence of window film would cause the glass in the windows to turn to glass shards, during an explosion such as a pipe bomb or greater blast.



Typical window configuration with exterior exposed screws.

Figure 1.19



Typical window configuration. Note the absence of any window film or protection to prevent serious injury or death in the event of a minor interior or exterior explosion.

Figure 1.20

Keys:

Accountability and control of keys is another area central to maintaining proper access control. In the majority of schools in Idaho, this system has broken down to such an extent that it now creates a serious liability for schools and districts. Survey and site visit data reveal the following statistics on key control in Idaho schools:

- 77% of schools report that they have a key control plan
- 72% of schools report that keys or entry cards are audited annually, 7% are audited more frequently, and 21% are not audited.
- 70% (estimated from site visits) of schools that have a key control program cannot fully account for keys, as determined by site visits.
- 30% of schools report that unused areas cannot be closed off when school is being used for other purposes, after-hours.
- 60% (estimated from site visits) of schools in which site visit were conducted do not lock all exterior doors after hours. Reasons cited include school layout, broken doors, or convenience for students or teachers.

After-Hours Access to Schools (site visit data)

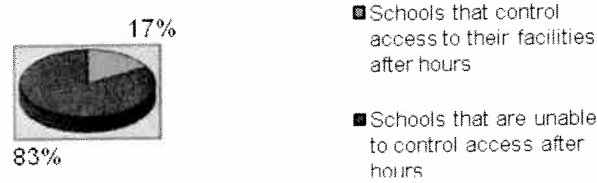


Figure 1.21

Policies and procedures designed to ensure secure entry:

82% of schools report having a policy in place to ensure secure entry and exit. However, it is clear that these policies are hard to enforce, based on data from surveys, site visits, and interviews. 26% of respondents to the stakeholder survey cite unenforced visitor policies as a top security concern. This is interesting to note, in light of the concern often noted in principal surveys, that schools have difficulty ensuring that parents adhere to visitor policies.

Policy for Ensuring Secure Entry



Figure 1.22

Schools That Enforce Secure Access Policies

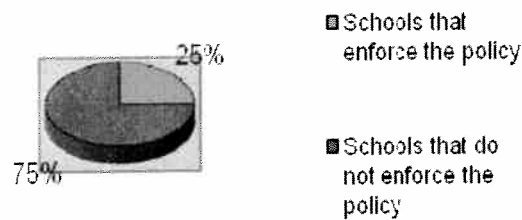


Figure 1.23

Visitor Policy and Enforcement:

Another policy area to highlight is how schools deal with visitors, contractors, vendors, and deliveries. While parent visitors are often familiar to school staff, non-parent visitors can pose a risk for schools in that they are often in uniform, providing a false sense of security as to their authority to be in the school. Still, due to familiarity, trivialization of perceived threat, or lack of resources available to monitor these visitors, school administrative staffs tend to let this risk go unaddressed, through lack of policy or lack of policy enforcement. For example, schools report that:

- 61% of schools report that they require all visitors to sign in, at all times, while 39% have a less strict policy, or no policy
- 20% of schools do not require all visitors to wear ID
- Only 7% of schools require that visitors are escorted, while 50% report that visitors are sometimes escorted

- 39% of schools do not require vendors or contractors to sign in
- 53% of schools do not require contractors or vendors to wear ID
- 47% of schools do not have procedures for inspecting deliveries

As mentioned above, even schools with written policies on which staff are well-trained have trouble enforcing visitor policies. Enforcement is hindered by school layout, office location, and availability of office staff. In many middle and high schools in the state, students staff the front office during school hours and cannot be expected to be responsible for policy enforcement. In approximately 13% of schools, principals specifically cited the inability to monitor entry doors due to the location of the school office, and/or an open-campus type school with multiple buildings that cannot or are not monitored visually or by cameras.

It is interesting to note what efforts some schools have made to address these concerns. For example, one large elementary school that was concerned about visitors not signing in made the decision to maintain only one unlocked exterior door during school hours, and used theater ropes to direct visitors to the office upon entering the school. Even with these measures, the school found that visitors, primarily parents, sought to skirt this system by going around the ropes, or trying to enter through locked exterior doors when opened from the inside.

Such efforts are further exacerbated by the fact that about 50% of schools have portable, modular, or annex units that are accessed from outside the primary school building.

Use of school facilities:

According to survey data, 74% of schools are used by non-school organizations with medium or high frequency. The following charts describe this usage and when it occurs. This use of facilities by outside organizations poses a challenge to schools from a security standpoint. As mentioned above, 30% of schools are unable to secure non-used portions of their facilities after hours.

Schools report the following amount of authorized usage:

Amount of Authorized Use by Outside Organizations



Figure 1.24

When Schools are used by Outside Organizations



Figure 1.25

Section IV – Procedures, Policies, Protocol, and Training

Procedures, policies, and protocol represent a broad area that impacts safety and security on many levels. Some crossover policy issues were discussed previously in the “Access Control” section, others will be discussed here.

Leadership in the areas of safety and security by school administrators can help set a precedent for placing a priority on preparedness, and for creating general awareness in the school community about important security issues. Site visit data indicate that such leadership has had major benefits in many school districts across the state. In several school districts visited, officials at the district and school levels are undertaking comprehensive efforts to overhaul, update, and standardize security policies and procedures. A program to share best practices throughout the state might be a useful mechanism to expand this type of activity.

Crisis Response Plans:

The ability of school administrators and teachers to respond effectively in times of crisis is directly related to schools having crisis action plans that are realistic, and about which users are knowledgeable. Despite the fact that most schools do have a crisis response plan, site visits and interviews reveal that the majority of schools are under-prepared to respond to even basic emergencies. According to survey data, 58% of principals stated that teachers and staff “feel that they are not knowledgeable about how to respond to an emergency situation”. Of the remainder, 39% of principals believe that their staff feels “somewhat” prepared, and 3% believe that their staff feels they are prepared.

Status of Crisis Action Plans

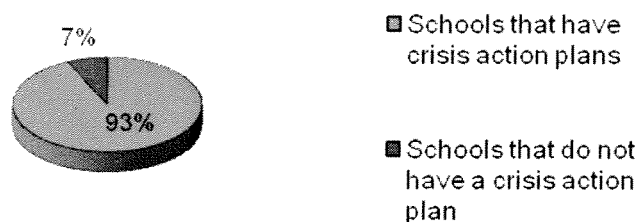


Figure 1.26

While the majority of schools have a crisis action plan, these plans are far less effective if not frequently updated and reviewed with staff. Only 19% of schools review their crisis response plans more than once per academic year. Of the remaining schools, 63% of schools review their plan annually, and 17% review less than annually.

An important urban/rural divide was noted in this data. Rural schools are much more highly represented in the schools that do not frequently update crisis response plans. According to survey data, 6% of urban and suburban schools review crisis plans less than one time per academic year, versus 24% of rural schools. This is a critical shortcoming to address. There is a belief encountered in some site visits that rural schools are at low risk, and therefore do not need to place priority on emergency response procedures. In actuality, rural schools should place a higher priority on emergency planning, since outside responders are more likely to be delayed or unavailable. This point is duly noted by many principals, with 6% of respondents to the principal survey listing outside emergency response time as among their top security concerns.

Crisis Communication Plans:

During an emergency, having the ability to quickly and accurately disseminate information is critical. During any emergency response, communications play a major role. The following charts represent what schools reported regarding their crisis action plans and communications.

Schools with plan for staff communications during crisis

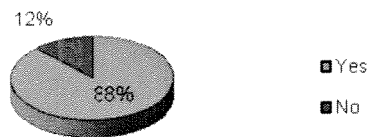


Figure 1.27

Schools with plan for parent communications during crisis

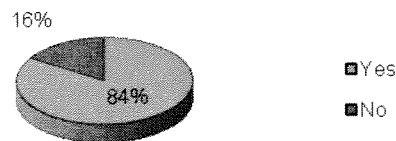


Figure 1.28

Security Presence at Schools:

The majority of schools do not have a full-time security presence during school hours. The breakdown of schools according to security presence is below. Note, in some districts, private security officers have been hired to supplement or replace the School Resource Officer (SRO) program. Also note- 53% of principals surveyed believe that SROs receive inadequate training. Furthermore, despite the clear benefits of the SRO program, it should be noted that a part-time SRO may provide a bit of a false sense of security for schools, as there is no certainty that this person would be present or available, should an emergency develop.

Security Presence at Schools, School Hours

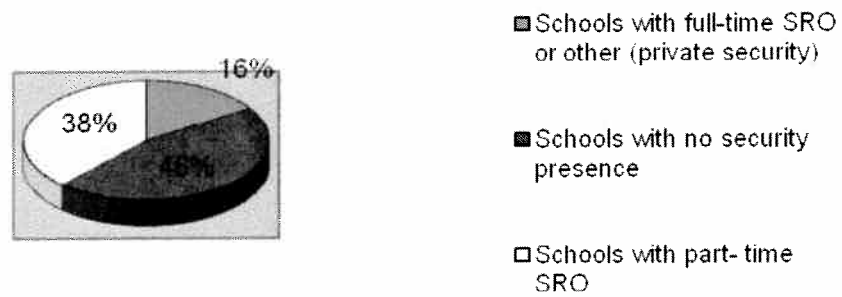


Figure 1.29

The rural versus urban/suburban breakdown of SRO presence, charted below, illustrates that on a percentage basis, rural schools are far less likely to have an SRO. While the perceived need for an SRO may be greater at urban and suburban schools, it is important to recall the longer emergency response times required at rural schools in the case of a security incident.

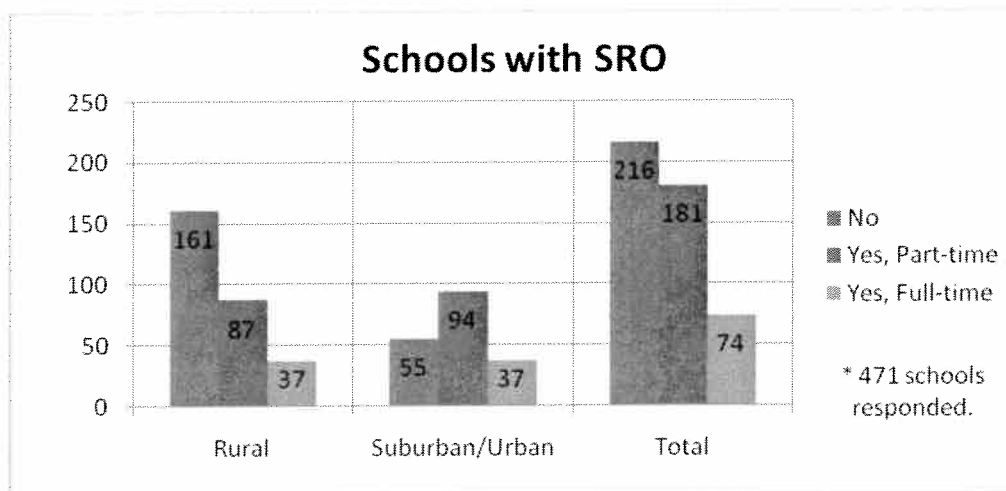


Figure 1.30

Security Presence at Schools After-Hours:

The majority of schools have no security presence after hours, even when the school is being used for school-authorized or sponsored activities. Of the 33% of schools that indicate they have a security presence after school, site visit and interview data suggests that this is only during large sporting events such as football games, etc.

Security Presence After Hours

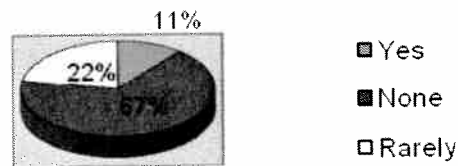


Figure 1.31

Background checks:

Nearly all schools, or 99% according to survey data, require background checks on school staff. In most cases these are carried out by a local law enforcement agency, or through the district office. However, significantly fewer perform background checks on volunteers. 32% of schools report that background checks are performed on “all or most” volunteers, 31% of schools report that background checks are performed on volunteers that will be alone with students, and 38% report that background checks are never performed on volunteers.

Training:

The security and safety training conducted by schools, for their staff, is inconsistent. Many schools rely on the SRO program to fulfill security needs. This is regarded as insufficient, because an SRO may not be present when an emergency situation develops, and because emergency response requires coordinated efforts by all staff to be most effective.

Safety and security training varies greatly in those schools that reported they offer training for staff. Some offer appropriate, frequent, and comprehensive security training for all staff. Others offer security training primarily focused on “lighter” security topics such as, playground management, behavior issues, and conflict resolution. This type of training, while important, is not sufficient.

District superintendents indicate in their survey responses, that they provide assistance and training for schools in crisis response planning and preparedness. According to survey data, 89% of districts provide assistance with crisis response plan development, 83% provide training for school officials, and 60% provide assistance with training for teachers and others. While it is beyond the scope of this assessment to review or comment on the adequacy of such training, other data collected suggest that it would be a useful exercise to provide statewide assistance to all schools and districts, to ensure that they have the information and training required to deal with an emergency or crisis.

As mentioned previously, while only 6% of school principals surveyed cited training needs as a top security priority, 31% of superintendents listed this as a top need. In fact, 53% of superintendents believe that neither school principals, nor SRO's, receive adequate safety and security training. Also, according to survey data, 16% of superintendents replied "not sure", or "no", when asked whether they believe they would receive a timely notification about an emergency in a school. Site visit and interview data indicate that gaps in training on safety and security issues are not due to low prioritization, but rather due to lack of knowledge on what material to present in such training, and how to present it.

Incident Reporting:

Reporting of school crime, misbehavior, and security incidents is critically important so that risks and trends can be tracked, and so that threats can be addressed appropriately. However, accurate and consistent reporting of security incidents is an issue, not only in Idaho, but in the nation as a whole. In fact, nationally legislation has been proposed to correct a serious lack of reliable incident data, because it has been assessed that there is perverse incentive for under-reporting of incidents. First, schools do not want to be categorized as "persistently dangerous" schools. Second, mandatory punishments for security breaches by students may seem inappropriate to school officials on a case-by-case basis, so schools choose to handle matters internally.

In Idaho, this reality was noted on several occasions during site visits and interviews. This is yet another example of a rural vs. urban/suburban distinction. In rural schools, students often work on farms and ranches before and after school hours. One principal interviewed expressed the difficult position he frequently gets placed in, when working students come to school with a knife or other tool in their pocket or backpack, having come straight from cutting hay bales or other legitimate activities. Though this is supposed to result in mandatory discipline for that student, this principal's decision has been to keep those incidents quiet, and simply counsel the student to leave the knife behind next time.

In another rural site visit, a principal pointed out the number of guns in unlocked cars in the school parking lot. It was hunting season, and the principal explained that in many cases these high school students were being counted on by their families to participate in hunting to help feed the family. He was not comfortable with the accessibility of those weapons, but also did not feel he should discipline the students, as mandated, for having weapons on campus.

As mentioned, there may be under-reporting of incidents in rural or urban schools in order to avoid the label of "persistently dangerous school", as defined in Idaho as "one percent of the student body or three students expelled for firearms or violent criminal incidents in three consecutive years".

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SAFE AND SECURE SCHOOLS ASSESSMENT

ANALYSIS AND EVALUATION

Prepared by: State Department of Education

11/23/2007

This report will address all identified vulnerabilities provide recommendations for mitigation, and cost estimates based upon a three-year plan.

IDAHO K-12 SAFE AND SECURE SCHOOLS ASSESSMENT

GAP ANALYSIS, PRIORITIZATION, and COST ESTIMATES

The *Summary of the Security Profile of Idaho K-12 Public Schools* provides detailed information and analysis on the current status of Idaho's public schools regarding security equipment and management, school facilities, and policies, procedures, and training. A review of the data gathered through surveys, site visits, and interviews reveal that schools are lacking in many critical areas.

School security is by nature a complex issue because of a disconnect between the vast diversity of potential threats and the more mundane reality of likely occurrences. We all want our schools to be safe from terrorist attacks and troubled student-shooters. Yet, thankfully, most schools will not face this type of crisis. In fact, currently there is no credible threat of terrorism to Idaho schools. On a day-to-day basis, schools must deal with real issues like bullying and harassment, custodial parent issues, and intruders that could be a threat to students, staff, or property. Fortunately, many of the security and training measures designed to mitigate these more likely threats faced perform double duty, by providing deterrence and preparedness in the case of a more grave, but less likely, threat or incident.

The number and diversity of safety and security concerns that must be addressed is rightfully overwhelming to school and district administrators. Without adequate security knowledge or resources, school officials are placed in the unrealistic and unfair position of making prioritized decisions as to which security vulnerabilities should be addressed. As a result, school officials may: over-address security concerns at the expense of educational needs; bypass security concerns and hope for the best; or, most likely, cobble together the best compromise they are able with the limited knowledge and resources available. In site visits conducted as part of the study, schools and districts were found in each of these categories.

The good news is that the State Dept of Education is well-positioned to help correct this situation, by providing the guidance and direction that school officials need. This document will serve to identify and prioritize the critical safety and security gaps, and suggest options for mitigation. Some of these mitigation measures are surprisingly simple and low-cost. In fact, by applying principles consistent with Crime Prevention through Environmental Design, or CPTED, the security profile of schools across the state can be greatly enhanced with existing resources or limited additional resources.

More costly mitigation measures, such as equipment additions and facility upgrades, are also called for in many places. However, prioritizing these so that school officials better understand which needs are most pressing from a professional security point of view will help them organize their resource allocation. School officials statewide expressed their strong desire for such assistance during the course of this study.

The best course of action to address this situation is clear. A standardization system should be established that helps schools and districts prioritize their safety and security gaps, while taking into account the diversity of schools and districts across the state. School officials interviewed in site visits were overwhelmingly supportive of this idea.

Based on the data collected and on subsequent analysis, the best way to approach a standardization system is to develop a safety and security categorization system for K-12 schools. Such a system would take key data points about each school, and use them to categorize the schools according to their security needs profile. Standards could then be established for each category, ensuring that each school's security needs reflect the reality of that school, without being excessive or insufficient. Such a system would optimize both security and use of resources.

However, even without a categorization system in place, it is prudent to perform an overall gap analysis and set of recommendations on the data gathered in surveys and site visits. Mitigation recommendations made here, absent a categorization system, will have different results, because the recommendation will be applied more broadly. Therefore, overall estimated costs will be higher than would be the case with the a categorization system as described above.

For example, take the case of interior security cameras. Without a categorization system, a general recommendation may be made that all high schools and middle schools should have security cameras. With an effective categorization system, the recommendation would be more nuanced, with some upper schools not needing cameras and some elementary schools perhaps needing them. The categorization system is likely in this case both to save money and provide more appropriate security.

The remainder of this document will focus on the findings presented in the Summary document, and will provide analysis and mitigation recommendations based on current knowledge, and assuming that a categorization system will not be implemented in the near term.

The detailed findings of the gap analysis will focus on the three key vulnerability areas identified in the study: security equipment and technology; access control, and policies, procedures and training. For each area, the key vulnerabilities will be presented and detail provided as to use, importance, application, recommended standard, and estimated cost.

SECTION I, SECURITY EQUIPMENT AND TECHNOLOGY

Public Address Systems

Use: A public address or "PA" system is an electronic amplification system used to reinforce a given sound (ie. voice) and distribute the sound through speakers around the school. PA systems can be hardwired or wireless.

Importance: A public address system is a necessary and critical means to communicate information to a large number of people in a timely manner. It can be the most critical means of communication during an emergency event. A telephone speaker system, used in many schools in absence of a PA system, is a less effective system due to sound volume and quality, and due to its limitation to areas of phone installation.

Application: 14% of schools need a new system. Of the 86% of schools that have systems, an estimated 65% need upgrades or repairs because they do not work or cannot be heard in outside areas or sports fields.

Recommended Standard: A public address system in each school that can be heard from all locations inside the building(s) and on school grounds. Wireless technology is strongly recommended for schools in which current systems need to be expanded and for the 14% of schools that currently have no PA system.

Estimated Costs, installation:

Base station - \$2,600

Repeater - \$2,000

Speaker \$200/each

Camera Systems, Interior and Exterior:

Use: The use of a digital camera system is one of the most effective means of achieving visual monitoring of selected areas inside school buildings and exterior of buildings, including school grounds. They provide cost-effective surveillance to large areas, reduce the number of security officers required for patrol, and can provide a permanent record of access events or other security matters. The images can be transmitted via the internet to a central remote monitoring, or other locations.

Importance: A camera system by itself is not a “total security solution”, but it is an effective tool for limited resources. It can achieve reduced security personnel expense while increasing coverage. Cameras also serve as a deterrent against vandalism, intrusion, and other illicit activity.

Application: Most schools. Currently, 70% of all schools do not have exterior cameras, and 62% of schools do not have interior cameras. A criteria system based on size, enrollment, and location should be developed to determine schools most in need of camera systems. In absence of such a system, data indicates that an estimated 300 schools need cameras urgently.

Camera equipment available today includes a number of important options, such as low light cameras, and cameras are equipped with pan, tilt, zoom, and motion capability. In planning the installation of a camera system it is important to select the proper locations for camera placement. Those areas within the typical school setting are as follows:

- Interiors of sensitive record areas such as file rooms, offices.
- Loading docks
- Interior hallways, particularly in front of restrooms
- Exterior parking areas and perimeter access gates
- Any areas where cash or other valuables are stored
- Cafeteria
- Gymnasiums
- Exterior of building(s), including entrances

Recommended Standard: Most schools should have a digital camera system, with allocation based on a criteria system as mentioned above.

Estimated Cost: The estimated cost for a 16 camera digital system is \$8,500 installed.

Interior Motion Alarms:

Use: These are area/space protection devices that protect interior spaces of the school. They protect against intrusion whether or not the exterior perimeter protection was breached. They are effective against both stay-behind intruders, and those who enter a school through a wall, roof, or other unprotected area. These devices provide a highly sensitive, invisible means of detection. They are designed to detect and notify law enforcement or security staff, while not alerting the intruder to the detection.

Importance: Interior motion alarms are one of a number of security measures designed to protect the facility and contents from theft or vandalism. They provide an important deterrent and prevention measure.

Application: Most schools. 51% of schools do not have motion sensors. Of the schools that do, many are in hallways rather than placed to provide direct protection of sensitive items. Given the cost and other issues surrounding the theft of computers containing sensitive educational material or student information, the cost of an interior alarm system is generally considered a good investment.

Recommended Standard: Most schools should have an interior area/ space motion alarm system and monitoring. For prioritization, consideration may be given to the value of property and relative break-in risk of the school.

Estimated Costs: The estimated cost for an interior motion alarm system is \$40/month for monitoring, \$100 for installation, and up to \$1,800 for equipment. These prices can be expected to vary based upon size and scope of the system.

Panic Alarms:

Use: A panic or duress alarm is an electronic device designed to alert appropriate officials (principal, district office, law enforcement, etc.) to an emergency situation. A panic alarm is frequently but not always controlled by a concealed panic alarm button and can be connected to a camera system for further support. They are used to discreetly summon help from any classroom or other space students or staff commonly occupy. Panic alarms are also available in portable models.

Importance: The ability of teachers and school officials to call for help with the push of a button should be a minimum requirement for the safety and security of staff and students.

Application: Most schools. 87% of all schools have no panic alarms in classrooms or other areas. Of the schools that do have them, most are outdated systems near a door, which is now considered a suboptimal location. Nearly all schools lack any type of panic alarm capability outside of buildings.

Recommended Standard: All schools should have panic alarms located in areas where students and teachers regularly occupy, or provide a portable capability for teachers and administrators to carry with them.

Estimated Cost: The estimated cost for a static panic alarm is \$40/month and for a small upfront fee for equipment (\$25.00/unit) can be added to the service providing the interior motion alarm monitoring for no extra cost.

Two-way Communications in Classrooms

Use: Provides a means to communicate from classrooms to within and outside the school.

Importance: The ability of teachers to be able to communicate outside both the classroom and outside the school during an emergency or lockdown situation is critical. Two-way communication systems are not considered a redundancy in the presence of panic alarms, as the panic alarm serves to alert others about an emergency situation but does not allow for the transmission of information.

Application: All classrooms in all schools. Currently 15% of schools do not have telephones or intercoms in their classrooms. Additionally, of those that do have phones in classrooms, approximately 30% of systems allow only internal calls. Therefore it is estimated that 1575 telephones (105 schools x 15 classrooms per school) are needed, and 180 schools should expand the capability of their existing phones to allow for outside calls.

Recommended Standard: All classrooms in all schools should have a telephone with the capability to call outside the school. Exception may be taken into consideration for schools with single or few classrooms

Estimated Costs: The estimated cost for a telephone and wiring is \$60 per phone.

Heating, Ventilation, Air Conditioning, System (HVAC):

Use: The ability to quickly turn off the heating or air conditioning from one central location can prevent toxic fumes or dangerous chemicals from entering the school through the ventilation system in the event of a HAZMAT incident such as an industrial or railroad incident, or, less likely, a terror or other attack.

Importance: This is an important capability for schools to with proximity to industrial sites, or highways, railroad tracks, and pipelines. Currently 60% of schools either can-not shut off their HVAC system from one location, or do not know how to shut the system off. This presents a liability that can usually be easily corrected.

Application: Schools at higher risk. 52%, or about 360 schools, are located near major rail or road traffic, or are adjacent to industrial areas or gas pipelines. Of these, 60% either cannot turn off their HVAC centrally or do not know. Therefore an estimated 200 schools need mitigation in this area.

Recommended Standard: All schools in higher-risk locations, as defined above, should have the ability to turn off the HVAC system at a single location.

Estimated Costs: Adding this capability to an existing system requires a retrofit involving electrical wiring and other upgrades. Average costs are estimated to be \$1500 per school.

Security Lighting:

Use: Security lighting is an effective deterrent to criminal activity and required for the safe use of school facilities and grounds during the hours of reduced visibility.

Importance: Security lighting is a critical component of the overall safety and security plan for a school. It is relatively inexpensive and is known to drastically reduce the risk of intrusion, vandalism, and loitering after-hours.

Application: All schools. Survey and site visit data found that 48% of schools have inadequate or absent exterior lighting. Interior lighting was also insufficient in many schools assessed through site visits.

Recommended Standard: The recommended lighting standards for schools are as follows:

- Interior lighting – schools with large exterior windows that provide views into classrooms or offices should have interior security lighting (nighttime only) on a circuit that is not be shut off after hours. Lighting should be located next to an interior wall, shining toward the exterior window. This arrangement will highlight an intruder, causing an extended shadow which is easily observed.
- Exterior lighting:
 - Parking areas – parking areas should be illuminated with a minimum of two foot candles in the darkest areas, with lighting poles spaced so that a burned out bulb does not reduce the illumination below one foot candle in any on spot.
 - Building exterior – flood lights are to be ground mounted and should be spaced no more than 30 feet from the building. The lighting should establish an illuminated clear zone around the entire building.

Estimated Costs: For planning purposes the high cost of interior security lighting is \$200 per unit installed, and the cost of exterior lighting is \$350 per unit installed.

Interior doors, locking hardware:

Use: Proper locking hardware on interior doors provides the ability of teachers and staff to safeguard that is not being used. Also important, proper locks on classroom doors allow teachers to safely secure classrooms in the event of a lockdown event.

Importance: This is one of the most critical components to a crisis security plan. Teachers must have the ability to lock classroom doors from the inside in the event of a lockdown or other emergency.

Application: All schools. The assessment concluded that 97% of schools are unable to lock classrooms from the inside. Additionally, 75% of schools cannot account for keys or have no key control plan, as estimated by surveys and site visits.

Recommended Standard: All classrooms in all schools should have interior classroom doors with locks that can be locked from inside the classroom. An adequate audit systems should also be established and maintained.

Estimated Costs: For planning purposes the cost of doors is between \$200 - \$300 per door. Locking hardware for a classroom or office is \$200 per door.

SECTION II - ACCESS CONTROL

Exterior Doors:

Use: Exterior doors provide access control into the school. Currently, some exterior doors have broken locks. Others are not made of the recommended construction materials, such as shatter-resistant glass (see school construction guidelines recommendations). Proper exterior doors must be used in accordance with an appropriate access control policy that directs which exterior doors should remain locked and at what times.

Importance: Properly functioning doors and a realistic, enforceable access-control policies and procedures are the two most important components of overall access control.

Application: All schools. Site visits revealed that in as many as 60% of schools, exterior doors are not all locked after hours due to broken locks, convenience, or missing keys. Exterior doors must part of the overall access control plan, exterior access to the school should be limited to a small number so doors.

Recommended Standard: Please refer to the new school construction building standards. Exterior main entrance doors should have a keyless entry system. The installation of this type of system on these doors would reduce overall key costs in the future, and eliminate the key control issues occurring in over 70% of schools state wide.

Estimated Costs: Replacement exterior double doors cost approximately \$600-\$800. A keyless entry system for an exterior door is approximately \$900 per door.

Windows:

Use: In addition to environmental and aesthetic benefits, windows have security implications as well. They provide a benefit from an emergency exit and security detection perspective, but also a liability from an unauthorized entry and injury perspective. To provide security, locking hardware should be functional. Windows should not be painted shut. Further, the use of treated glass or of protective window film has become the security industry standard for injury prevention.

Importance: Preventing unauthorized entry and providing for emergency exit is both key security and safety issues. Explosion or impact incidents resulting in broken glass are not highly likely, but if they occur do carry a high risk of injury or even death as a result of glass shards becoming projectiles.

Application: All schools. According to survey data, 15% of schools do not have locking hardware on all windows. Site surveys also revealed that windows in many school classrooms are painted shut – this problem should be corrected. Regarding window film, the study found that 2% of Idaho schools do have protective window film on exterior windows.

Recommended Standard: All schools should have properly functional windows with locking hardware. Protective window film should be applied to all windows in new school construction. Use of window film should be considered as a retrofit for any school at risk of blast damage due to proximity to high-risk industrial areas.

Estimated Costs: For planning purposes, the cost of window film installed is about \$5.00 per square foot. Overall costs for the installation of window film can be reduced by restricting the use of film to classrooms and other areas where students and faculty congregate for extended periods.

Perimeter Fencing:

Use: Physical security barriers such as fences are utilized to hinder an intruder's entry or prevent it all together. Fences define a restricted area and deter unlawful entry. Most importantly for a school, they define, restrict, and separate the area where children can safely play.

Importance: Deterring unauthorized entry is of critical importance, as is providing a safe outside space where children can play and remain separated from outsiders. Adequate fencing with signage is a critical portion of an overall security program.

Application: All schools, with the possible exception of open-campus schools that do not provide outside play or gathering areas. The study found that 79% of all schools have no fencing or inadequate fencing. Given that 85% of principals cite trespassing as at least minimally present, this is an important area to address.

Recommended Standard: Please see new construction standards for detailed information. Fencing should extend around the perimeter of school grounds and should be marked with appropriate signage. At a minimum, exterior play areas should be surrounded with contiguous fencing, with gated entries that can be monitored.

Estimated Costs: The cost of recommended school-yard fencing is \$9.00 per foot installed.

SECTION III – POLICIES, PROCEDURES, and TRAINING

The following section addresses findings that are not equipment related. These topics focus on knowledge, training, and human resource issues. Cost estimates are provided where applicable. In most cases, the implementation of the recommended system for categorization of schools and development of standards would address these concerns.

Missing or Inadequate Crisis Response Plans and NIMS non-compliance

Current Situation: The majority of schools have developed crisis response plans that are inadequate and not in accordance with national policy or federal requirements. Even well-written plans are ineffective if staff are not sufficiently briefed and trained.

Seven percent of schools do not have a crisis response plan. Regarding the updating of plans:

- 17% of schools have not reviewed, trained, or discussed their plan in over one year.
- 63% of schools review their plan, often without staff, once a year.
- 20% of schools review their plans throughout the year and include staff.

As described and required by federal regulation (Homeland Security Presidential Directive -5, and the Homeland Security Act of 2002), SDE and Idaho districts and schools are currently not compliant with the requirements of the National Incident Management System, or NIMS.

Since 2005, there have been 23 nationally-required activities for the implementation of NIMS and the National Response Framework (NRF). Study findings indicate that schools and districts in Idaho, and SDE have not yet accomplished these mandatory requirements. For example, the 2007 NIMS requirements include the following seven activities:

- Designate a single point of contact (NIMS coordinator) within each district.
- Monitor and assess outreach and implementation of NIMS Requirements.
- Establish standard public information protocols and procedures to gather, verify, coordinate, and disseminate information during an incident.
- Have all incident managers (principals and superintendents) complete ICS-300 and ICS-400 training.
- Validate that inventory of response assets conforms to FEMA standards.
- Utilize response asset inventory for Emergency Management Assistance Compact (EMAC) requests, exercises, and actual events.
- Develop training, systems and processes to ensure that incident managers at all levels share a common operating picture of an incident.

Importance: The ability to successfully respond to a crisis is largely based upon having a simple and well rehearsed plan and roles. Having such a plan is critical to the protection of staff and students. Further, beginning in FY 2008, schools are required to have fully implemented the National Incident Management System (NIMS) to be eligible for federal grant funding from DHS and DOJ. Failure to fully implement the NIMS and NRF will exclude SDE, and Idaho districts and schools from receiving federal grant funding.

Recommended Standards: All schools should have a common template that is in accordance with the National Incident Management System (NIMS). Schools and districts should fully adopt and implement the National Response Framework (NRF). SDE should provide guidelines and regional training to ensure that 100% of crisis response plans are adequate and that all appropriate staff are competent to carry out their designated roles.

Required Actions for Compliance:

1. Federal regulations require that SDE notify the State NIMS coordinator (Idaho Bureau of Homeland Security), on behalf of districts, that they have not fully implemented the NIMS.
2. Within 120 days (not later than March 1, 2008) SDE should submit a plan for NIMS compliance in all districts and schools.
3. SDE and all districts and schools should undertake procedures to fully comply with NIMS and NRF standards and guidelines.

Inadequate Security Presence at Schools:

Current Situation: In 82% of schools there is no security presence during schools hours. Only 18% of schools have a fulltime School Resource Officer (SRO) or security person. In cases where a school has a full or part-time SRO, when that person is absent from the school (estimated 15% of the time for a full-time SRO), there is no replacement.

With regard to the SRO program, school officials appreciate the crime prevention and deterrence capabilities that a law enforcement officer can provide. In general, schools without SRO's or with part-time SRO's would prefer a full-time security or law enforcement presence. However, the study found many aspects of the SRO program that are troubling from a security point of view:

- Principals have little control over the duties SRO's perform, and little or no control over their work schedule. SRO's have a high degree of autonomy and establish priorities based upon guidance from their law enforcement agency.
- The majority of principals feel the SRO program should be modified to permit greater control by principals. 45% of principals believe SRO's do not receive adequate training.
- A law enforcement officer is not always qualified to make security recommendations. In some cases, school officials have purchased inappropriate equipment due to poor recommendations.

Importance: Having a security presence on campus during schools hours is important in many schools. Although there is wide consensus among principals that the SRO program needs to be modified, it does provide visible enhancement to the overall security posture of a school. While an in depth review of the SRO program was not within the scope of this project, security could be further enhanced and perhaps improved in many cases by the addition or substitution of an on-staff security manager. Such staff positions can have an effective preventive and deterrent effect, and can also address security management issues that principals currently undertake. In schools where such a position has been implemented, security matters tend to run more smoothly and overall preparedness is greatly heightened.

Recommended Standards: Increase the presence of security staff (full or part time) in schools with the greatest need. Consider reviewing the SRO program to determine how an accompanying security staff program could be coordinated.

Use of Students in School Office

Current situation: In the majority of middle and high schools, students work in the administrative office. Duties include answering the phone, logging in visitors, and running errands for staff. Students rotate frequently, and generally work under the limited supervision of a secretary. This program has its merits from an educational and development perspective, but it presents security concerns. Though the likelihood of a problem or incident may be low, school officials should weigh the benefits and try to mitigate risks of these programs:

- Students answering the phone are neither trained nor aware of the procedures for bomb threats or other emergency calls. This places students in an unwarranted position.
- Most school visitors are parents and authorized persons without harmful intent. Still, students are not trained or qualified to assess visitors, and should not be solely responsible for their access on campus.
- Students accepting deliveries have no training in identifying a suspicious package.
- With the frequent rotation of students, it would be difficult to maintain a level of training necessary to mitigate these security issues.

Importance: Having appropriately trained staff is of critical importance to the overall security posture of the school.

Recommended Standard: Use of students should be appropriate and carefully monitored in any office assistance program. Without proper training, students should not be answering the phones and should not have responsibility for verifying visitors, checking students in and out, or accepting deliveries.

Policies and Procedures for Secure Entry

Current Situation: Policies and procedures go hand-in-hand with physical security measures in the effort to control access and provide a protected environment for students, staff, and property. Specifically, access control deals with any system implemented to regulate entry and exit to the school and grounds. **In at least 85% of the schools in Idaho an effective access control system does not exist or has broken down.** The assessment findings include the following information:

- In 82% of schools there are policies and procedures designed to control access to schools. However, 42% of principals cite access control as a top concern.
- 94% of schools require visitors to check in; an estimated 25% enforce this policy.
- 39% of schools do not require contractors to sign in; 46% do not require ID
- 47% of schools do not have policies or procedures for inspecting deliveries
- Nearly all schools have trouble monitoring visitors due to school configuration, the number of unlocked exterior doors, presence of outbuildings, and lack of compliance by visitors.

Importance: Given the current profile and needs of Idaho schools, addressing access control issues should be the number one priority. Effective access control procedures are critical to providing a safe environment. Yet because an effective system requires the active participation of all staff and the compliance of visitors, policies often go unenforced. **This issue if left uncorrected, presents a serious liability for schools.**

Recommended Standard: Schools must restrict and control access, while maintaining a balance between public access and safety. Effective and realistic access control policies and procedures should be enforced. All schools should carefully develop and implement policies procedures to control access to school building and grounds. Attention should be focused on areas where current policies are not enforced, often due to convenience. For example, if a certain door is always being propped open, the reason why that occurs should be addressed. So doing, a better solution can be maintained.

Access issues are inherently challenging due to the competing needs of security, openness, and convenience. Fortunately, however, these issues require only training and effort to implement, with little funding or outside resources.

Crime Prevention Through Environmental Design (CPTED)

Many case studies demonstrate the benefits of implementing Crime Prevention Through Environmental Design (CPTED) concepts. In most cases these are no-cost or inexpensive measures to implement, but have proven to significantly enhance safety and security. In schools worldwide where CPTED is being consistently implemented, officials have seen reduced new school construction costs, lower incidents of crime, and improved achievement and matriculation levels by providing a learning environment where students feel safe. These lessons are applicable in Idaho as well.

Current Situation: Through surveys, site visits, and interviews the following findings were determined:

- Idaho school officials have not been trained to implement CPTED concepts. Consequently, security upgrades are more expensive and may be less effective.
- All schools could benefit from adopting CPTED concepts by employing CPTED strategies in the areas of:
 - Natural Access Control;
 - Natural Surveillance;
 - Territorial Reinforcement.
- Incident reporting (see Summary of Security Profile for information on current school reporting) should be improved to encompass all incidents, thus providing better information for CPTED planning and implementation.

Importance: The implementation of CPTED concepts is something that could be done immediately in every school. In doing so it would immediately enhance safety and security for students and staff.

Recommended Standard: It is recommended that a full CPTED plan be developed by SDE for implementation in lieu of the standardization model that would contain CPTED concepts broken down into minimum, recommended, and desirable for each school. In the immediate future, items such as the following should be considered for implementation to enhance the protection of students and staff:

- Keep trees and shrubs trimmed around building exterior, maximize line-of-site.
- Designate formal gathering areas on campus, making others off limits.
- Replace burned out lights bulbs immediately.
- Move trash dumpsters at least 30 feet away from buildings and air intake ducts.
- Post signage clearly on fences and other locations clearly defining the area as school property and that trespassing is not authorized.
- Clearly designate parking areas for visitors, staff, and students. Place visitor parking in a visible area, not adjacent to the building.
- Fix door closures that that prevent exterior doors from closing and locking properly.

Security Training for School Staff:

Current Situation: Most schools currently offer some sort annual security training for all staff. Some of this training is federally mandated, such as ICS-300 and ICS-400. However, a discrepancy was noted across schools in the state as to the content and thoroughness of training offered to teacher and school officials. Survey data indicate that 31% of district superintendents feel that safety and security training is inadequate.

Importance: Proper training is critical for all persons working in the school environment. Well-designed and well-executed training boosts the confidence of staff to be able to handle urgent and non-urgent safety and security situations. Frequent training and practice is the only way to ensure that staff will be able to calmly and confidently respond to an emergency or crisis situation. In the unlikely event of a crisis, such preparedness can prevent injury and loss of life.

Recommended Standard: All school personnel and appropriate district personnel should receive mandatory general security and safety training. This should include the federally mandated topics as well as school and district specific topics. SDE should provide guidance and direction in the development of training materials, to ensure thoroughness and alleviate some responsibility of district and school officials.

Incident Reporting System:

Current Situation: Consistent and accurate reporting of school safety and security incidents is important so that trends can be monitored and students can be kept safe. However, site visit and interview data indicate that in Idaho, as in the nation as a whole, security incidents are not being reported in an accurate, consistent, and systematic way. There is a disincentive for accurate reporting both due to the matter of perception, and to avoid the label of “persistently dangerous school”. Further, some school officials may avoid reporting incidents because they do not feel that the mandatory disciplinary consequence is warranted.

Importance: Accurate, consistent, and systematic reporting of incidents state-wide can help identify trends, alert officials as to problem areas, and help in designing training and allocating resources.

Recommended Standard: SDE and the state should review their incident reporting policies, requirements and compliance to determine whether any changes can be made to improve the level and accuracy of incident reporting.

Cost and Prioritization Matrix For Equipment

Priority	ITEM	DESCRIPTION	UNIT COST	# PER SCHOOL	# OF SCHOOLS	TOTAL COST
1	Locking hardware for classrooms	Grade 1, dual cylinder, ANSI F88 lever set.	\$200	30	693	\$4,158,000
2	Keyless Entry	Keyless entry system for selected exterior doors	\$900	3	600	\$1,620,000
3	Two-way commun-ications	Telephone with outside connectivity	\$60	15	105	\$94,500
4	Cameras	Digital 16 camera system for interior and exterior spaces	\$8,500	1	300	\$2,550,000
5	Security Staff	Provide a non-certified full/parttime security person	\$9	800	500	\$3,600,000
6	Fencing	Security fencing around perimeter	\$9	350	500	\$1,575,000
7	Doors	Replace doors not to standard	\$300	25	300	\$2,250,000
8	Public Address system	Wireless Public address system	\$10,000	1	200	\$2,000,000
9	Security lighting	Security lighting	\$300	10	350	\$1,050,000
10	Interior alarms	Interior motion and panic alarms	\$42	12	350	\$176,400
11	HVAC	HVAC Upgrades	\$1,500	1	200	\$300,000
12	Windows	Install window film	\$6	200	600	\$720,000
Estimated total						\$20,093,900



SECURITY GUIDELINES FOR NEW SCHOOL CONSTRUCTION

The State Department of Education is asking all Districts and Superintendents to ensure that they consider and incorporate safety and security into the design of new schools. In an effort to assist districts with this critical task we have developed a set of security recommendations to be utilized when planning for new school construction. Implementing these guidelines will help ensure that appropriate steps have been taken toward creating a safe and secure environment for our children, while minimizing the overall cost of current and future security measures.

The following tables present recommendations for security design features for future new school construction in Idaho based on three security levels, as identified in this report.

Recommendations are noted as Minimum, Recommended, and Desirable, and are to be utilized as general guidance with the understanding that each new construction project will be unique, and a customized set of security design requirements should be developed for each project.

The recommendations presented below assume that there is no specific terrorist threat (domestic or international) identified for the site or surrounding community.

We recommend that additional guidelines be developed for schools that will act as emergency evacuation shelters for the community.

All safety and security measures are designed and in compliance with required federal, state, and local building standards. If there is a conflict with existing codes or standards, solutions can be developed which meet all code requirements as well as the intent of the security recommendation.

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Overview of Justification for Federal Funding

This document provides an overview of our justification for federal grant funding to improve the security profile of Idaho's 700 K-12 public schools. This overview is accompanied by the findings reports of the Safe and Secure Schools Assessment conducted in fall, 2007. As required by Homeland Security Presidential Directive - 5, the Idaho State Department of Education (SDE) is in the process of becoming fully compliant with its implementation of the National Incident Management System. This compliance satisfies a prerequisite for federal funding from the Department of Homeland Security and Department of Justice.

In accordance with Homeland Security and Department of Justice priorities, the Idaho State Department of Education (SDE) is requesting a grant in the amount of 20 million dollars over three years to provide the minimum acceptable level of security for K-12 schools. We have taken a unique approach in both the methodology and intent of our request. Specifically, the SDE has implemented the following:

- A comprehensive safe and secure schools assessment was conducted in fall, 2007. This three-month study gathered data through surveys, site visits, public meetings, and interviews. Reports include a summary of findings, gap analysis, and prioritized recommendations. Based on these findings, the ISDE has detailed and specific information on what security improvements are needed. Our funding request is based on implementing high priority needs in order to provide what we believe to be the minimum acceptable security level for our schools.
- A three-year implementation plan has been developed to mitigate security vulnerabilities, consistent with the identified priorities. The SDE has developed a statewide standardization system and incorporated lessons learned from the Department of Justice's United States Marshal Service Standards Committee, for the development of recommended security standards for federal buildings.
- The SDE has established an accountability process to ensure that any federal funding received is fully controlled, audited by independent entities experienced with the requirements of OMB Circular A-133, as well as, DHS policies and requirements, and accomplishes all program goals.

Current Security Profile of Idaho Schools

Assessment results indicate that 82% of district principals describe security as partially or fully inadequate. Analysis of data resulted in the identification of 20 specific critical vulnerabilities. These vulnerabilities render the schools not fully capable of meeting the key security responsibilities of:

1. Controlling access to school grounds and facilities;
2. Providing adequate physical safety and security for students, teachers, and visitors;
3. Responding effectively to a crisis in a timely and efficient manner, consistent with NIMS.

The accompanying Idaho Safe and Secure Schools Assessment report provides detailed information regarding vulnerabilities identified, and the solutions recommended for elimination or mitigation of each safety and security concern. SDE is committed to making safety and security a top priority. We believe that the information gathered and systems put in place, position us to efficiently upgrade the security profile of schools statewide. We look forward to your consideration of our funding request.



STATE DEPARTMENT OF EDUCATION

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

	A	B	C	D	E
1	SDE NEW BUILDING RECOMMENDATIONS (NOVEMBER 23, 2007)				
2	<u>Site Layout</u>				
3	Feature	Mitigation	Minimum	Recommended	Desirable
4	Site Perimeter	Provide a minimum 6 foot high chain link fence 20 feet inside school property boundary.		X	
5		Provide a visual barrier, such as trees closely spaced, to prevent line of site from off school property (tree or other barrier to be no closer than 20 feet to perimeter fence).			X
6	Access Through Site Perimeter	Minimize vehicle and pedestrian access points through perimeter fence.	X		
7		Provide locking gates at all access points through perimeter fences.		X	
8	General Exterior Considerations	Maintain a 33 foot unobstructed space around all buildings, playgrounds and sporting fields (to avoid concealment of a package 6 inches or greater in height).			X
9	Building Adjacencies and Sitting	Locate buildings so that topography, landscaping or site features do not provide means of access to the roof.		X	
10		Orient buildings so that glass is minimized on the faces which face adjacent streets or parking lots.			X
11		Do not allow vehicles into or under buildings.	X		
12		For multi-building schools, locate buildings so that they create an inner, protected, courtyard where recreation areas other than playing fields would be located.			X
13		On multi-building sites, provide fencing or other barriers to ensure that unauthorized persons do not gain access to the "inner courtyard" created by the arrangement of the buildings.			X



STATE DEPARTMENT OF EDUCATION

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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

	A	B	C	D	E
14	Site Features (site furniture, etc)	Site features including site furniture and playground equipment to be designed to not create areas of concealment	X		
15		Locate dumpsters at least 33 feet from buildings.		X	
16		Secure dumpsters so that only authorized persons can open them.	X		
17		Locate dumpsters in a visible location and so that they do not create areas of concealment.			X
18	Parking and Roadway Layout	Separate bus drop-off, teacher, student, and visitor parking areas. Locate teacher parking closest to buildings, then student, then visitor.			X
19		Keep parking areas and circulation roadways at least 33 feet from the face of the buildings.			X
20		Orient roadways so that they do not approach buildings in perpendicular line of travel.			X
21		Locate curb cuts for ADA so that they are offset from the buildings and so that they are not at the end of roadways.			X
22		Place bollards in curb cuts (configured so that they do not detract from ADA requirements).			X
23		Visitor parking areas and parking spots should be clearly indicated.	X		
24		Individual names or positions (i.e. principal) should not be marked on parking spaces.	X		
25		Use clear and easily understandable way-finding and information signs. Make sure they are clearly lit at night.	X		
26		Provide clear and direct path from parking areas to main entry.	X		
27		Provide clear and direct path from visitor parking to playing field areas that does not require visitors to path through the secure school areas.		X	
28		Fencing between parking areas and adjacent roadways should not obscure view from roadways.	X		
29	Provide separate service entrance with access control and monitoring.			X	



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TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

	A	B	C	D	E	
30		Utilize traffic calming techniques such as raised crosswalks, speed bumps, rumble strips, etc		X		
31	Landscaping	Trees should have high canopies (7 feet or higher off the ground).	X			
32		Plants should be located so that they do not interfere with CCTV monitoring, should not create areas of concealment.	X			
33		Site the buildings on a raised building pad (using retaining walls or stepped landscaping) above the adjacent parking and roadway levels.				X
34		Select landscape plants that mature within the available space and will not obstruct lighting.	X			
35		Select and locate landscaping so that it does not obstruct view from windows.	X			