School Safety and Security Plans

Minimum Requirements

New Jersey Department of Education
Division of the Chief of Staff
Office of School Preparedness and Emergency Planning

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The New Jersey Department of Education takes proactive measures to protect the safety and security of all our students and staff members. All school districts in New Jersey are required to have a school safety and security plan. Each plan must be designed locally with the help of law enforcement, emergency management, public health officials and all other key stakeholders. All plans must be reviewed and updated on an annual basis. These plans include procedures to respond to critical incidents ranging from bomb threats, fires and gas leaks, to an active shooter situation.

This document provides the required elements that must be included in every district's school safety and security plan. The requirements are not a step-by-step guide for completing a comprehensive emergency response plan, but rather define the minimum elements that should be included in the plan, including the planning process.

A variety of resources, including checklists, videos and trainings, are available to assist with the process of developing and maintaining a comprehensive plan that meets the local needs of each district. Information and resources for development and strengthening emergency response plans are also available at the New Jersey Department of Education Website, which can be found at: http://www.nj.gov/education/schools/security/.

The resources available include:

- ❖ Guides, Forms and Checklists
- ❖ School Safety & Security Best Practice Manual
- ❖ New Jersey School Security Drill Law and Regulations
- ❖ Gang Awareness Resources
- ❖ Internet Safety Resources
- ❖ Training Opportunities and PowerPoint Presentations
- ❖ Pandemic, Health and Mental Health Related Resources

The minimum requirements will enhance the development of district-wide school safety and security plans and clearly define policies and procedures. Furthermore, the planning process will require districts to plan for effective use of available community resources, including law enforcement personnel. Some emergencies cannot be prevented. Nonetheless, the New Jersey Department of Education continues to partner with school districts and local officials to make our schools safe and secure environments for all.

New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans requires each school district to have a school safety and security plan that meets the minimum state requirements. The format and content of school safety and security plans are established by the Domestic Security Preparedness Task Force and the Commissioner of Education. It is specifically stated that:

(a) Each school district shall develop and implement comprehensive plans, procedures and mechanisms that provide for safety and security in the public elementary and secondary schools of the school district. The plans and procedures, which shall be in written form, and the mechanisms, at a minimum, must provide for:
   1. The protection of the health, safety, security and welfare of the school population;
   2. The prevention of, intervention in, response to and recovery from emergency and crisis situations;
   3. The establishment and maintenance of a climate of civility; and
   4. Supportive services for staff, students and their families.

(b) The chief school administrator must consult with law enforcement agencies, health and social services provider agencies, emergency management planners and school and other community resources, as appropriate, in the development of the school district's plans, procedures and mechanisms for school safety and security.
   1. The plans, procedures and mechanisms must be consistent with the provisions of this section and the format and content established by the Domestic Security Preparedness Task Force, pursuant to *N.J.S.A.* App. A:9-64 *et seq.*, and the Commissioner of Education.
   2. The plans, procedures and mechanisms shall be reviewed annually and updated, as appropriate.

(c) The district board of education must disseminate a copy of the school safety and security plan to all district board of education employees.
   1. New district board of education employees must receive a copy of the school safety and security plan, as appropriate, within 60 days of the effective date of their employment.
   2. All district board of education employees must be briefed in writing, as appropriate, regarding updates and changes to the school safety and security plan.

(d) The district board of education must develop and provide an in-service training program for all district board of education employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the district board of education's plans, procedures and mechanisms for school safety and security and the provisions of this section.
   1. New district board of education employees must receive the in-service training, as appropriate, within 60 days of the effective date of their employment.
   2. The in-service training program for all district board of education employees must be reviewed annually and updated, as appropriate.

THE PLANNING PROCESS

There are many things to consider when developing a district-wide school safety and security plan. The planning process takes time and is ongoing. The four phases of emergency management; mitigation and prevention, preparedness, response, and recovery, help to establish a foundation for planning. The phases are all interconnected impacting the outcomes of each phase. Additionally, the following six (6) basic steps may be of assistance to the school district when formulating its Safety & Security plan:

1. **Assemble a district-wide planning team**

    The team should at least include administrators, parents, teachers, and maintenance, transportation, food service, and nursing personnel from within the district. Outside agencies that should be involved include law enforcement, fire, hospital, and emergency management personnel.

2. **Conduct hazard analysis of site and surrounding area**

    Identify what hazards are likely to affect the area in and around your school. Determine the severity of impact of each identified hazard. Local emergency management personnel can assist with this assessment.

3. **Eliminate or mitigate hazards**

    Determine if you can eliminate or mitigate any of the hazards you identify in step 2.

4. **Develop procedures to respond to hazards**

    Develop written procedures on how to respond to the hazards identified in step 2 that cannot be eliminated.

5. **Train students and staff**

    Students and staff must be trained how to use the plan and what their responsibilities will be in a given response.

6. **Conduct drills and tabletop exercises**

    Drills and tabletop exercises should be conducted to test the plan. All participants should be debriefed at the conclusion of each drill. The feedback provided by participants is used to identify strengths and weaknesses in the plan. The plan is then modified to strengthen any weaknesses.

> ***Section I*** includes information regarding planning process participants, as well as specific information regarding all school district facilities and building occupants. Effective school safety and security planning incorporates diverse strategies from multiple resources.

Requirement	Resources/Guidance	
▪ List the members of the District-wide Planning Team and include contact information. ▪ List emergency responder(s) contact information. ▪ Identify and list those persons, by title and agency along with contact information for those who will be notified during an emergency. ▪ Provide a School Safety and Security Plan Table of Contents. ▪ Provide a copy of each school's master schedule. ▪ Provide a copy of each school's staff roster with emergency phone numbers. ▪ State the size and location of all district facilities and the use of each building. Including administrative buildings. ▪ State the number of students and employees normally on hand, and any scheduled daily differences in population.	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 2, p. 100. Develop strategies for collaborating with neighboring districts. Incorporate the roles of emergency responders in the school safety and security plan. All school safety and security plans should incorporate drills and tabletop exercises to test the preparedness of the school and/or district. It is beneficial for schools and/or districts to conduct a variety of drills and/or tabletop exercises during the school year (i.e. lockdown, active shooter, evacuation, reverse evacuation, bomb threat). All schools are required by statue to hold one fire drill and one school security drill a month. Include numbers of before and after school populations.	SECTION I

> **Section II** outlines the requirements dealing with identifying and including the appropriate stakeholders in the planning process. Stakeholders' specialties need to be assessed so that appropriate responsibilities can be identified. The first step in the planning process is to identify your district-wide team. This section also addresses roles and responsibilities of faculty and staff during an emergency.

Requirement	Resources/Guidance	
Identify stakeholders to be included in the school safety and security planning process (district and school level).	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 2	
Identify members of the district -wide crisis response team. ▪ Create a chain-of-command to carry out the plan. ▪ Establish and communicate the warning signals or commands that alert staff and students to various emergency responses. ▪ Train all members on their responsibilities when a crisis occurs. ▪ Members should be familiar with the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events.	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 2 Office of Homeland Security & Preparedness (OHSP) Training - *Critical Incident Response Procedures for: School Administrators, Faculty and Staff* ICS for Schools (IS-100.SC for Schools) course by FEMA presents a set of key school emergency management activities that will enhance the relationship between schools and their respective local responders as they communicate, collaborate, and coordinate on crisis planning. http://training.fema.gov/EMIWeb/IS/IS100sca.asp	**SECTION II**
Assess staff for specialized training or skills (i.e. CPR, EMT).	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2	
Identify members of each building-based crisis response team. ▪ Create a chain-of-command to carry out the plan. ▪ Train all members on their responsibilities when a crisis occurs. ▪ Members should be familiar with the Incident Command System (ICS) for managing all emergency incidents and pre-planned school and campus events.	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 2 Office of Homeland Security & Preparedness (OHSP) Training - *Critical Incident Response Procedures for: School Administrators, Faculty and Staff* ICS for Schools (IS-100.SC for Schools) course by FEMA presents a set of key school emergency management activities that will enhance the relationship between schools and their respective local responders as they communicate, collaborate, and coordinate on crisis planning. http://training.fema.gov/EMIWeb/IS/IS100sca.asp	

Requirement	Resources/Guidance	
▪ Assign faculty/staff to primary and alternate emergency roles. ▪ Train all staff members on their responsibilities when the school's safety and security plan is implemented.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2 All school personnel should be able to identify members of the building-based crisis response team and initiate the school's safety and security plan. Office of Homeland Security & Preparedness (OHSP) Training - *Critical Incident Response Procedures for: School Administrators, Faculty and Staff*	SECTION II

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> ***Section III*** outlines required prevention and mitigation strategies. School officials need to be alert to information about potential hazards and threats to the safety and security of staff members and students. Hazard analysis is important to assist in the development of an effective, customized and tailored plan. There are multiple phases to hazard analysis that include: a review of the local community hazards; surveys of the school communities' perceived safety; and site surveys of all district facilities. First review the current risk and vulnerability assessments to make sure that your efforts, planning, and strategies are tied to what the risks and resources are in your community. These various types of assessments are necessary to get an accurate assessment-based approach to safety. It is necessary to connect safety efforts to real risks and concerns for the school district.

Requirement	Resources/Guidance	
Establish and document the following policies and procedures relating to target-hardening initiatives. ▪ Building Access ▪ Visitor Policy ▪ Delivery Procedures ▪ Vendor & Contractor Policies ▪ Student Transportation Security ▪ Master Key/Access Code Distribution ▪ Vehicular Access & Parking ▪ Storage Area (i.e. food, chemical, equipment, medication) ▪ HVAC Systems	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 1, p. 58. Monitor building keys and entry cards, district identification cards, etc. Smart School Tool: www.smartschooltool.org/index.phtml National Clearinghouse for Educational Facilities: http://www.ncef.org	SECTION III
Document the following policies your district has to address: ▪ Gang(s) ▪ Bullying, Harassment and Intimidation	Gang Awareness Training www.state.nj.us/education/schools/security/bulletins/bulletin15.pdf Model Bullying Policy www.state.nj.us/education/parents/bully.htm	

Requirement	Resources/Guidance
Assess and document prevention/intervention programs. 　For example: ▪ Anti-bullying/Cyber-bullying ▪ Character Education ▪ Conflict Resolution ▪ Gang Awareness & Education ▪ Internet Safety ▪ Peer Mediation	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 1 New Jersey School Security Web site: www.nj.gov/education/schools/security/links Schools should create an atmosphere that fosters open communication and develop a process for staff, students & parents to report bullying & potential threats.
Review Electronic Violence and Vandalism Reporting System (EVVRS) data. Review School Security Incident Reports (SSIR).	**EVVRS:** http://homeroom.state.nj.us/index.htm **Data Collection:** Collect incident–based data. Review data bi-weekly to assess any patterns or trends. Use data to develop prevention and intervention strategies to address incidents that threaten a school's safety and security.
Complete an all-hazard analysis of your school grounds, buildings, and surrounding communities. Assess both natural and human-related emergencies. Conduct and document the following assessments: ▪ Physical Environment: hazards in and around the school building and the surrounding community. ▪ School climate & culture. ▪ Technological (i.e. cyber-security, internet predators, securing files, computer usage). ▪ Natural disaster risk (i.e. hurricane, flood, tornado, earthquake, etc). ▪ Crime and violence (i.e. weapons in school, fights, active shooters, intruders).	Vulnerability assessment is the ongoing process for identifying and prioritizing risks to the individual schools and school districts. Through the vulnerability assessment process, schools can take steps to prevent, mitigate, and lessen the potential impact of these risks by developing customized district and school emergency management plans in collaboration with community partners. *School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 1 Mitigating Hazards in School Facilities www.ncef.org/pubs/mitigating_hazards.pdf The National Clearinghouse for Education Facilities provides 25 Assessment Guides to assist with mitigating hazards in school facilities. www.ncef.org/pubs/pubs_html.cfm?abstract=mitigating2

SECTION III

Requirement	Resources/Guidance
Conduct and document the following assessments: ▪ Current/emerging gang activity (in consultation with local law enforcement and the county prosecutor's office). ▪ Current/emerging bullying issues and threats.	NJDOE School Security website: www.state.nj.us/education/schools/security/ USDOE anti-bullying website: www.stopbullying.gov/
Ensure and enforce the following initiatives to assist with mitigating hazards in school facilities: ▪ Each school facility has a visible marquee or other signage clearly identifying the school by name. ▪ Areas where students congregate while waiting for buses and associated pedestrian paths are adequate to avoid overcrowding. ▪ Facility entry points are kept to a minimum and are clearly marked. The main point of entry is readily identifiable. ▪ Access into each building is controllable through designated entry points. If possible, identify one entry point for visitors. ▪ The main office has communication capability with all classrooms. ▪ All windows lock securely. Hardware and frames are in good condition. ▪ Windows that are intended as a secondary means of escape are not blocked and are readily able to be opened from the inside.	Crime Prevention through Environmental Design (CPTED) is a crime prevention principle based on the use of natural surveillance techniques, which are less costly and easier to implement than technological devices. Further information on CPTED can be found in the SSSM, Chapter 1, p. 71 or on the National Clearinghouse for Education Facilities Web site. www.edfacilities.org/rl/cpted.cfm#10905 All visitors need highly visible and clearly written directions. Such directions should guide visitors to the designated parking area, the designated entry, and finally to the location where the visitor must sign in and receive a badge. Staff and visitor identification badges are useful in quickly identifying individuals who may not have legitimate business on school property. Sealing off sections of the school that are unoccupied or off limits during non-school hours can assist in preventing visitors from accessing the entire building. National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf

SECTION III

Section IV outlines the required procedures and protocols that need to be carried out during an emergency. These include communication and crisis procedures to respond to both natural and man-made incidents. This section includes a series of components that provides all staff with very specific written steps and instruction on their roles and responsibilities in a crisis situation.

Requirement	Resources/Guidance	
Identify and document crisis communication procedures with the following groups: ▪ Emergency responders ▪ Staff ▪ Students ▪ Parents/Guardians ▪ Media	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapters 2 and 3 Create a system for updating emergency contact information (i.e. emergency responders, staff, parents).	
Establish procedures for assisting the special needs population (students and staff).	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapters 1, 2 and 9 Include those who are non-English-speaking.	
Establish and document procedures to account for students during a crisis.	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 3	
Designate primary and alternate evacuation assembly locations.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2 Collaborate with emergency responders to designate an undisclosed evacuation assembly location. Collaborate with transportation vendors to develop procedures for student transportation during and after critical incident.	SECTION IV
Establish and document a district-wide Continuity of Operations and Education Plan.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2	
Establish and document district-wide procedures and protocols for Health-related emergencies (i.e. pandemic, MRSA, flu-like illness).	Create protocols for high absentee rates of students and/or staff. School District (K-12) Pandemic Influenza Planning Checklist www.pandemicflu.gov/plan/school/schoolchecklist.html	

Requirement	Resources/Guidance
Establish and document procedures and protocols for the following: ■ Active Shooter Situation ■ Bomb Threat/Incident ■ Evacuation ■ Lockdown ■ Public Information/Media Communications ■ Fire Alarm/Fire Emergency ■ Shelter-In-Place ■ Gas Leak/Hazardous Materials ■ Reverse Evacuation ■ Student/Parent Reunification ■ Staff Misconduct ■ Student or Staff Member Suicide or Death ■ Missing Student or Staff Member ■ Field Trip Incident ■ School Transportation Incident (i.e. bullying, fighting, etc.) ■ School Transportation Accident (i.e. accident, breakdown, etc.) ■ Suspicious Mail ■ Natural Disaster/Extreme Weather Conditions (hurricane, tornado, flooding, earthquake) ■ Cell Phone Use policy	School Administrator Procedures: Responding to Critical Incidents A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials www.nj.gov/education/schools/security/regs/agree.pdf *School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapters 2, 3, 6 and 8
Establish procedures to monitor school safety and security protocols for before and after school programs, non traditional vendors, and other school facility users.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2
Establish and document Food Security/Bio-Security procedures.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2 The National Coalition for Food-Safe Schools provides food safety information and resources for schools. www.foodsafeschools.org

Section V outlines the tools that are required to be used and distributed by districts. It is vital that emergency responders have access to all district facility schematics that show classrooms, stairwells, critical devises, etc. Each district facility is required to have an "Emergency Tool Kit" which can be used during all crises. The tool kit should be filled with things that administrators and crisis team members must have to mange a crisis, in the event they do not have access to their office. Tool kits should be used during drills, to condition staff to take the kit.

Requirement	Resources/Guidance	
Disseminate a copy of the school safety and security plan to local law enforcement and appropriate emergency responders.	A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials www.nj.gov/education/schools/security/regs/agree.pdf *School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2	
Ensure that access to school district facility map(s) and/or blue prints are available to local law enforcement and appropriate emergency responders.	A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials www.nj.gov/education/schools/security/regs/agree.pdf *School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2	**SECTION V**
Identify and include the following school/facility information: ▪ Utility shutoff locations. ▪ First aid and emergency supply locations. ▪ Chemical/hazardous material storage locations. ▪ Fire extinguisher locations.	School Safety and Security Manual: Best Practice Guidelines (SSSM) Chapters 2 and 3	
Create at least one Administrator Emergency Tool Kit for each school building.	*School Safety and Security Manual: Best Practice Guidelines (SSSM),* Chapter 2 Illinois State Board of Education; All Hazard Preparedness Guide, Appendix D: Preparedness Job Aids- Recommended Emergency Supplies www.isbe.net/safety/appendix_D.doc	
Develop and distribute emergency response guides for each classroom.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 2	

Section VI outlines the required protocols and procedures for recovering from a crisis. Recovery is an ongoing process that includes physical, mental, and the emotional healing process of the entire school community; and the school building, fiscal and academic.

Requirement	Resources/Guidance	
Establish and document procedures for providing access to mental health services for students and staff.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 4 Department of Human Services- Division of Mental Health, Disaster & Terrorism Branch Traumatic Loss Coalition Department of Health & Senior Services	
Establish and document protocols for monitoring staff and students for emotional impact from crisis and follow-up interventions.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 4 Department of Human Services- Division of Mental Health, Disaster & Terrorism Branch Traumatic Loss Coalition Department of Health & Senior Services	SECTION VI
Establish procedures on conducting debriefing sessions for staff and emergency responders.	*School Safety and Security Manual: Best Practice Guidelines (SSSM)*, Chapter 5 Department of Human Services- Division of Mental Health, Disaster & Terrorism Branch Traumatic Loss Coalition Department of Health & Senior Services	

Section VII outlines requirements regarding the training on, and review of, School Safety and Security Plans, and School Security Drills. Plans are living documents which are required to be thoroughly reviewed and updated at least once a year. However, analyzing how well a plan worked in responding to an incident, whether a drill or a real event, is crucial. Use lessons learned to update and strengthen the safety and security plan. Other reasons to update your plan may include new hazards that are identified for the community or school or a change occurs in the district or a stakeholder's organization.

Requirement	Resources/Guidance
Provide for an annual review of the plan, attachments, responses and needs.	*N.J.A.C. 6A:16-5.1(b)*
Document the annual review and update of the plan by the 3rd week of October.	*N.J.A.C. 6A:16-5.1(b)*
Document your annual in-service training of all staff regarding plan revisions, warning and response signals, evacuation routes, assembly areas, emergency procedures, communication protocols, and chain of command.	*N.J.A.C. 6A:16-5.1(b)*
Document your annual consultation with identified stakeholders and district-wide planning team to assist in training, exercises, and necessary revision(s).	*N.J.A.C. 6A:16-5.1(b)*
Every school shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs.	*N.J.S. 18A:41-1* School Security drills should be similar in duration to a fire drill. They will be used to practice school's procedures for responding to various emergencies.

Schools are required to hold a minimum of two of each of the following security drills annually:
   ■ Active shooter;
   ■ Evacuation (non- fire);
   ■ Bomb threat;
   ■ Lockdown.
	N.J.S. 18A:41-1
	
	NJDOE, School Security Drill Guide
	www.nj.gov/education/schools/security/drill/

SECTION VII

Requirement	Resources/Guidance
Provide emergency responders with a friendly notification at least 48 hours prior to holding a security drill.	*NJDOE, School Security Drill Guide* www.nj.gov/education/schools/security/drill/ Emergency responders are not required to observe security drills, however, it is encouraged that schools invite emergency responders to attend and observe at least four different security drills annually.
Districts are required to annually submit the NJDOE Security Drill Statement of Assurance to their county office of education by June 30 of each year. The NJDOE Security Drill Record Form shall be completed by all schools and retained at the district level.	*NJDOE, School Security Drill Guide* www.nj.gov/education/schools/security/drill/ NJDOE Statement of Assurance www.nj.gov/education/schools/security/drill/StatementofAssurance.pdf NJDOE Security Drill Record Form www.nj.gov/education/schools/security/drill/DrillRecordForm.pdf
Document your in-service training of all staff regarding emergency procedures and school security drills. New employees shall be trained within 60 days of employment.	*N.J.S. 18A:41-7.2*

SECTION VII

Additional Recommendations for Facilities Safety and Security

How schools are secured, built and maintained is an integral part of school safety and emergency planning. Every school building is unique by virtue of its design, location, students and the surrounding community. That is why mitigating hazards in school facilities should be planned and implemented by those who know the school and community best. A variety of tools exist to assist with facilities assessment. It is important to tailor the different tools to meet a school's needs. The following are recommendation of key items that should be included in the facility assessment.

Recommendation	Resources
School Surroundings ▪ Identify potential threats or targets near the school and their impact (i.e., chemical plants, gas lines, communications towers, train tracks, government buildings, etc.).	The National Clearinghouse for Educational Facilities: Safe School Facilities Checklist can be tailored to meet your school's specific needs. www.edfacilities.org/checklist/index.cfm **Crime Prevention through Environmental Design (CPTED)** is a crime prevention principle based on the use of natural surveillance techniques, which are less costly and easier to implement than technological devices. Further information on CPTED can be found in the SSSM, Chapter 1, p. 71 or on the National Clearinghouse for Education Facilities Web site. www.edfacilities.org/rl/cpted.cfm#10905
School Grounds and Recreational Areas ▪ Ensure open sight lines through maintenance of buildings, landscaping features and lighting. ▪ Ensure recreational areas have clearly defined boundaries and, if possible, are well separated from vehicle traffic. ▪ Ensure that emergency or maintenance vehicles can readily access play areas and recreational fields. ▪ Ensure field houses and other outbuildings are secure to prevent intruders.	National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf National Clearinghouse for Educational Facilities: Outdoor Athletic Facilities and Playgrounds Checklist www.ncef.org/pubs/MH/outdoor_athletic.pdf

Additional Guidance

Recommendation	Resources
Building Access Control ▪ Ensure school entry points are not blocked by signs, trees, shrubs, walls, etc.	National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf National Clearinghouse for Educational Facilities: Building Access Control: Entry Doors, Windows, Walls, Roofs Checklist www.ncef.org/pubs/MH/access_control.pdf
School Transportation Areas ▪ Ensure that buses can drop and pick up students directly from a designated, marked loading/unloading zone near a designated and supervised school entrance. ▪ Ensure parent drop-off and pick-up zones are clearly designated and, if possible, separated from bus traffic.	National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf
Vehicle Parking ▪ Ensure visitor parking is clearly marked. ▪ Ensure student and staff parking is clearly marked and, if possible, are separated.	National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf
Exterior Lighting ▪ Ensure exterior lighting is uniform and eliminates pockets of shadow or glare. ▪ Ensure exterior lighting scheme is effective for enhancing visibility, discouraging trespassing and preventing school vandalism.	National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf

Additional Guidance

Recommendation	Resources
Building Utilities ▪ Ensure that exterior mechanical equipment enclosures are lockable and that doors have protective hasps, hinges and deadbolt locks or high security padlocks with non-removable hinge pins.	National Clearinghouse for Educational Facilities: School Grounds and Site Access Control Checklist www.ncef.org/pubs/MH/grounds.pdf
Windows ▪ Check that all windows are securely locked at the end of each day. ▪ Ensure basement windows are protected from unauthorized entry by security grilles or window well covers.	National Clearinghouse for Educational Facilities, Building Access Control: Entry Doors, Windows, Walls, Roofs Checklist www.ncef.org/pubs/MH/access_control.pdf
Roofs ▪ Ensure that built-in roof access point is locked. ▪ Ensure mechanical equipment enclosures are secured and protected. ▪ Ensure access into the school through skylights is secure and/or blocked.	National Clearinghouse for Educational Facilities: Building Access Control: Entry Doors, Windows, Walls, Roofs Checklist www.ncef.org/pubs/MH/access_control.pdf
Administrative Areas, Staff Offices and Classrooms ▪ Ensure that confidential records are separated from the reception area in locked, vandal and fire-resistant containers. ▪ Ensure that classrooms and offices can be quickly locked down. ▪ Ensure that a mass notification system reaches all students and staff in the building and on school grounds (public address, pager, cell phone, computer override, etc.).	National Clearinghouse for Educational Facilities: Emergency Communications, Power, Fuel, and Water Checklist www.ncef.org/pubs/MH/emergency_communications.pdf National Clearinghouse for Educational Facilities: Offices, Workrooms, and Conference Rooms Checklist www.ncef.org/pubs/MH/offices.pdf National Clearinghouse for Educational Facilities: Classrooms Checklist www.ncef.org/pubs/MH/classrooms.pdf

Additional Guidance

New Jersey Department of Education School Security Web site
www.nj.gov/education/schools/security/