

Physical Security Resources for K-12 Schools

Tuesday, November 15, 2022

SchoolSafety.gov



Webinar Agenda

- Webinar Objectives
- Speaker Introductions
- Partner Alliance for Safer Schools
 - About PASS
 - The Challenge
 - PASS Solutions
- American Institute of Architects Committee on Architecture for Education
 - AIA Overview
 - AIA Committee on Architecture for Education
- SchoolSafety.gov
 - Additional Physical Security Resources
 - K-12 School Security Guide (3rd Edition)
- Q & A



Webinar Objectives

1. Provide an overview of strategies and actions school personnel can implement to **protect against and mitigate security threats** while supporting student mental health and emotional development.
2. Highlight **physical security resources** available to assist school communities in these efforts.



Featured Speakers



Chuck Wilson

Chair of Advisory Council
Partner Alliance for Safer Schools



Jaelon Moaney

Manager, Federal Relations
The American Institute of Architects



Caroline Lobo

Past-Chair, Committee on Architecture for Education
Co-Chair, Research Sub-Committee
The American Institute of Architects



Katie Ross

Program Specialist, Product & Training Branch
School Safety Task Force
Cybersecurity and Infrastructure Security
Agency





PASSTM

Partner Alliance
for Safer Schools

School Safety: A Practical Approach

Introduction to PASS

Agenda

- Who is PASS?
- Why PASS?
- The Challenge
- PASS Solutions

**NEW
5TH EDITION**



PASS
Partner Alliance
for Safer Schools

**SAFETY AND SECURITY
GUIDELINES**
for K-12 Schools

Partner Alliance for Safer Schools (PASS)

A 501c3 non-profit organization developed by individuals from the education, public safety and industry communities, brought together to develop and support best practice recommendations for school safety and security across multiple disciplines.



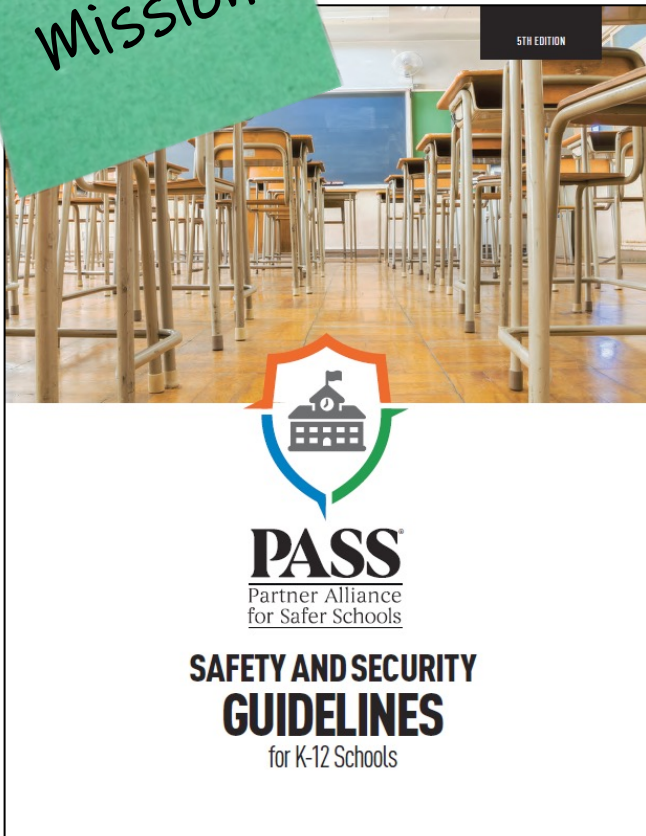
PASS Advisory Council

- Industry Associations
- Safe Schools Organization Leaders
- Parents
- K12 Security Directors
- Security Consultants
- School Architects
- Model Code Committee Members (NFPA)
- Security/Systems Integrator Consultants
- Security Product Manufacturer Consultants



The Partner Alliance for Safer Schools (PASS) Mission:

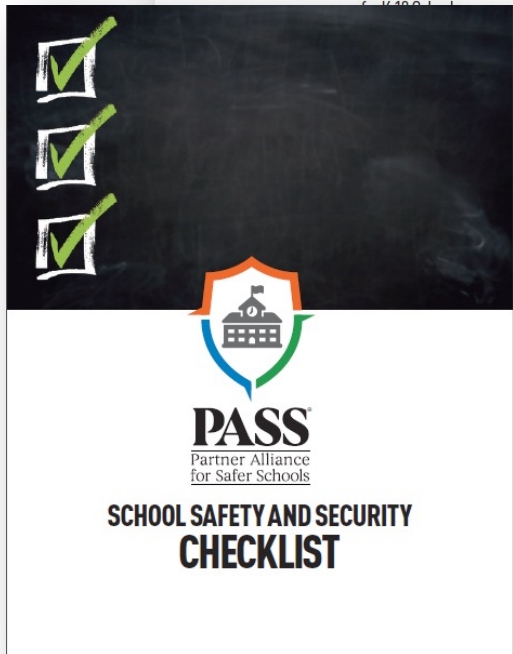
Our
Mission



To provide school administrators, school boards and public safety and security professionals with information, tools and insight needed to implement a tiered approach to securing and enhancing the safety of school environments based on their individual needs, nationwide best practices, and making the most effective use of resources available.



PASS
Partner Alliance
for Safer Schools
**SAFETY AND SECURITY
GUIDELINES**



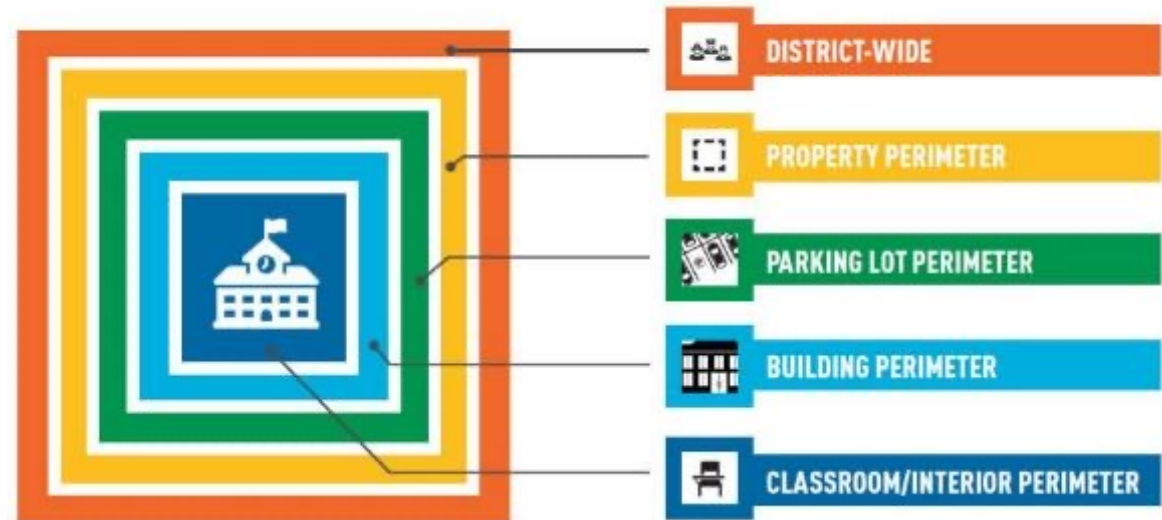
PASS
Partner Alliance
for Safer Schools
**SCHOOL SAFETY AND SECURITY
CHECKLIST**



The PASS Guidelines and Checklist tools help school administrators to answer two questions:

- ✓ ***What should we do?***
- ✓ ***How do we prioritize?***

LAYERS OF PROTECTION



Needs Identified by Educational Community

- A means to measure current facility security with best practices despite the general lack of standards and legislative or regulatory requirements
- Identification of specific actions that can be taken to raise the baseline of security
- Information on vetted security practices specific to K-12 environments
- Identification of multiple options for addressing security needs, based on available resources

Assess Current State

Options

Best Practices

Tiered Approach



The Challenge

Solutions are Multi-Faceted and Complex

Avoiding Pitfalls

**PAGE 10
OF THE
GUIDELINES**

TOP 10 K-12 SAFETY AND SECURITY PITFALLS:

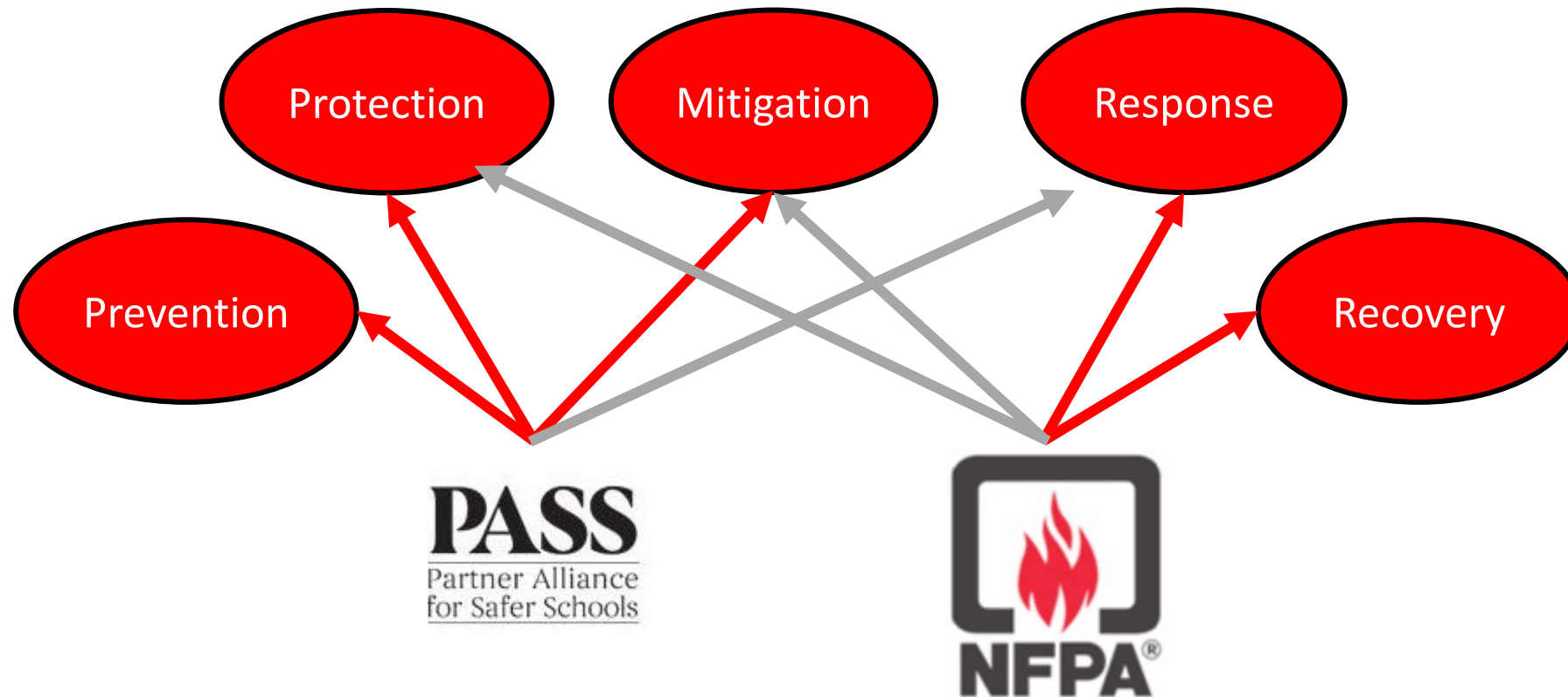
1. Failure to assemble a planning team (see Policies and Procedures) that includes all appropriate and necessary stakeholders
2. Insufficient prioritization of security based on an “it won’t happen here” mentality
3. Implementation of advanced technology and/or high-cost solutions without first ensuring baseline, proven security measures are in place (such as those found in TIER 1 in the PASS Guidelines)
4. Inconsistent implementation of disparate systems that do not meet security objectives identified in a comprehensive security plan or risk assessment
5. Short-sighted planning or products that respond only to the latest tragedy, as opposed to supporting a long-term, holistic approach
6. Choosing lowest-cost solutions above all other considerations, such as total life cycle costs
7. Reliance on technology for emergency communications that is not designed for such use
8. Overreliance on a single form of emergency communication or overdependence on a single type of solution or technology to address a broad range of safety and security challenges
9. Failure to appropriately balance external and internal risk mitigation—Based on risk assessment, different approaches may be more appropriate, depending on the facility. With active shooter events, for example, 100 percent of such incidents targeting elementary schools have been perpetrated by intruders from outside the school communities, while approximately 75 percent of incidents at secondary schools involved students or others associated with the schools.⁹
10. Unnecessary products that can be solutions in search of a problem. The recent proliferation of “barricade” or “secondary locking” devices is just one example. Offering no advantage over a lockset, such devices are typically offered as a lowest-cost lockdown solution. These devices can increase liability and risk and most violate fire and life safety codes as well as the Federal Law – Americans with Disabilities Act (ADA). For further information see *5 Reasons Schools Should Avoid Classroom Barricade Devices*¹⁰ and the *PASS Whitepaper on Classroom Barricade Devices*¹¹.



Example of “barricade” or “door blocker” devices

School Safety and Security is Multifaceted and Complex

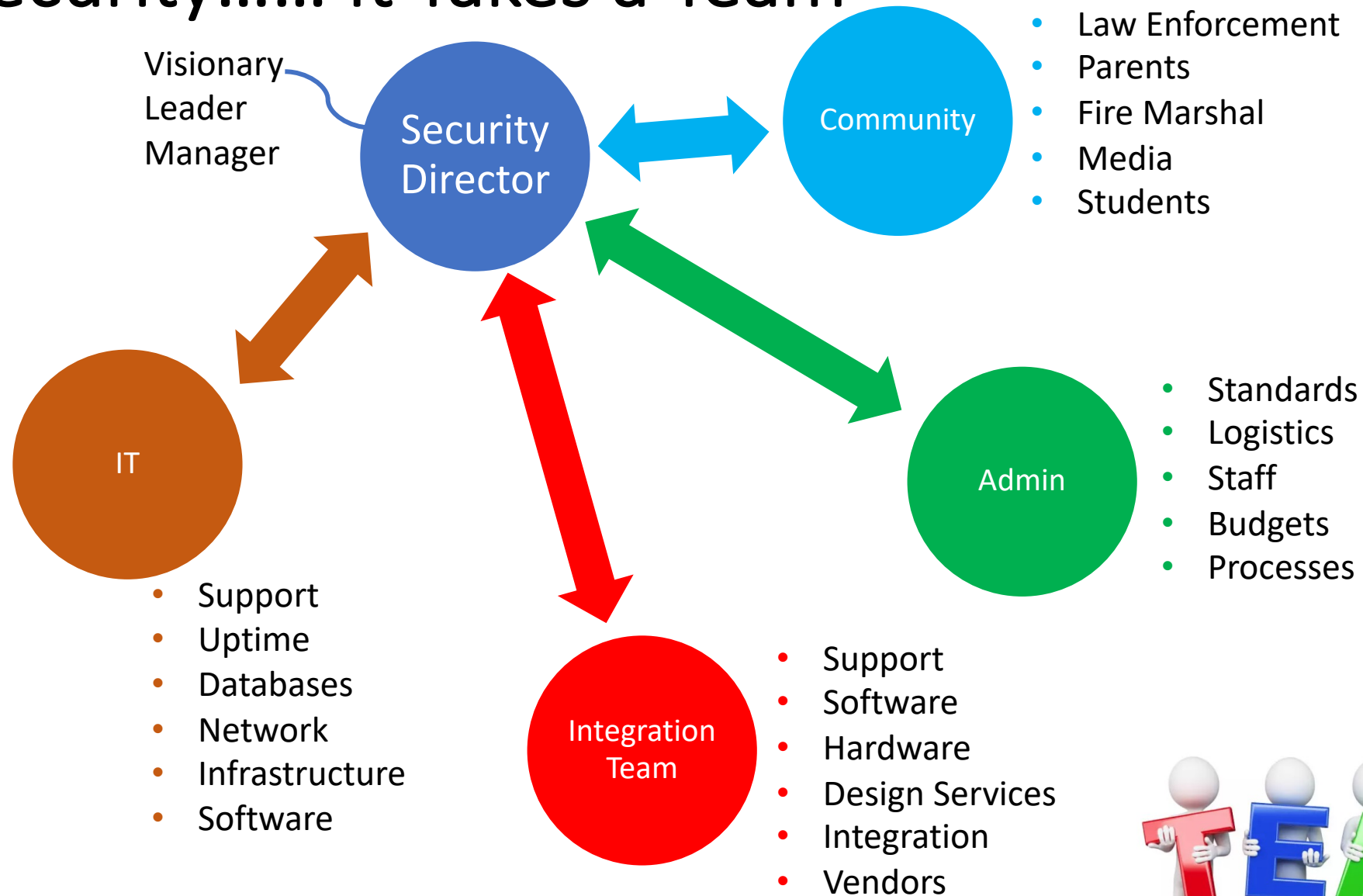
Emergency Management Spectrum



Integrated Safe Schools - Solutions Complexity

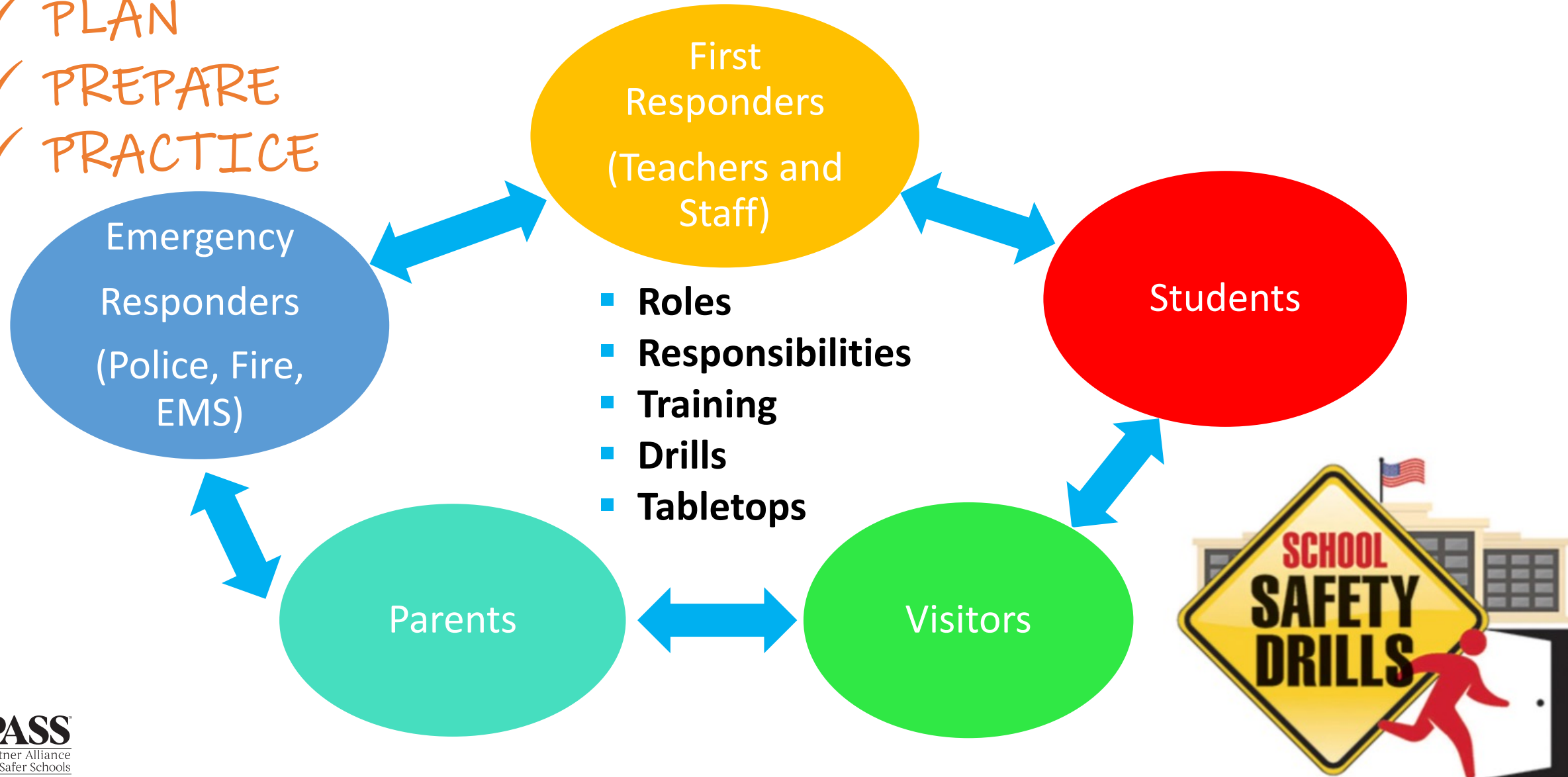


Security..... It Takes a Team



District Wide - People and Procedure Challenges

- ✓ PLAN
- ✓ PREPARE
- ✓ PRACTICE





Solutions

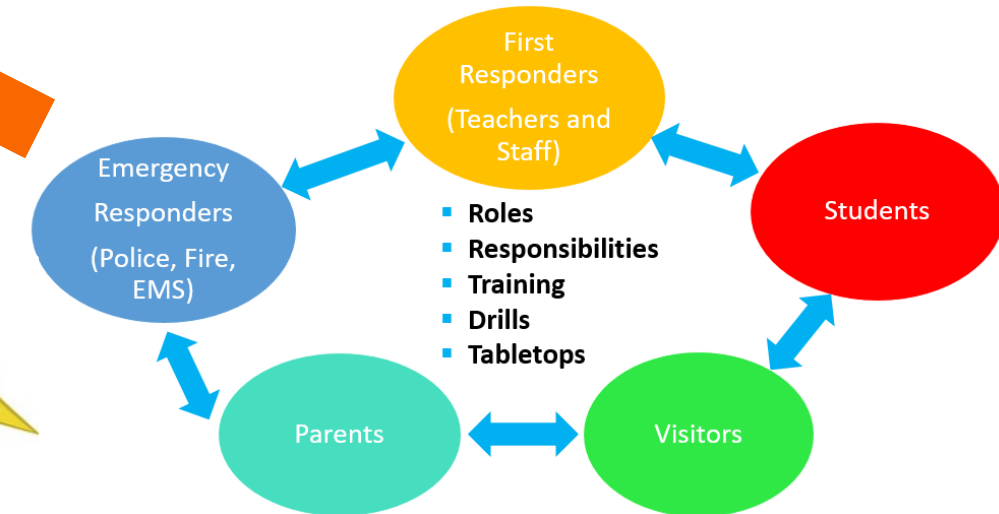
The Challenge - Where to Start?



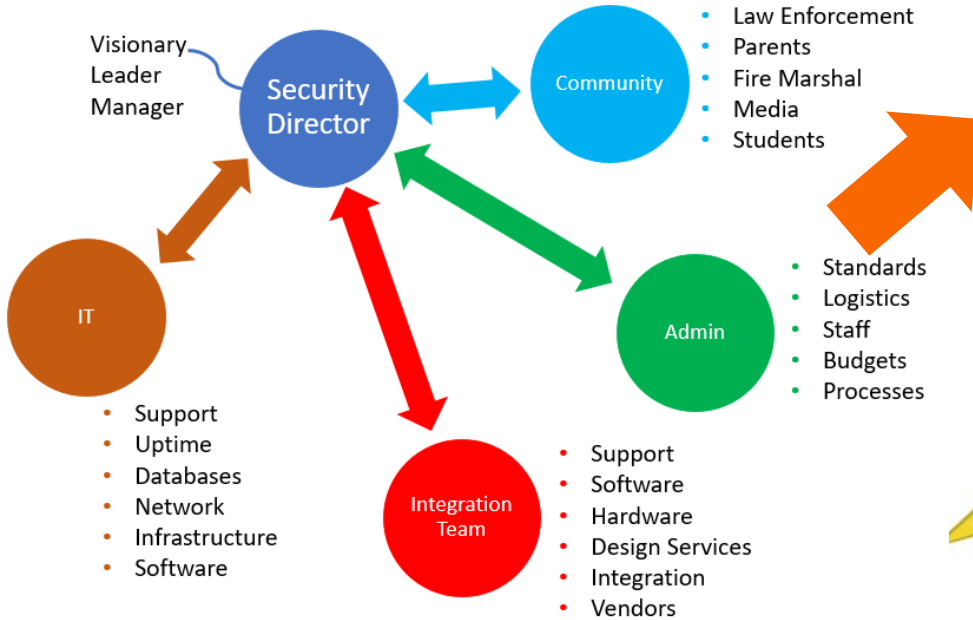
Navigating Systems Complexity



Plan, Prepare, Practice



Assemble the Team



PASS Safety & Security Guidelines

PASS GUIDELINE USES

- Supports Risk Assessment
- Aids in Development of Comprehensive Security Plans
- Assists with Grant Proposals
- Establish School Safety/Security Standards
- Avoiding Pitfalls



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DISCLAIMER: The Safety and Security Guidelines for K-12 Schools (the "Guidelines") are provided for informational purposes only. The individual contributors to the Guidelines, their employers, the organizations participating in the Partner Alliance for Safer Schools (PASS) and PASS itself make no warranties or guarantees regarding the information contained in the Guidelines, and expressly disclaim all liability for damages of any kind arising out of the use, reference to or reliance on the information contained in the Guidelines. The Guidelines are not a substitute for expert professional advice that may be required to address the specific facts and circumstances related to the implementation of a particular school safety security measure or program.

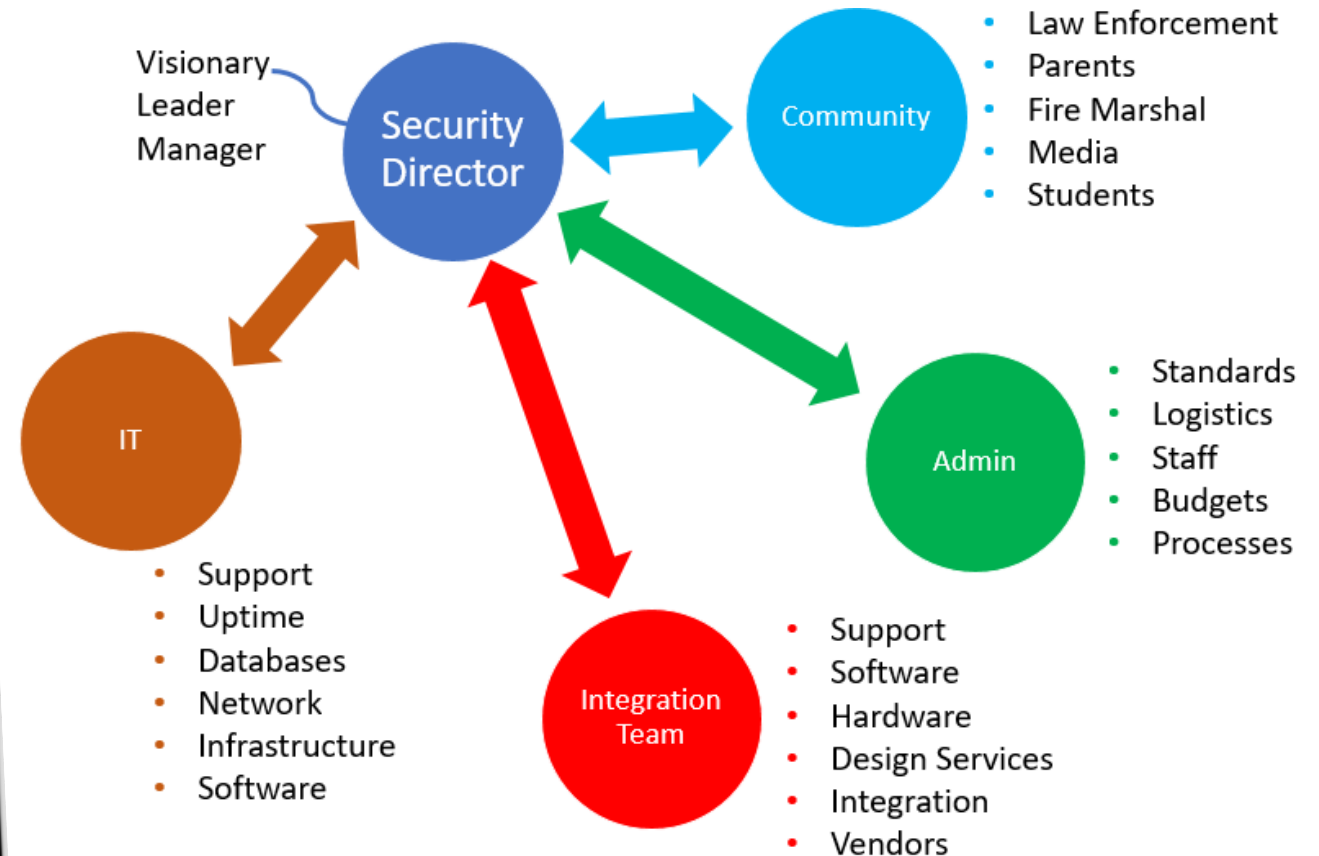
2 Safety and Security Guidelines for K-12 Schools | 5th Edition
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 **PASS**
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PASS Guidelines to Formulate a Comprehensive Plan – Step by Step

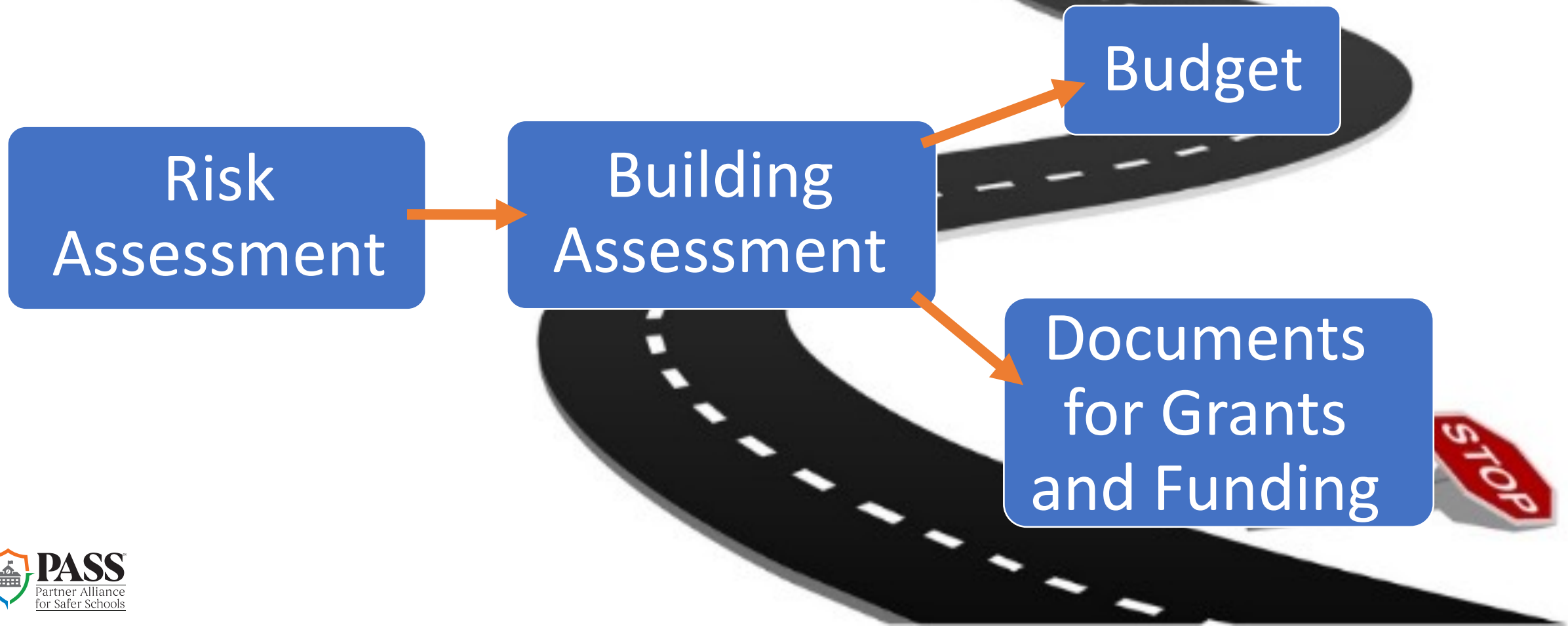
Step 1 – Assemble a Team

- 
- ✓ Security Director
 - ✓ School Administrator
 - ✓ Security Consultant
 - ✓ IT Director
 - ✓ Local Police and Fire



PASS Roadmap

Safety & Security Guidelines & Tools



PASS Guidelines to Formulate a Comprehensive Plan – Step by Step

Step 2 – Risk Assessment

- Most buildings across the district will have unique risk profiles

Free Risk Assessments available from number of sources:

- Local Police and Fire
- DHS
- Independent Consultants
- Security Design Consultants
- Internal Assessment using free tools
- Assessments by local SME's


The screenshot displays the PASS Risk Assessment tool interface. The top section shows a list of rules with their IDs, ranges, and descriptions. Below this is a risk matrix table.

	Very unlikely	Unlikely	Fairly likely	Likely	Very Likely
Catastrophic	5	10	15	20	25
Major	4	8	12	16	20
Moderate	3	6	9	12	15
Minor	2	4	6	8	10
Insignificant	1	2	3	4	5

PASS Guidelines to Formulate a Comprehensive Plan – Step by Step

Step 3 – Building Assessment by Layer

- Use PASS Checklist by Building and by Layer
 - District Wide Layer
 - Property Perimeter Layer
 - Parking Lot Layer
 - Building Layer
 - Classroom Interior Layer

LAYER/COMPONENTS/BEST PRACTICES	TIER 1	TIER 2	TIER 3	TIER 4	Status	Year	Notes
 DISTRICT-WIDE							
• VIDEO SURVEILLANCE							
» Use and Data Retention Policy	✓	✓	✓	✓			
» MOUs with Law Enforcement for Sharing Video Data	✓	✓	✓	✓			
» Incorporation of Video Surveillance Into Emergency Response Plans	✓	✓	✓	✓			
» Camera Standardization		✓	✓	✓			
» Recording System Standardization			✓	✓			
» Video Verification of Alarms to Monitoring Service or Security Operations Center (SOC)				✓			

PASS Guidelines to Formulate a Comprehensive Plan – Step by Step

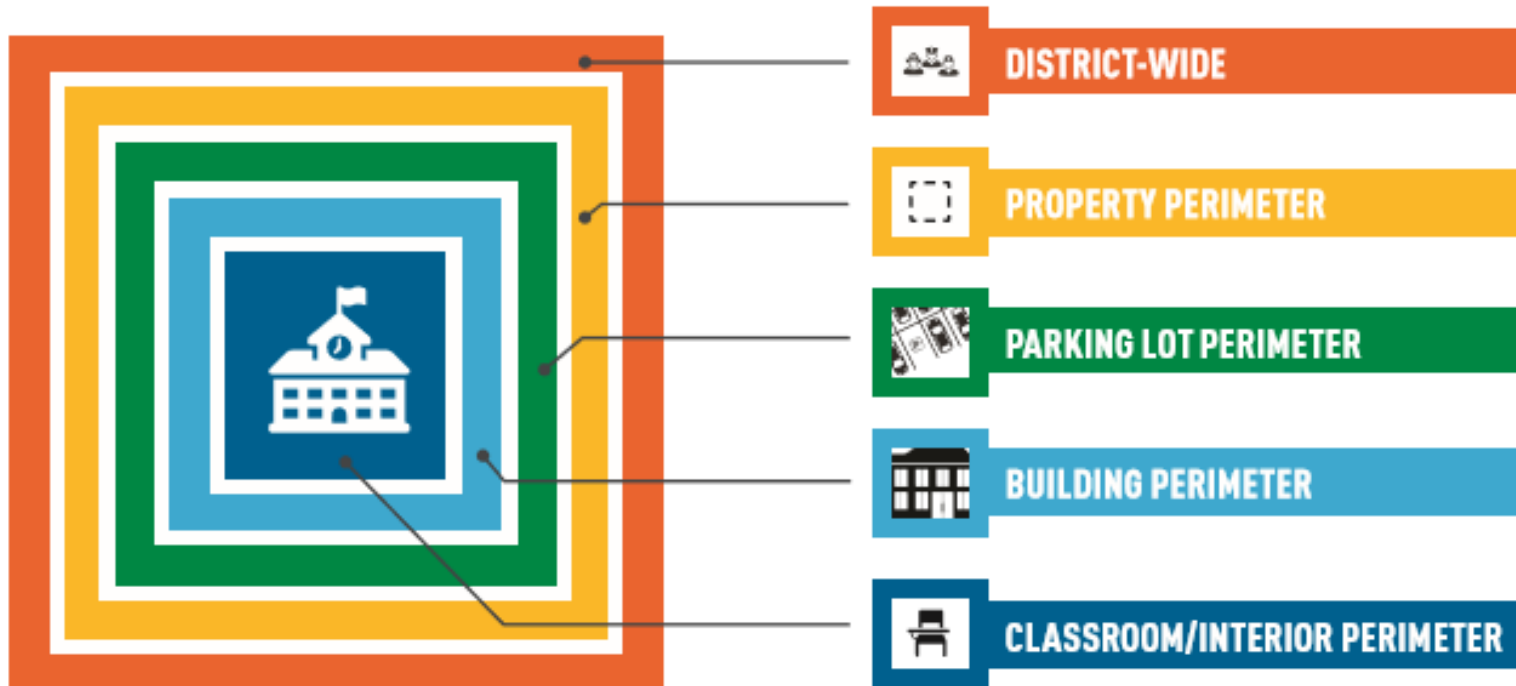
Step 4 – Establish Documents and Budgets Based on Checklist Selections

**ENHANCED
FILLABLE
CHECKLIST**

	TIER 1	TIER 2	TIER 3	TIER 4		STATUS	YEAR	NOTES
DISTRICT-WIDE LAYER								
• ACCESS CONTROL								
» Emergency Building Access System for Fire/Emergency/Law Enforcement (Rapid Access Credential Vault)	✓	✓	✓	✓				
» Access Control System Equipped With Remote Door Release Capability			✓	✓				
» All Command Staff Possess Keys and/or Access Credentials			✓	✓				
» Electronic Access Control for IDF & MDF Rooms w/Key Override				✓				
AUXILIARY BUILDINGS								
» Implement Security Plan Specific to Auxiliary Buildings	✓	✓	✓	✓				
TRANSPORTATION								
» Interoperable Radio System for All Buses and School Vehicles	✓	✓	✓	✓				
» GPS Tracking System for All Student Transportation Vehicles	✓	✓	✓	✓				
» Bus Video Surveillance System		✓	✓	✓				

Layered Security

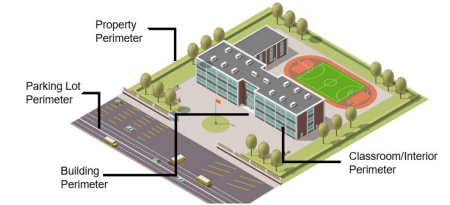
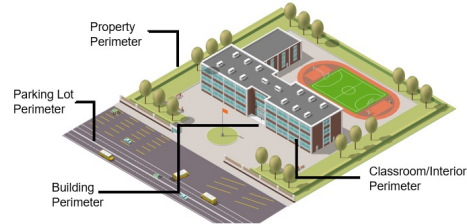
LAYERS OF PROTECTION



Deter, Detect, Delay

School Perimeter Layers

District Wide
Perimeter

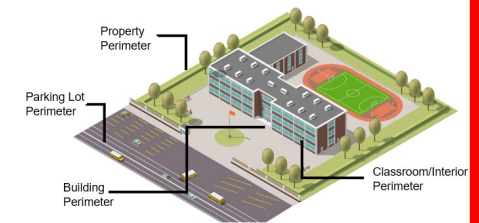
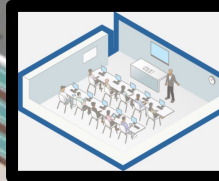


Property
Perimeter

Parking Lot
Perimeter

Building
Perimeter

Classroom/Interior Perimeter

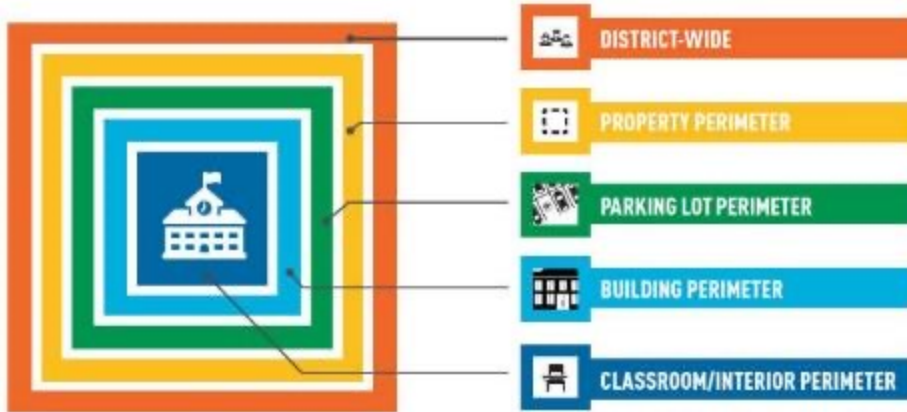


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Path to Increasing Levels of Safety & Security

www.passk12.org

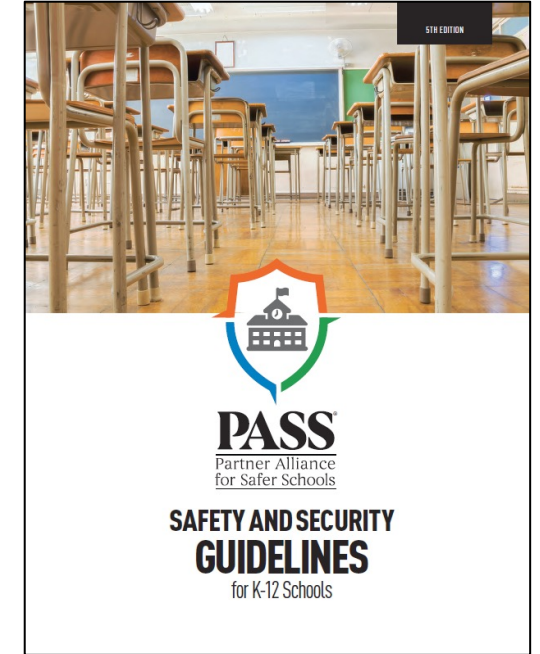
LAYERS OF PROTECTION



PASS Tier
Continuum Layers

	TIER 1	TIER 2	TIER 3	TIER 4	Our Status			
CLASSROOM/INTERIOR PERIMETER LAYER					Achieved	In Progress	Future Need	Not Required
• POLICIES AND PROCEDURES								
» Classroom Doors Closed and Locked When Occupied	✓	✓	✓	✓				
• PEOPLE (ROLES AND TRAINING)								
» Teachers, Staff and Substitutes Trained on Emergency Protocols	✓	✓	✓	✓				
• ARCHITECTURAL								
» Security Film on Door Vision Panels and Sidelites	✓	✓	✓	✓				
» "Narrow-Lite" Style Classroom Doors with Blinds	✓	✓	✓	✓				
» Compartmentalize Building with Cross-Corridor Doors	✓	✓	✓	✓				
» Reinforced Walls at Shelter in Place Areas (New Construction)	✓	✓	✓	✓				
» Safety/Security Optimization of Classroom Door Installation (New Construction)	✓	✓	✓	✓				

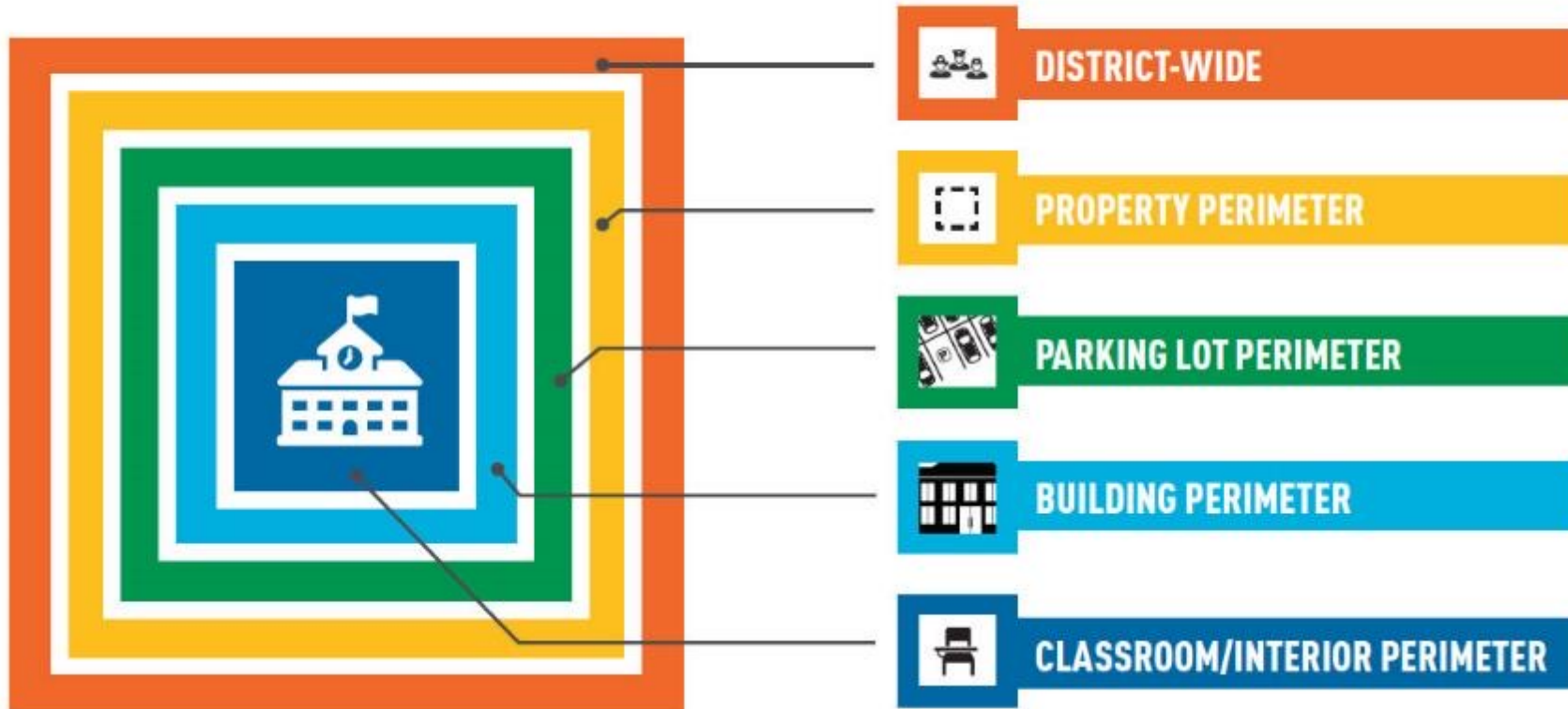
PASS
Checklist/Assessment



PASS Guidelines

PASS Layers and Components

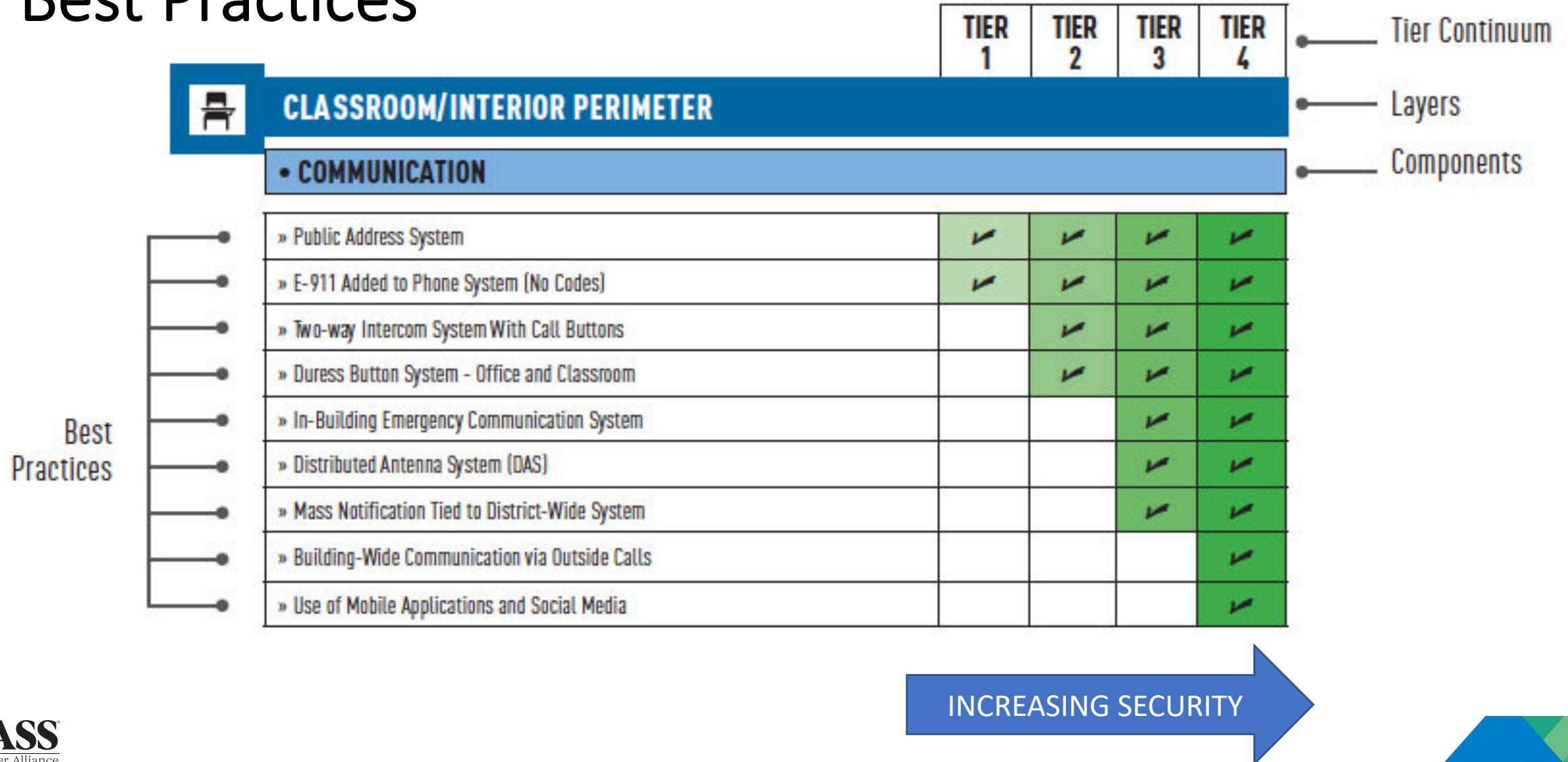
LAYERS OF PROTECTION



COMPONENTS OF LAYERS

- 1 Policies & Procedures
- 2 People (roles and training)
- 3 Architectural
- 4 Communication
- 5 Access Control
- 6 Video Surveillance
- 7 Alarms

PASS Tier Continuum, Layers, Components, Best Practices



PASS Guidelines Recognized

- Recommended

- Marjory Stoneman Douglas High School Commission Report – pg. 84

<http://www.fdle.state.fl.us/MSDHS/CommissionReport.pdf>

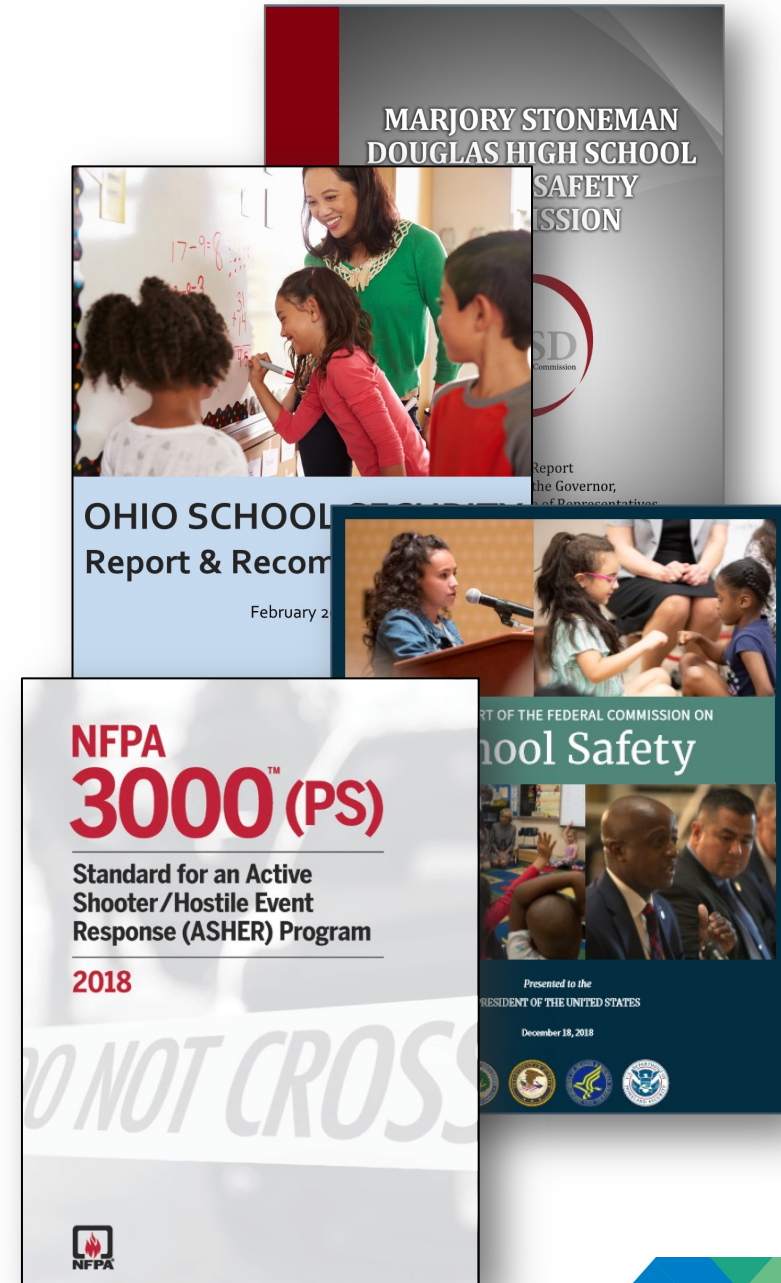
- State of Ohio School Security Report & Recommendations – PASS Checklist/Assessment tool included in Appendix

- Referenced

- NFPA 3000 – Active Shooter and Hostile Event Response (ASHER) – Chapter 5 & 9
- Federal Commission on School Safety – pg. 122

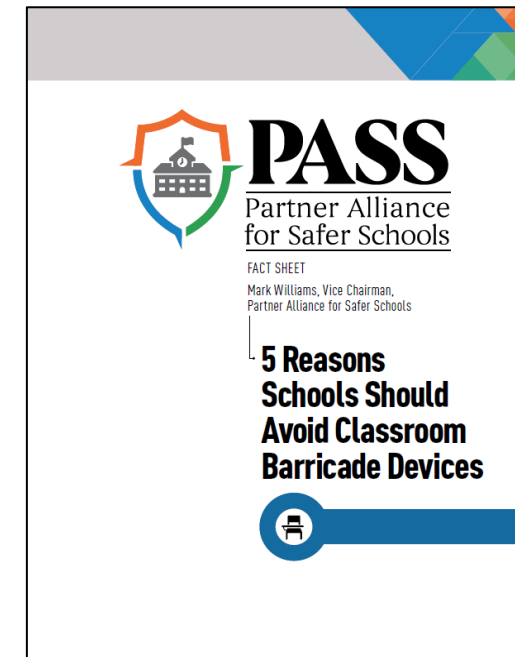
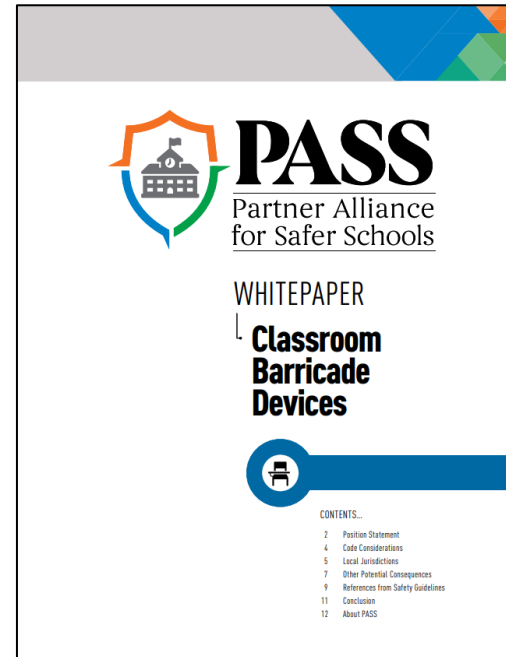
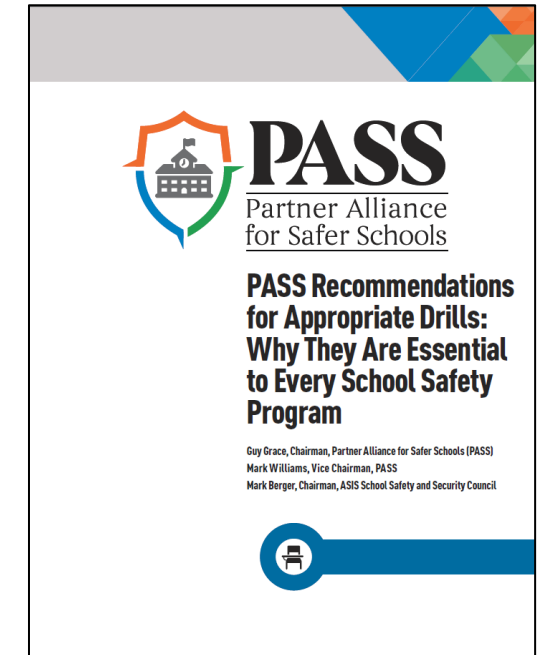
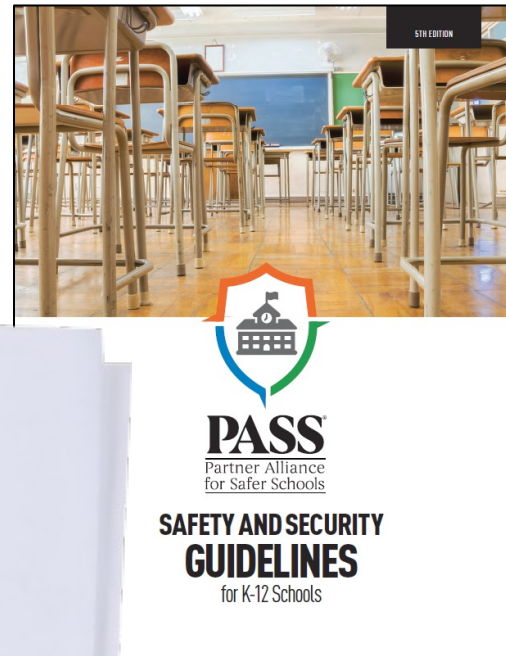
<https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>

- SchoolSafety.gov (the federal government's clearinghouse for best practice information)



Resources

- ✓ Guidelines
- ✓ Checklist
- ✓ Drill
- Recommendations
- ✓ Whitepaper – Barricades
- ✓ Barricade Fact Sheet





2022 School Safety Webinar Series: Physical Security Resources for K-12 Schools

The American Institute of Architects (AIA) Committee on Architecture for Education (CAE) 2022
Chair Judith P. Hoskens, Assoc. AIA, Fellow-A4LE, REFP, LEED AP®

Nov. 15, 2022

AGENDA

Safe, Secure, and Inviting Learning Environments for All

- AIA Overview
 - Background
 - Federal Advocacy
- AIA Committee on Architecture for Education
 - Membership
 - AIA CAE Best Practices
 - Key Messages: *Convening on Cultivating Community and Safety in Schools*
 - AIA CAE Thought Leadership within Federal School Safety Clearinghouse

American Institute of Architects (AIA)

AIA BACKGROUND

The Beginning

- Thirteen architects met in the office of New York architect Richard Upjohn in 1857. Their goal: Form an organization to promote architects and architecture. Two months later, AIA was incorporated.

The Present

- Now, 94,000+ members strong and headquartered in Washington, D.C. with more than 200 components around the world committed to protecting health, safety and welfare of all.

THE FUTURE

- Climate action for human and ecological health
- Advance racial, ethnic and gender equity within profession and built environments





Federal Legislative Agenda

School Safety in the 117th Congress

The Architect's Platform is Approved by AIA Board of Directors



Includes input from Knowledge Communities, State and Local Components, Board members & Senior Leadership



Developed by the AIA Board of Director's Government Advocacy Committee (GAC)



SCHOOL SAFETY INITIATIVE

AIA position:

- Schools are first and foremost learning environments
- Security should be layered into the design and as passive as possible
- Design must be personalized to the needs of each school
- No design can stop all incidents of violence
- However, design can help to deter, delay, detect, and defend

Two policy goals:

- Establish a School Safety Clearinghouse to serve as a trusted repository
- Make design services eligible for existing federal funding to support school safety

IMPORTANT VICTORY

- Meaningful federal investment in safety, security, mental health support services for schools and communities!
- [SchoolSafety.gov](https://www.schoolsafety.gov) officially codified
- More Bipartisan Safer Communities Act (PL No. 117-159) details available on the website

AIA applauds Congress for authorizing the Federal School Safety Clearinghouse




Washington – June 27, 2022 – AIA applauds bipartisan leaders in Congress for authorizing the Federal School Safety Clearinghouse, passed Friday as part of the Bipartisan Safer Communities Act. This has remained an AIA and member-backed priority since 2018.

AIA, in conjunction with its member-led Committee on Architecture for Education (CAE), has been and continues to be active on [school safety issues](#). The Clearinghouse resources that AIA and its members support are not a mandate for schools to follow, but rather information for them to make informed decisions that best fit the needs of their schools and community. However, the clearinghouse does require stable funding. Therefore, AIA applauds Congress for guaranteeing authorization to ensure that the Clearinghouse will continue to operate through future administrations. Resources must be vetted by four federal agencies, including the Departments of Education, Homeland Security, Health and Human Services, and Justice. We urge them to vigorously review all resources submitted to the Clearinghouse to ensure that they support healthy and safe school environments and do not disproportionately impact ethnically diverse, women students, students with disabilities, or other historically under-represented groups.

School design cannot prevent all incidents of violence. However, design best practices can help craft safe and welcoming learning spaces that encourage diversity, equity, and inclusion for the well-being of students and educators. This [CAE report](#) provides detailed information on school design best practices and nuances that schools should consider as they work with designers on a plan that fits their communities. This report is now available on the [School Safety Clearinghouse](#), making it more readily available to school districts across the country. This report will be regularly updated using expertise across our membership to address current statistics and the latest research.

AIA remains a steadfast partner in the pursuit of safer learning environments for *all children, everywhere*. Thanks to the authorization of this trusted repository, we know that this and other design best practices will be made available to schools for years to come.

AIA CAE THOUGHT LEADERSHIP IN CLEARINGHOUSE

 An official website of the United States government [Here's how you know](#) ✓

SchoolSafety.gov

About

Topics

Tools and Resources



[Home](#) > The Design of Safe, Secure and Welcoming Learning Environments, 2019 Report

The Design of Safe, Secure and Welcoming Learning Environments, 2019 Report

REPORT



Third Party, 2019

Summary

On October 19, 2018, the American Institute of Architects (AIA) Committee on Architecture for Education (CAE) summit brought together architects, policymakers, students, educators, school administrators, law enforcement and building code officials, mental health experts, and others to examine violence in schools and explore ways to holistically improve safety and security in our school communities.

[Read More](#)

AIA Committee on Architecture for Education (CAE)

MISSION/PURPOSE

To foster innovation in the design of educational facilities through collaboration and heighten public awareness on the importance of environments for education.

Knowledge Community of 10,000+ design professionals

LEADERSHIP



Leadership Group

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Doyle, Assoc AIA**

**Content Curator/ 2022
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Barrera, AIA**

**Secretary/ 2023 Awards Chair:
Rebecca Baibak, AIA**

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& Brandi Rickels**
LG Liaison: Olivia

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& Susan Morgan**
LG Liaison: Michael

**Informal Learning
Environments**
**Chairs: Kate Scurlock
& Jess Dancer**
LG Liaison: Diego

Research:
**Chairs: Dina
Sorensen, Caroline
Lobo, Valerie Caruolo**
LG Liaison: Rebecca

Advocacy
Chairs: Tracy Hucul
LG Liaison: Judy

Cultivating Community and Safety in Schools:

A Convening of Experts in Education, Mental Health, Security, Justice and Housing

PURPOSE

to get a balance of educators, students, architects, mental health experts, housing and community experts, and policy makers to have one conversation to magnify our collective voice.

AGENDA

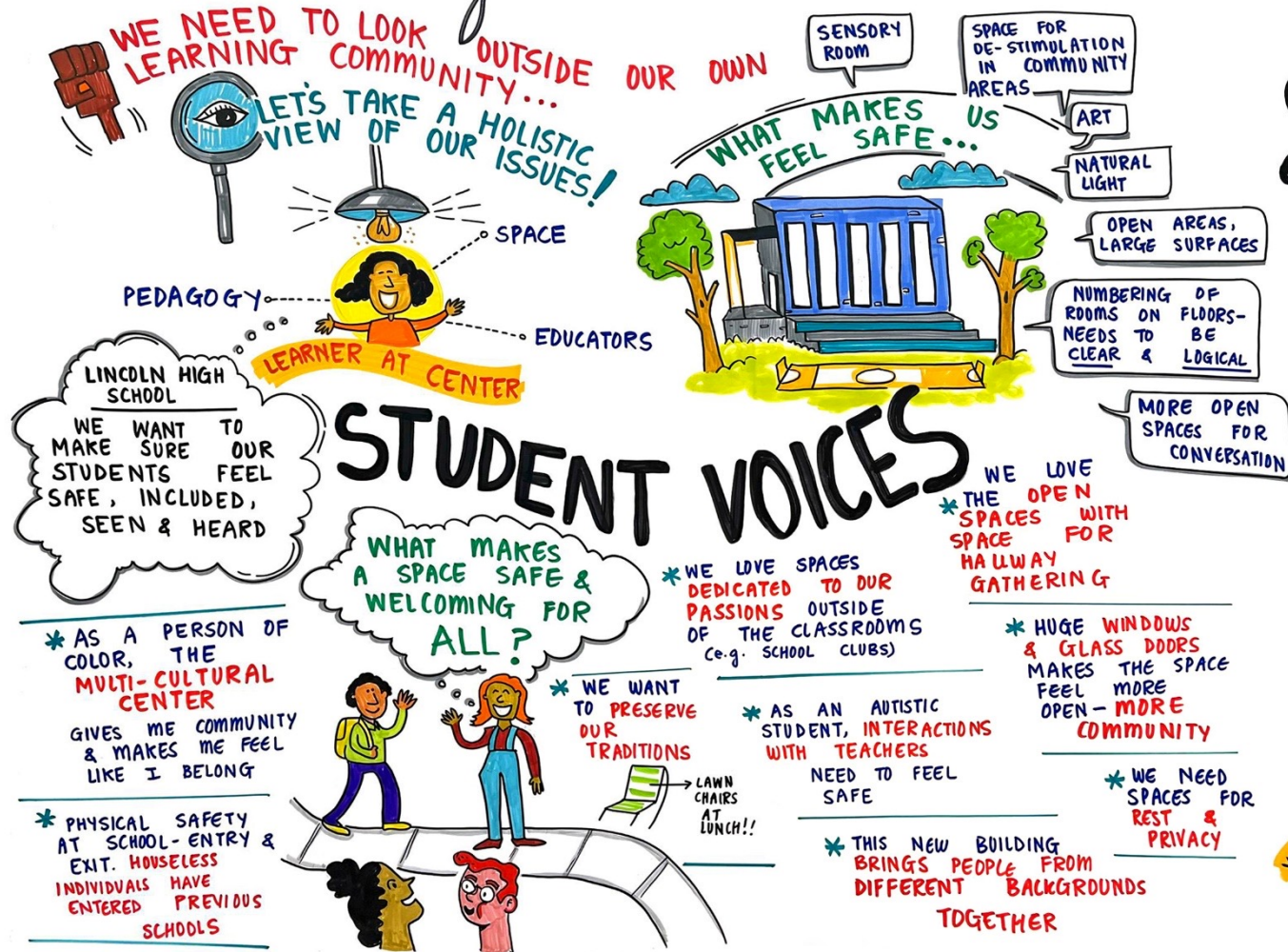
Combination of whole group and small break-out sessions organized around the threads of Equity, Community, Safe & Welcoming Schools and Mental Health

MEANINGFUL ENGAGEMENT

“Change the way you look at things and the things you look at change.” Wayne W. Dyer

Promoting collective creativity,
energy, agency, and commitment...

Cultivating COMMUNITY & SAFETY in SCHOOLS



CONVERSATION WITH
STEPHEN RITZ

THE BRONX MACHINE

HEALING POWER OF
PLANTS

EMPATHY • COMPASSION • EQUITY

WE MAKE EPIC HAPPEN


AGRICULTURE

AGRICULTURE
*PUTTING THE CULTURE BACK IN!

FOOD SHIFTS MATTER

● PLANTING A SEED... CAN GROW SOMETHING GREAT
GROWTH MINDSET
UNLOCKING SOCIAL & ECONOMIC OPPORTUNITY

FOOD DOMES!
100% OFF THE GRID... OPEN TO THE PUBLIC



BRINGS AUNTIES & GRANDMAS TO SCHOOL

YOU HAVE TO BE WELL FED TO BE WELL READ!



FOOD JUSTICE
IS
RACIAL JUSTICE

FRESH & HEALTHY FOOD
MUST BE ACCESSIBLE TO
ALL

HEALING POWER OF

PLANTS

EMPATHY · COMPASSION · EQUITY

MAX

● WE GROW . COOK .
SELL . OUR OWN
FOOD!

PART OF OUR SCHOOL'S
CORE CURRICULUM

BEING
TRANSLATED
INTO
ARABIC

TOWER
TO TABLE

COOKING
CLASS

A hand-drawn sign with a yellow background and a black border. It has the words 'COOKING' and 'CLASS' written in black capital letters. Below the text is a simple smiley face with two dots for eyes and a curved line for a mouth.

OUR COMMUNITY IS
THRIVING - HYPER
LOCAL, HYPER
CONNECTED

ORGANICALLY
GROWN
CITIZENS

HIGHER SCHOOL ATTENDANCE. HIGHER GRADUATION RATES. HIGHER TEST SCORES

EQUITY

WITH CARLOS BEATO &
ROSS PARKER

WHAT DOES EQUITY IN EDUCATION LOOK LIKE?

• EQUAL CONDITIONS FOR STUDENTS OF ALL DIFFERENT NEEDS

• STUDENTS & THEIR FAMILIES AT THE CENTER OF OUR DESIGN

• SUPPORTIVE SYSTEMS & STRUCTURES IN PLACE

• DATA-DRIVEN CONVERSATIONS

• FOCUS ON EQUITY IN OUR HIRING PRACTICES

• WE DESIGNED A SCHOOL FOR MULTI-LINGUAL STUDENTS... INSTEAD OF ASSUMING THEY CAN FOLD INTO A SCHOOL DESIGNED FOR THE MAJORITY

INTERNATIONAL HIGH-SCHOOL AT LANGLEY PARK



• PAYING ATTENTION TO THE STUDENTS' HOME LIFE

IS THE STUDENT FED? HAS A ROOF OVER THEIR HEADS? BASIC NEEDS MET? MAKING SURE STUDENTS DON'T FALL THROUGH THE CRACKS

• INNOVATIVE LEARNING PROGRAMS

• SMALLER CLASSROOMS & TEACHERS: STUDENTS RATIO MEANS MORE INDIVIDUAL ATTENTION

we are re-learning what it means to be in community

APPLYING A JEDI LENS

TO SCHOOL ARCHITECTURE & DESIGN...

WHO ARE THE DESIGNERS OF MOST SPACES?

ARCHITECTS ARE MOST OFTEN MALE, WHITE, MIDDLE AGED.

WE NEED DIVERSE WORLD VIEWS & PERSPECTIVES

SCHOOLS ARE NOT DESIGNED TO MEET MULTI-CULTURAL NEEDS

THE SCHOOL FEELS SO WHITE

EUROPEAN-STYLE COLUMNS FEEL OPPRESSIVE

RELIGIOUS SYMBOLS CAN FEEL HOPEFUL FOR SOME... & TRIGGER FEELINGS OF TRAUMA FOR OTHERS

LAW ENFORCEMENT AT SCHOOLS - NOT TRAINED AT HARM REDUCTION

CAN TRIGGER SOME STUDENTS & MAKE THEM WANT TO RUN

INACCURATE BRAILLE SIGNAGE

NOT ENOUGH GENDER-INCLUSIVE RESTROOMS

WHAT WE CAN DO AS PROFESSIONAL ARCHITECTS

PAY ATTENTION TO THE CLIENTS WE WORK WITH -- WHAT ARE THEIR VALUES?

WE NEED MORE ARCHITECTS OF COLOR!

BUILD THE DIVERSE TALENT PIPELINE

SUPPORTING & MENTORING DIVERSE TALENT AT A YOUNG AGE

EXPAND YOUR DEFINITION OF SAFETY

PHYSICAL EMOTIONAL PSYCHOLOGICAL CULTURAL

INSTITUTE J.E.D. I COMMITTEES AT OUR FIRMS

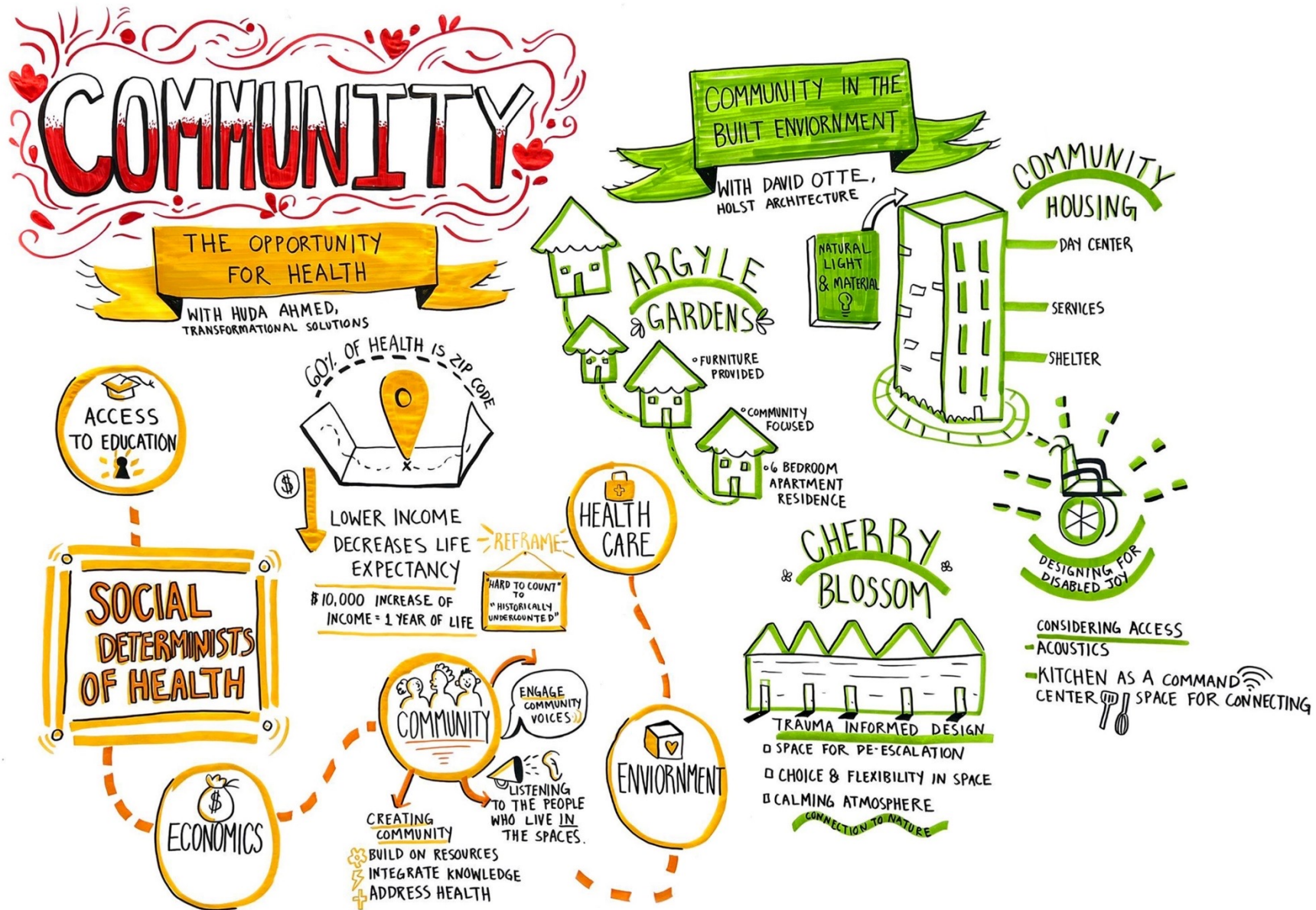
START LISTENING TO THE VOICES OF STUDENTS AND COMMUNITY

PAY ATTENTION TO WHO IS DESIGNING OUR BIASES AWARENESS

BE DATA-DRIVEN CONDITIONS ASSESSMENT

WE DESIGNED A SCHOOL FOR MULTI-LINGUAL STUDENTS... INSTEAD OF ASSUMING THEY CAN FOLD INTO A SCHOOL DESIGNED FOR THE MAJORITY

INTERNATIONAL HIGH-SCHOOL AT LANGLEY PARK



SAFE & WELCOMING SCHOOLS

WITH MARK VONDRACEK



LAW ENFORCEMENT, CPTED

STUDENTS ARE COMPLEX, UNIQUE INDIVIDUALS. NOT IDENTICAL PRODUCTS OF AN EDUCATIONAL SYSTEM

STUDENTS ON WHAT MAKES SCHOOLS SAFE AND WELCOMING

WE WANT SPACE TO BE OURSELVES-TO HAVE A VOICE.

SOME SAFETY STAFF TO PREVENT BUYING, VIOLENCE

CONCERNS WITH GUN VIOLENCE

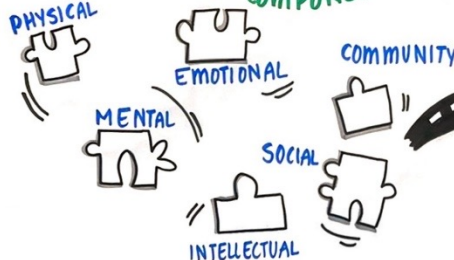
SEL TAKES TIME... --SEL CAN'T BE ANOTHER THING ON THEIR PLATE-- IT IS THE PLATE!

WE NEED TO FOCUS MORE ON SOCIAL, EMOTIONAL, LEARNING SKILLS

SCHOOL SAFETY & HEALTH IS MUCH BIGGER THAN GUN VIOLENCE



HEALTH & SAFETY IS MADE UP OF MANY COMPONENTS...



SAFETY DEPENDS ON THE QUALITY OF OUR RELATIONSHIPS



IT TAKES A VILLAGE TO RAISE A CHILD

EXPLORING DESIGN JUSTICE WITH KARIM HASSANEIN OF COLLODATE DESIGN

DESIGN JUSTICE

CENTERING THE AND COMMUNITIES WE SERVE ASKING THESE CORE QUESTIONS

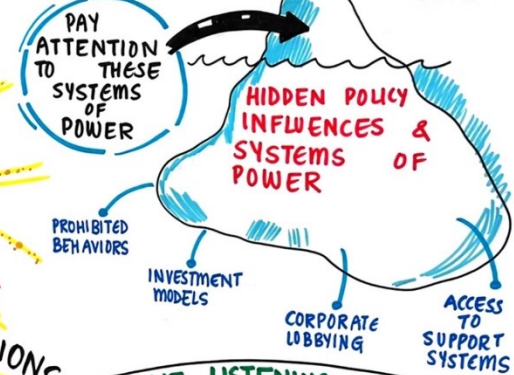


COMMUNITY DESIGN ADVOCATES HELP...



CONNECT WITH & ADVOCATE FOR COMMUNITY

WE ARE CONDUITS OF ENORMOUS POWER- AND THE SPACES WE HAVE LASTING IMPACT → DESIGN



HOW ARE WE LISTENING TO THEM?

LET'S MOVE FROM OUTREACH TO ORGANIZING



SLOW DOWN... MAKE TIME & SPACE...

VALUE PEOPLE FOR THEIR LIVED EXPERIENCE...

BUILD SUSTAINING RELATIONSHIPS...

BUDGET AS MUCH AS YOU CAN...

TAKE A TRAUMA-INFORMED APPROACH...

LISTEN AT A DEEPER LEVEL...

MENTAL HEALTH

WITH NAKETA HUDSON,
SHARY ADAMS & STEPHANIE VITO



WHAT HAPPENED TO YOU? vs WHAT'S WRONG WITH YOU?



MENTAL HEALTH DESIGN CONSIDERATIONS

SECURITY + SAFETY

CALM + THERAPEUTIC

CHOICE OF ENVIRONMENT

SUPPORT LEARNING STYLE VARIETY

INTEGRATION WITH COMMUNITY

CONTINUOUS SUPPORT

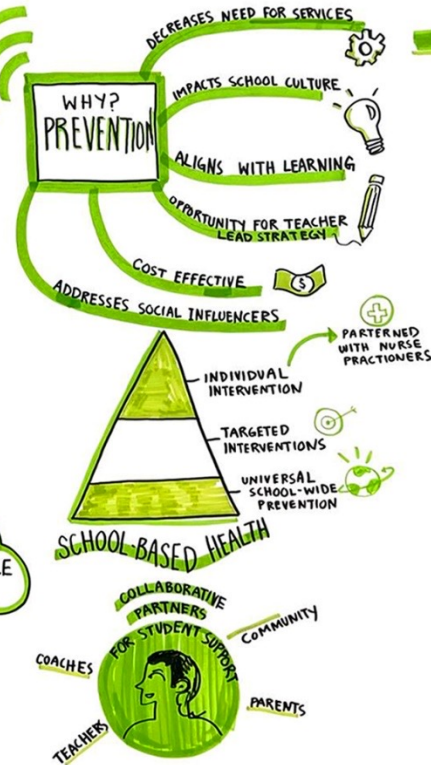
RETHINK SHARED SPACES

TO OPEN!
LESS CONTACT & MORE PLAY!

DO NO HARM ≠

DO NO GOOD

MIGRATING THE IMPACT OF TRAUMA



LEARNING ENVIRONMENTS DURING THE PANDEMIC

170,000 KIDS LOST A CARE GIVER



TOP IDEAS!

EQUITY

- MENTAL SPACE FOR JOY & OWNERSHIP
- STUDENT OWNED SPACE (VERSUS TEACHERS)
- ADVOCATE FOR CREATING INTEGRATED SYSTEMS OF CARE
- PROVIDE RESOURCES FOR PARTICIPATION. INVITE THOSE IMPACTED BY INEQUITY TO LEAD.
- BUILD SENSE OF COMMUNITY & BELONGING
- SEEK TO FIRST UNDERSTAND! LISTEN TO HEAR!
- PROCESS THE REPAIR

COMMUNITY

- ASK COMMUNITY WHAT THEY REALLY NEED
- CO-DESIGN TO CREATE A COMMON LANGUAGE
- ADDRESS TRAUMA- FOCUS ON HEALING
- PROVIDE INTENTIONAL TIME FOR THIS WORK
- CULTIVATE CULTURE
- INVITE MULTI-GENERATIONAL PARTICIPATION
- PROVIDE COMPENSATION, CHILDCARE, & OTHER INCENTIVES

SAFE AND WELCOMING SCHOOLS

- EVERYONE HAS A VOICE
- CULTURALLY RESPONSIVE DESIGN
- LOCATION & DESIGN OF SOCIAL SERVICES / MENTAL HEALTH TO DE-STIGMATIZE
- CREATING OWNERSHIP
- EMPOWERMENT / CHOICE / AGENCY
- CHANGE THE WAY WE TALK ABOUT KIDS- ONE SIZE DOES NOT FIT ALL
- CULTIVATE RESTORATIVE PRACTICES

MENTAL HEALTH

- ENSURE FUNDING FOR MENTAL & BEHAVIORAL HEALTH
- MULTIPLE ACADEMIC & CAREER PATHWAYS FOR MENTAL HEALTH
- NORMALIZE DIFFERENT TYPES OF SPACES & VOLUMES
- WORK WITH AHS TO UNDERSTAND CODES & MENTAL HEALTH
- TRAUMA-INFORMED DESIGN
- CONNECT TO OUTDOORS / NATURE
- SUPPORT THE PEOPLE WHO HELP THE STUDENTS, FACULTY, PARENTS
- CULTURALLY RESPONSIVE MENTAL HEALTH
- INVOLVE EXPERTS
- SPACES TO SELF-REGULATE
- ACCEPTANCE, LOVE, CHOICE!

OUTCOME

Framework of recommendations and resources including a post-convening report, website and modules to assist with these difficult conversations.

Thank you.

SCHOOLSAFETY.GOV RESOURCES



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SchoolSafety.gov



Topic Pages | SchoolSafety.gov

Topic pages contain a definition along with accompanying information regarding the topic, key strategies to consider, and featured resources to support schools and districts.

Resources tend to be how-to or action-oriented guides that inform users on how to implement strategies to address the topics.

Targeted Violence | SchoolSafety.gov

- [Physical Security | SchoolSafety.gov](#)
- [School Security Personnel | SchoolSafety.gov](#)
- [Violence Prevention | SchoolSafety.gov](#)

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Additional Physical Security Resources

Violence Prevention

CDC > Injury Center > Violence Prevention > Youth Violence > Prevention Strategies

Violence Prevention

About Us

Adverse Childhood Experiences

Child Abuse & Neglect

Child Sexual Abuse

Community Violence Prevention

Elder Abuse

Firearm Violence Prevention

Intimate Partner Violence

Sexual Violence

Youth Violence

Fast Facts

Using Environmental Design to Prevent School Violence

Print

Creating protective community environments where young people live and play is necessary to help reduce youth violence. Some environmental features are linked to violence and crime. These features can include the physical design of a space, the number of people in the space, and how the space is being cared for and used.

Crime Prevention Through Environmental Design (CPTED)

Crime Prevention Through Environmental Design (CPTED) is an approach that focuses on improving the design of the built environment to help reduce opportunities for disputes and violence and promote positive behavior.

Communities applying CPTED activities reported decreases in gun violence, youth homicide, disorderly conduct, and violent crime. Communities also reported positive impacts on residents' stress, community pride, and physical health. Some examples of these CPTED activities include:

Repairing abandoned building and vacant lots

SchoolSafety.gov

Physical Security Resources

November 2022

Protect against potential acts of targeted violence and other threats by improving the physical security of schools.

In today's environment, kindergarten through grade 12 (K-12) schools face a range of threats, including acts of violence, natural disasters, and emergency situations. Schools can work to prepare for and protect against these threats by taking proactive measures to improve the physical security of school grounds, buildings, and classrooms. From the physical design of schools and campuses to the development and ongoing maintenance of preparedness plans, security and resilience should be at the forefront of schools' safety efforts.

Physical security measures can also mitigate external threats and reduce the amount of harm inflicted if incidents occur. Conducting a site assessment can help schools identify existing vulnerabilities, integrate future security practices, and inform the development of building security plans. Schools can also drive down risk and build resilience by working with district and community partners to share information about best practices, potential threats, and mitigation strategies.

Resources

SchoolSafety.gov offers resources, programs, and tools school communities can use to enhance their physical security, including:

- Assessing Your School Site:** This course was designed to help K-12 schools and districts understand what site assessments are and how they can be used to inform school emergency operations plans and safety, security, emergency management, and preparedness programs.
- Crime Prevention Through Environmental Design (CPTED) School Assessment:** This tool assesses the use of CPTED principles in three areas of schools: grounds, buildings, and interiors. It includes the principles of natural surveillance, access management, territoriality, physical maintenance, and order maintenance.
- Designing for Safety, Designing for Learning:** This journal article covers the use of and principles related to CPTED to help reduce the number of triggering events that contribute to school violence.
- Exercise Starter Kits:** These self-conducted tabletop exercises, tailored for the academic community, include a set of scalable tools aimed to test existing emergency plans, protocols, and procedures, while also strengthening preparedness, response, and recovery capabilities.
- K-12 School Security Guide Suite:** This set of products is designed to inform safety and physical security planning for K-12 schools. It includes the K-12 School Security Guide (3rd ed.), which provides a comprehensive doctrine and systems-based methodology for vulnerability assessment and planning, and the School Security Assessment Tool, a web-based assessment that walks users through a tailorable vulnerability analysis.
- Partner Alliance for Safer Schools (PASS) Safety and Security Guidelines:** These guidelines provide best practices specifically for securing K-12 school facilities, including elementary schools, middle schools, and high schools. The PASS School Security Checklist allows users to assess the current state of safety and security efforts in their school or district compared to nationwide best practices.
- Security and Resiliency Guide for Countering Improvised Explosive Devices (C-IED):** This guide is intended to help communities, individual organizations, and facility owner/operators plan and implement C-IED activities within their overall public safety and emergency management approach.
- SITE ASSESS:** This mobile app allows school personnel to walk around buildings and grounds and examine their safety, security, accessibility, and emergency preparedness.

Visit SchoolSafety.gov and follow @SchoolSafetyGov on Twitter for additional physical security resources.

SchoolSafety.gov Disclaimer

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Related Resources

The REMS TA Center offers a variety of Trainings by Request for delivery on-site at your school, school district, or institution of higher education. For each training, we will provide—free of charge—training materials, as well as one or more expert trainers and TA Center staff support for the event hosted at your site.

Request a Live Training

SITE ASSESS

A Mobile Application (App) for K-12 Schools, School Districts, and Institutions of Higher Education (IHEs)

This FREE, secure mobile app designed specifically for education agencies allows personnel to walk around buildings and grounds and examine their safety, security, accessibility, and emergency preparedness. Users select whether they are conducting a site assessment at a K-12 school or IHE and are directed to the section that is optimized for that setting according to its unique characteristics. SITE ASSESS generates a customized to-do list that may be used in the short term and long term to address facility improvements, prompts teams to share pertinent information with first responders, and contains relevant resources on several education facility and preparedness topics. The REMS TA Center developed this site assessment app to do the following:

- Capture images within and upload images directly into the app;
- Provide critical information about potential threats and hazards, which may be used by planning teams as they develop their site's emergency operations plan;
- Allow teams to add customized questions to and delete preloaded questions from the site assessment for their use, thus taking into account state and local requirements;
- Export data into a Word document for record keeping and submission to leadership or into an Excel worksheet for data aggregation and analysis;
- Equip practitioners with information and knowledge about fundamental site assessment topics, such as Crime Prevention Through Environmental Design (CPTED) and Universal Design;
- Collect information that will aid IHE personnel with fulfilling Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requirements; and
- Complement and support mitigation, prevention, protection, recovery, and response activities.

Neither the REMS TA Center nor the U.S. Department of Education will see, collect, or store any data you enter into SITE ASSESS, besides the basic contact information that is collected upon initial registration. All information entered into the mobile app is stored on the mobile device and not on the REMS TA Center's or U.S. Department of Education's Website or server. As such, the U.S. Department of Education and the REMS TA Center are not responsible for any damages resulting from the loss or theft of that information. Please note that certain optional mobile app features may transmit data.

Youth Violence: Using Environmental Design to Prevent School Violence
(Department of Health and Human Services)

Physical Security Resources One Pager
(Federal School Safety Clearinghouse)

Site Assess
(Department of Education)

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K-12 School Security Guide (3rd Edition)

The **K-12 School Security Guide (3rd Edition)** provides a comprehensive doctrine and systems-based methodology to support schools in conducting vulnerability assessments and planning to implement layered physical security elements across K-12 districts and campuses.

The guide is organized across three sections that aim to:

- Enhance understanding of a systems-based approach to layered physical security
- Explain the various elements of a comprehensive school security system
- Describe common challenges schools face in planning or making improvements

Accompanying Training Suite	 Web-Based User Training
	 Train-the-Trainer Toolkit



K-12 Guide | Key Themes



Schools can tailor the systems-based approach to meet unique circumstances.



The systems-based approach integrates prevention, protection, mitigation, response, and recovery.



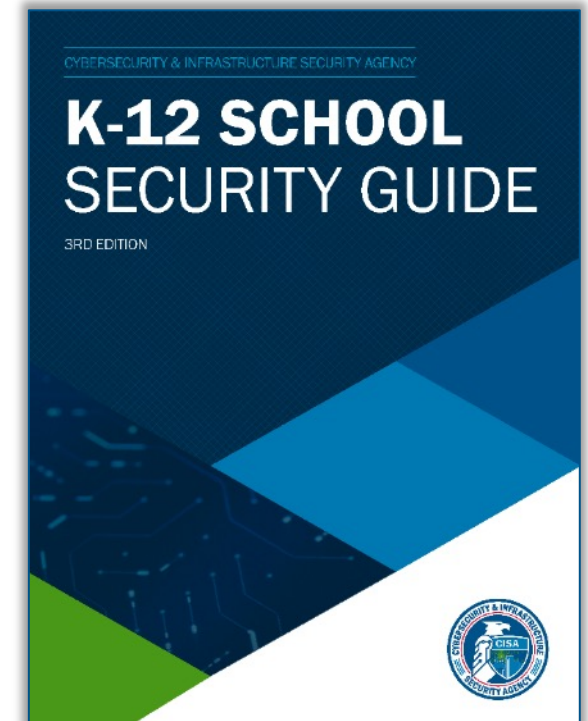
Layered systems help detect, delay, and respond to threats, and to prevent single points of failure.



A layered systems-based approach creates cohesive physical security.



A multi-disciplinary team should lead the security planning process.



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K-12 School Security Assessment Tool

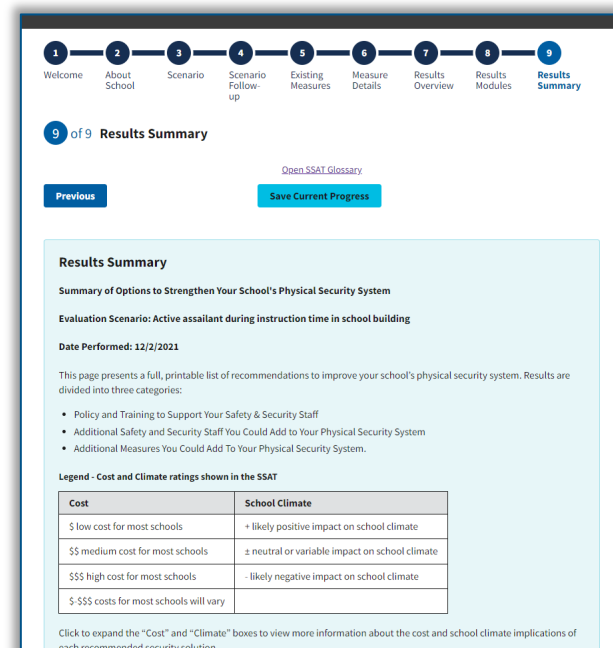
The **K-12 School Security Assessment Tool (SSAT)** is a web-based program that offers stakeholders a vulnerability analysis and provides recommendations for improving physical security based on provided specifications.

HOW TO USE THE SSAT



The tool launched with the K-12 Guide and:

- Is highly portable
- Is simple in language & design
- Prioritizes results
- Recommends immediate actions
- Serves all users, regardless of level of expertise

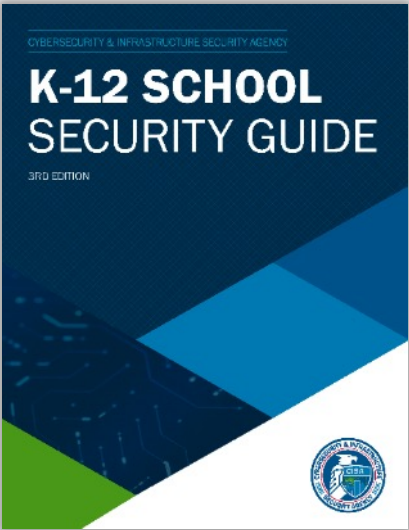


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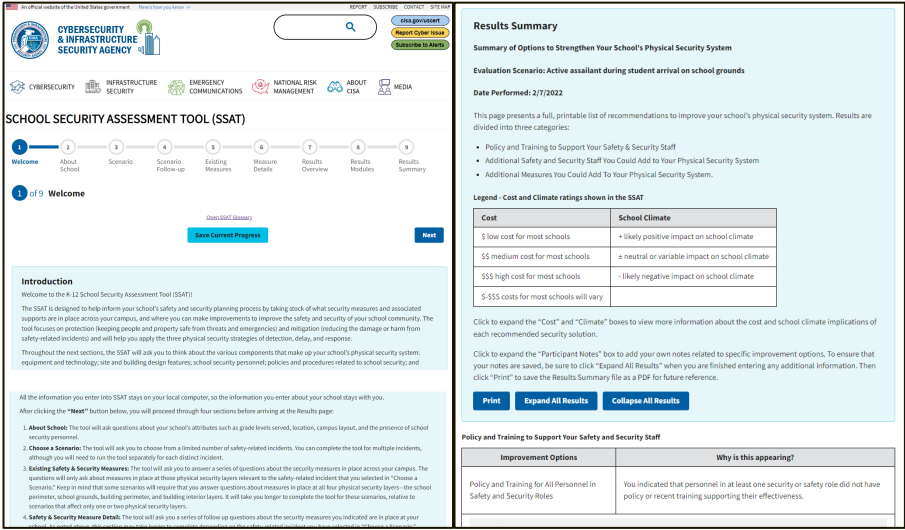


K-12 School Security Guide Product Suite

Now Available at <https://www.cisa.gov/k-12-school-security-guide> & [SchoolSafety.gov](https://www.schoolsafety.gov)




K-12 School Security Guide
(3rd Edition)



K-12 School Security Assessment Tool
(SSAT)



SSAT Companions
(Guide, Appendix, & Video)

Accompanying Training Suite	 Web-Based User Training
	 Train-the-Trainer Toolkit

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Contact Information and Questions

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- [@SchoolSafetyGov](https://twitter.com/SchoolSafetyGov)
- [@PASSK12](https://twitter.com/PASSK12)
- [@AIANational](https://twitter.com/AIANational)

Click [here to sign up](#) for regular updates or scan QR code.

Key Resource Links

- <https://www.schoolsafety.gov/>
- <https://passk12.org/>
- [AIA Committee on Architecture for Education](#)



Questions, feedback, or ideas?

Please contact SchoolSafety@hq.dhs.gov

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