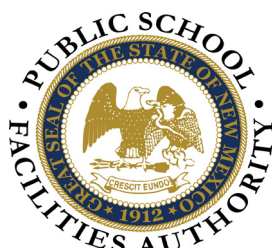

SECURITY GUIDELINES



New Mexico Public School
Facilities Authority

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1. INTRODUCTION

Given national and local tragedies throughout the years, it is paramount to design and build public school facilities incorporating the highest standards and procedures to keep our New Mexico students and staff safe and secure. The New Mexico Public Schools Facilities Authority (PSFA) is committed to creating schools that emphasize threat reduction through a variety of site, building exterior, and building interior features. This approach recognizes that a single security method can not stop every threat or prevent every crime. Instead, school sites are best secured by layering security methods. School security is a team effort requiring the attention of everyone in the school community and neighborhood. School staff, students, and parents play a direct role, but neighborhood and community members should also view the building as a community asset that should be free of hazards and threats.



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a. Purpose of Document

PSFA created this document to establish security guidelines for the design of all new schools, replacement schools, renovation projects, and existing schools requiring only preventative maintenance. While these guidelines do not prescribe specific design criteria, district staff, facility/site planners, and architects should use it when preparing plans and/or assessing the security situation of all campuses regardless the grade levels they serve. These guidelines do not focus on specific school sites, but they should play a role in the development of school, school districts, and state chartered-charter schools facilities master plan and preventative maintenance plan.

b. Organization of the Document

This document is comprised of sections that touch upon various components of school safety and security. The narrative covers many variables from security policy to best practices to physical descriptions of ways to prioritize school site, system, and building safety. It begins with a background discussion identifying data collection, best practices, and recommendations feasible for New Mexico schools. Section II and III ties these Security Guidelines into the other PSFA standards. The document outlines the goals for secure school buildings before launching into the guidelines for building specific areas and systems. The guidelines provide recommendations on how to best address security in different parts of the campus. Finally, the Appendix is a compendium of resources, floor plans, reference photos and other material supporting the first six major sections.

This document is a living document. It requires regular review and updating to incorporate current trends, practices, and technologies to ensure New Mexico public school campuses can respond to changing threats and hazards.

c. Disclaimer

This document only provides guidelines to enhance the safety and security of public school campuses in New Mexico. It does not intend the following:

- It does not establish a legal framework or responsibility by school staff except for those required by laws and court rulings.
- It does not designate responsibility or governance over safety/security, or direct specific operational policies or procedures like active shooter drills or evacuation planning.
- It does not contain or propose funding or establish cost thresholds.
- It does not supersede a school district's capital budget, but school districts should include the guidelines within this document as part of their capital, systems, and preventative maintenance planning.

This document does not assume that the guidelines, policies, and recommendations it discusses will be enough to stop all criminal activity, threats, hazards, or crisis events. But by following some or all of the guidelines, a school will be as secure as possible and school staff and administrators will be capable of identifying threats before they escalate.

These guidelines aim to suggest ways for a school campus and building to be as secure as possible without compromising the integrity of the school as a welcoming home for positivity and learning. They do not seek schools as oppressive institutional environments. While this is not a design document, remodels, renovations, and new schools should promote designs that are welcoming, comfortable, and secure.

2. DEFINITIONS AND ACRONYMS

- Best Practices - Methods, policies, and procedures that other jurisdictions have successfully initiated with possible application to New Mexico.
- Crime Prevention Through Environmental Design (CPTED) – Model of crime prevention that focuses on prevention based on the premise that the design of the built environment can reduce the likelihood of criminal activity.
- Educational Specifications – Guiding document required by PSFA that identifies the spaces needed to carry out a school district’s educational program for a specific facility or a certain grade level facility (i.e elementary schools).
- Facilities Master Plan (FMP) – Five-year plan prepared by school districts that identifies a school district’s capital and systems needs for each facility and prioritizes them according to condition and budget.
- Preventative Maintenance Plan – School district or charter school plan for effectively maintaining school buildings with an emphasis on addressing work orders in a timely manner.
- School Resource Officer (SRO) – Law enforcement officer stationed at a specific school or as signed to patrol a certain area of the district.
- Security Systems – Fire, communication, or intrusion detections whose purpose is to alert the school and first responders of a crisis situation.

3. PROCESS AND BACKGROUND

a. How Information Was Collected

PSFA is gathering information on school security from projects and practices in New Mexico, other states, and at a national level. PSFA is surveying and touring school districts around New Mexico and talking with school staff to understand several key security issues:

- What are the security concerns for districts and charters around the state? Remote, rural districts and charters? Urban districts and charters?
- What are districts and charters doing to address their security concerns?
- What additional security measures are relevant and feasible to districts and charters in New Mexico?

Much of this researching and data gathering has informed this draft Security Guidelines document. The first draft of this document explains what types of security measures are already being funded by PSCOC. In March and April 2018, PSFA conducted six statewide security workshops. These workshops gathered input from law enforcement, insurance risk advisers, designers, contractors, security consultants, and school communities. The input from the workshops was incorporated into the final Security Guidelines document. The final document is associated by reference to the Adequacy Standards, similar to the Adequacy Planning Guide, available as a resource for planning and design of new and renovated school facilities.

PSFA is also partnering with the State of New Mexico Fire Marshal to participate in design reviews with the district, PSFA staff, and the project design team to review the design and provide comment and guidance relative to fire issues. Similarly, PSFA is reaching out to state and local law enforcement to garner their participation during the project design phase for input on security issues and potential improvements in the design. Several school districts have also begun coordinating with local law enforcement to provide onsite training to school staff and ongoing facility audits of the school campuses to identify security upgrades in existing buildings.

b. Goals for the Process

The primary goal for this process is to identify a set of guidelines that identify best practices for safe and secure schools. As part of this process, this document aims to:

i. Determine Relevance and Feasibility for New Mexico

New Mexico is a unique state. As this document evolves, it is important to vet all guidelines to ensure they are suitable for the state's school districts who have diverse student populations and various abilities to fund certain recommendations.

ii. Identify Best Practices

Keeping our schools safe and secure is vital. Other states have worked on this issue or are giving it more attention. This document bases some of its facility recommendations on best practices from other school districts and state such as Los Angeles United school district and the state of Virginia as well as advice of subject matter experts. As this issue evolves and techniques change, new methods or best practices may emerge with applicability to New Mexico.

d. Site Visits and Security Workshops

i. Site Visits

In Feb and March of 2018, PSFA staff visited school campuses in a geographically diverse set of school districts. These site visits allowed PSFA to walk the school sites with district staff to understand the concerns and solutions. PSFA staff learned a great deal about approaches to security and gained an understanding of the statewide issues.

Site visit locations included the following districts:

- Clovis
- Artesia
- Aztec
- Mosquero
- Espanola
- Belen
- Capitan
- Roswell
- Gadsden
- Silver
- Gallup
- Grants

See Chart 1 for a graphic summary of the security site visits illustrating the common project types.

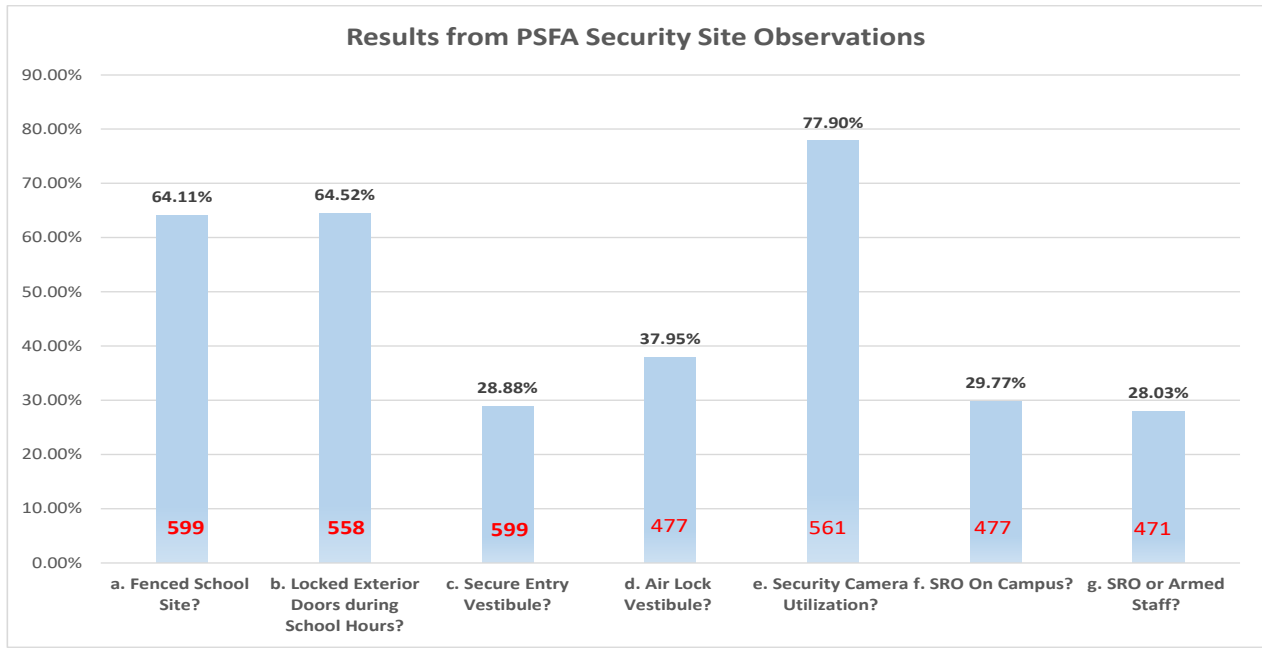


Chart 1: Results from PSFA Security Site Observations

iii. Site Visits

In April of 2018, PSFA staff held Security Workshops in six locations around the State of NM. The workshops took place over the span of two weeks and took place in the following locations:

April 13th – Artesia

April 16th - Santa Rosa

April 17th – Albuquerque

April 19th – Deming

April 24th – Gallup

April 25th – Española

In addition, the New Mexico Parent Teacher Association (NMPTA) invited PSFA Director Jonathan Chamblin to speak on security at their May 2018 Convention, which took place in Albuquerque and presented an additional opportunity for feedback.

PSFA staff articulated four primary objectives it wanted to achieve through the workshops:

- Gather school facility best practices, locally and nationally;
- Understand the relevant, feasible, and economical methods to improve school security in New Mexico;
- Facilitate partnerships and new processes between school districts, the State of New Mexico, and law enforcement to improve school security; and
- Focus discussion to school facility security issues.

PSFA staff structured each workshop in the same manner, which included a presentation by PSFA Director Jonathan Chamblin followed by a discussion with meeting participants. At the end of the presentation, PSFA staff passed out a survey to glean more information on security concerns, barriers to security implementation, important security measures, and general comments. Of the 220 who participated in the workshops, 154 returned surveys in various levels of completion, meaning they answered the survey in its entirety (majority) and/or answered only portions. In addition, the NMPTA Convention yielded an additional 48 surveys for a total survey count of 202 returned. This section provides an overview of the survey results and identifies themes, which emerged during discussions and through comments.

The survey consisted of one multiple-choice question, three rating-scale questions, and one open-ended question. The appendix contains the complete surveys along with the tabulated results totaled from all the workshops including all verbatim comments recorded from each survey. The questions and analysis of the results are also included within the appendix.

4. POLICIES AND PROCEDURES

a. Adequacy Standards

This document intends to be a companion to the New Mexico Administrative Code, Title 6, Primary and Secondary Education, Chapter 27 Public School Capital Outlay Council, Part 30 Statewide Adequacy Standards (here forth referred to as the Adequacy Standards). The New Mexico Public School Adequacy Standards establish the acceptable levels for the physical condition and capacity of school buildings statewide, the educational suitability of those facilities, and the need for technological infrastructure at those facilities. The adequacy standards address school security in the following manner:

6.27.30.8 B

“Building systems. Building systems in a school facility must be in working order and capable of being properly maintained. Building systems include, roof, plumbing, telephone, electrical and heating and cooling systems as well as fire alarm, 2-way internal communications,

appropriate technological infrastructure and security systems.”

6.27.30.10 D (1) and (2)

“D. Security.

(1) All schools shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, rail road tracks, steep slopes, animal nuisance, and to discourage unauthorized access to the campus. This standard is met if the entire school is fenced or walled. If this standard is not met, alternative security may be approved after the sufficiency of security at the site is reviewed by the council using the following criteria:

- a) Amount of vehicular traffic near the school site;*
- b) Existence of hazardous or natural barriers on or near the school site;*
- c) Amount of animal nuisance or unique conditions near the school site;*
- d) Visibility of the play/physical education area; and*
- e) Site lighting, as required to meet safe, normal access conditions*

(2) For schools which include students below grade 6, a fenced or walled play/physical education areas shall be provided.”

In addition, many of the guidelines found in Section 6 are based on extensive research on best practices from other states and jurisdictions. The appendix contains a list of resources and sources, which provide a basis for some of the recommendations.

5. GENERAL BEST PLANNING AND SECURITY PRACTICES AND GOALS

a. Goals for Schools

Goals for schools regarding safety and security include:

- All schools shall employ the utmost in security measures while remaining a welcoming learning environment for students and staff.
- Schools shall aggressively pursue preventative maintenance to ensure systems play a role in a building’s security function at their optimal level.
- School districts and charter schools shall conduct regular threat and vulnerability assessments to identify weaknesses in its systems and building, which criminal perpetrators may be able to compromise.
- School districts and charter schools should aim for regular and effective communication with local and state law enforcement agencies and first responders.

To this end, there are planning, communication, and threat mitigation best practices schools can adhere to, which the following sections discuss.

a. Threat Identification, Vulnerabilities Assessment, and Reduction

i. Threat Identification

Figure 1 provides an overview of the FEMA General Threat Categories.

According to the Federal Emergency Management Agency (FEMA), there are three general categories of threats:

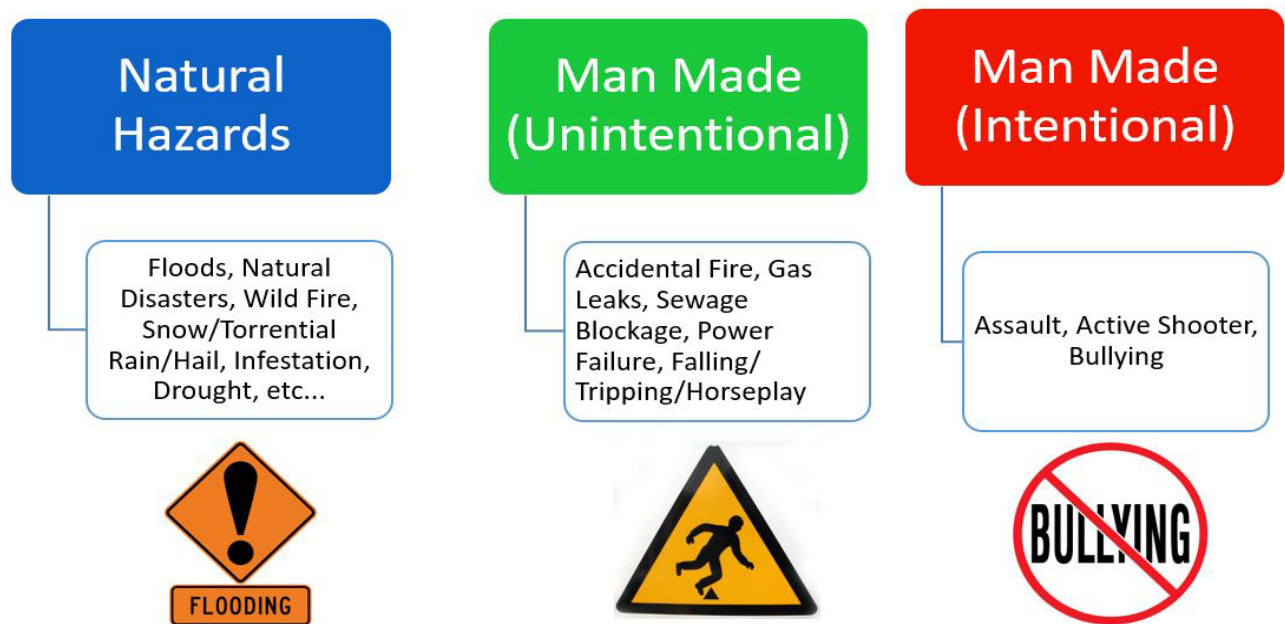


Figure 1: FEMA General Threat Categories

ii. Vulnerabilities Assessment

A vulnerabilities assessment examines the weakness of a facility as well as security procedures against threats and hazards. The assessment should include a ratings scale or benchmark in order to adequately assess the building's or procedure's vulnerabilities. A thorough vulnerabilities assessment will survey the school site, exterior, interior, systems, building envelope, access etc, as well as evaluate procedures for evacuation and safety.

It is critical for school officials, law enforcement, and first responders to conduct threat identification and vulnerabilities assessments regularly to identify and evaluate areas of threats and weaknesses which could have adverse consequences for a school in a life threatening event. A school site security assessment is a prerequisite for state funding participation. These assessments serve many purposes:

- They identify the areas of the school campus most susceptible to threats from the outside, which helps school officials prioritize areas to address such as:
 - Hiding areas;

- o Unsecured entrances;
 - o Poor indoor/outdoor lighting;
 - o Broken or damaged windows;
 - o Emergency communication and security systems not functional or working properly;
 - o Trip hazards;
 - o Overgrown landscape areas; and
 - o Areas on the site where an emergency vehicle might have difficulty accessing.
- Assessments promote communication between the school and community partners, establishing vital lines of communication in the event of a crisis situation.
 - They identify opportunities for improvement and enhance various types of training (i.e. active shooter and/or evacuation). First responders, law enforcement, and other experts can provide training to school staff on how to respond in a crisis situation.

Weaknesses in school sites and buildings make it easier for crisis situations to unfold and endure. Weakness and vulnerabilities include:

- Situations where offenders have easy access into the school;
- Students/staff have inadequate escape paths with little or no planning on how to escape safely in the event of a crisis;
- Staff unable to spot an offender in time to sound any type of alarm or warning; and
- Communication among first responders, school staff, and students is inadequate.

iii. Threat Reduction

After examining threats and vulnerabilities, the school district can begin to prioritize capital and/or systems-based projects in order to reduce the threat or weakness. A starting point in prioritizing security projects is the school district's facilities master plan (FMP). Preventive maintenance also assumes a critical role in both threat identification and reduction. Door hardware, windows, lighting, fencing, and/or security/communication systems all need to be in working order to be effective in the event of a school crisis event. The school district needs to have a preventive maintenance plan with clear policies for addressing work orders in a timely fashion and establishing criteria for inspection of systems to ensure proper functionality.

c. Crime Prevention through Environmental Design

Crime Prevention Through Environmental Design (CPTED) is a national pro-active multi-disciplinary model based on the premise that the design of our communities, neighborhoods, and building sites can deter illicit activity and create an atmosphere of safety. Its principals contend a well-designed site limits the likelihood of various types of criminal activity. The CPTED model

requires the involvement different stakeholders ranging from law enforcement, architects, city planners, landscape and interior designers, school staff, students, and residents working around four basic concepts: Natural Surveillance, Access Control, Territoriality and Maintenance.

Figure 2 provides an overview of the CPTED Model.



Figure 2: CPTED Model

1. Natural Surveillance

Natural surveillance pertains to the natural ability to view outside and inside the school to assess suspicious activity or threats to students and staff. It seeks to eliminate or mitigate features that block a clear view of the school grounds and reduce areas for perpetrators to hide once on the school ground or building.

2. Access Control

Access control limits the ability of unauthorized persons from entering the school

grounds or facilities. A school can limit access simply by ensuring all exterior doors remain locked. Conversely, access control can be a challenge for some campuses comprised of different buildings where students routinely pass between classes.

3. Territoriality

Territoriality considers variables that contribute to a sense of ownership and pride in a school facility and site. It makes use of wayfinding signs and features that demonstrate the school is secure and active.

4. Maintenance

Maintenance is related to territoriality since well-maintained school grounds limit perpetrator hiding areas. Overgrown bushes or broken lighting limit visual surveillance while allowing opportunities for criminal behavior. Maintenance staff actively working on site provides more eyes on the overall campus and its surrounding area.

Many of the guidelines in this document reinforce recommendations associated with these core CPTED principals, and the appendix includes a CPTED checklist for schools to guide personnel in creating a safe and secure campus.

d. Lines of Communication

The facility guidelines in Section 6 of this document discuss items to consider for the different areas of a school building and grounds. However, should a crisis unfold in a school, established and effective lines of communication must be clear and open to allow first responders to communicate with school personnel and to understand the layout of the facility. For example, in 2015, the State of Oregon established the Oregon Task Force on School Safety consisting of school administrators, state/local law enforcement agencies, fire/emergency personnel, teachers, and school support staff. The Task Force found that lines of communication between schools and first responders needed improvement. Additionally, there was a need for more cross-agency training. Improving communication and increasing training only addressed part of the issue. The Task Force also worked on creating a database of floorplans for all schools in the state, examining training methods, establishing protocols for school safety and incident response, and working on reporting potential threats. Finally, staff and school lockdown/active shooter drills can enhance the building design safety guidelines this document discusses in subsequent sections.

e. New Mexico Public Education Department Planning for

While much of this document is focused on safety/security elements of building design, the State of New Mexico Public Education Department (PED) publishes the Planning for Safe Schools Guide, which contains Federal and State requirements and best practices for school emergency procedures. The document incorporates recommendations from law enforcement on a variety of school safety topics such as communication, prevention, mitigation (including threat and vulnerability assessments), protection (including using CPTED principals), procedures, and training. This document should complement the PED document and the appendix provides a link to it as a resource. The PED document provides a section entitled Eleven Components of Secure School Entrances, much of this document is captured in Section VI.

f. Layers and Filtering

Figure 3 provides an overview of Layers and Filtering

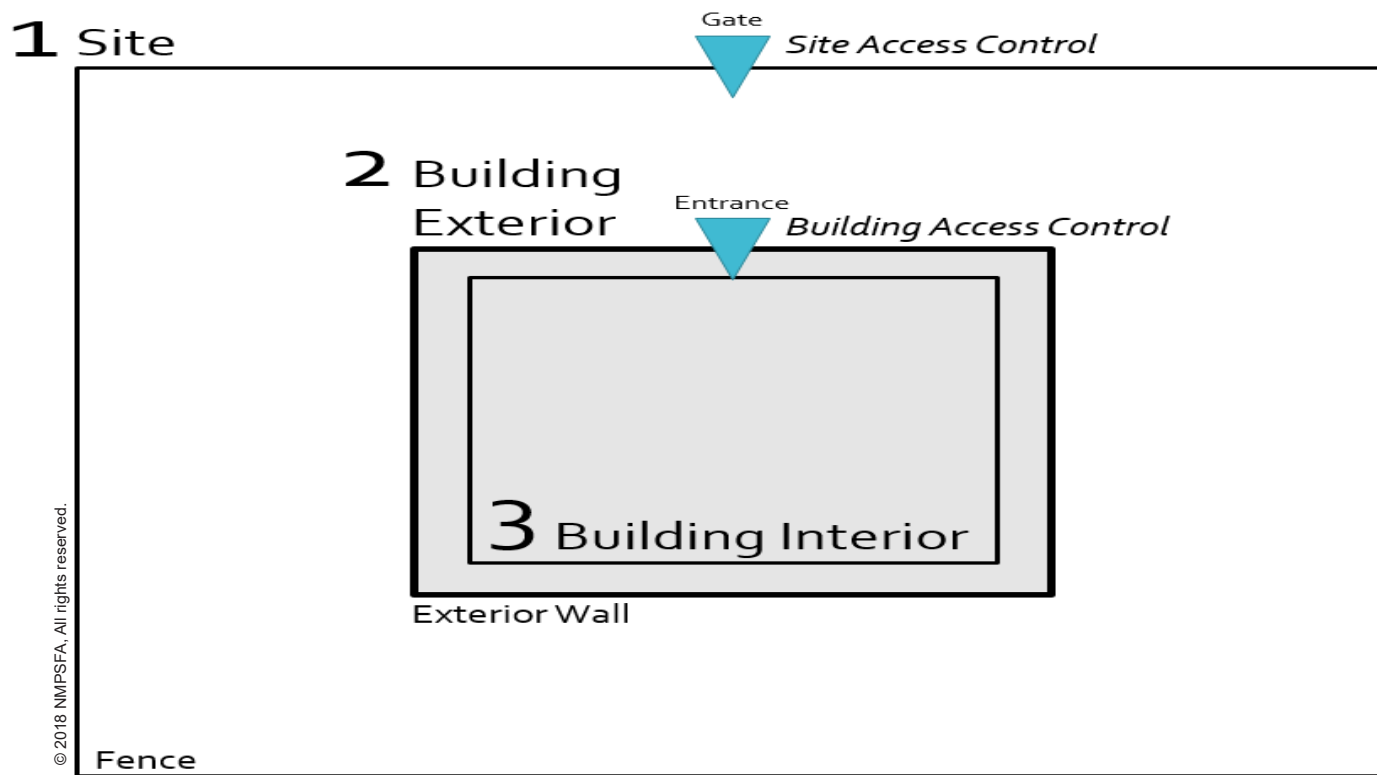


Figure 3: Layers and Filtering

As a general best practice methodology, schools should consider prioritizing and implementing security projects in the following order. No single security feature can prevent all types of criminal behavior. School sites need to have multiple layers of security components and techniques. Access onto the site and into the buildings should be controlled and monitored. Uncontrolled and unmonitored points of access onto the site and into the buildings should be inconvenient and difficult. As more layers of security are added, more criminal behaviors can be filtered out. The underlying assumption is that schools should seek to keep criminal behavior off campus as a first preference. If a criminal has gained access to the site, they should be kept out of the buildings. If a criminal passes through all of the site layers and penetrates the building exterior, their access to the building interior should be restricted and controlled to the maximum extent possible. Suggested prioritization of security projects and strategies:

Priority 1: Site

Priority 2: Building exterior

Priority 3: Building interior

6. FACILITY AREA BEST PRACTICES

This section provides specific guidelines on areas or systems within a school building that school district officials and school staff can evaluate when assessing the building for safety. Design professionals can refer to this section when designing a new or renovated project. School staff or design professionals can address these areas from a passive or active approach. The following guidelines can apply to new school projects or existing school facilities undergoing renovation.

There is one critical activity that intersects with each of the facility areas the following sections describe, which is preventative maintenance. Regular upkeep and inspection of facility areas is important in the overall functioning of systems that play a role in building security.

There are three prioritized layers of school security. The first layer is the school site itself and includes parking lots, playground, playfields, and athletics facilities. The second layer is the school building exterior. The third layer is the building interior. Schools should seek to improve the functionality of each of these layers, in this order.

a. Site

The school site contains the actual building, support/out buildings (i.e. water pump room, concession stands), portables, playing/athletic fields, internal parent/bus drop offs, and access points. Students and staff access school sites and buildings every day during the course of a school year. The general public also access school grounds and facilities to vote and attend community events. Experts agree that schools should be as secure as possible, but these measures should not be so overly imposing they give a prison-type feel.

i. Site Layout/Arrangement of Spaces

- Locate new school sites so that all areas of the campus have visual access from surrounding properties; avoid school sites in isolation from the rest of the community or neighborhoods;
- Visual access onto school property from adjacent rights-of-way and neighboring property;
- Increased visibility to the main pedestrian entry from administrative space;
- Ensure that sidewalks are well maintained and eliminate tripping hazards that might impede one's ability to escape from a crisis situation;
- If school's primary source of heat is a propane tank (particularly in rural areas) ensure that the tank is secure with fencing if possible;
- Define the edges of the school site with fencing, landscaping, or an open design barrier;
- Outside utilities such as outside power supply and/or transformer boxes should be secured and fenced in order to mitigate tampering and theft. Outdoor transformer or HVAC units containing copper should be secured or fenced; and

- Locate signage identifying the way to the main entrance/administration suite, athletic facilities, and parking to avoid unauthorized people from wandering the campus.

ii. Fencing and Pedestrian Gates

- Continuous six feet tall (minimum) fence with pedestrian gates around the entire site;
- Main gates to the school site should have direct lines of sight from the administrative areas/office;
- Self-closing pedestrian gates with locking mechanism can stop unauthorized access but also feature panic bar egress ability during an emergency situation; and
- For campuses with fencing, establish a regular inspection to fix holes or gaps that may appear over time.

Other means of securing a site include:

- If perimeter fencing is not practical due to site layout, make every effort to restrict visitors to a single main entry access to the building. Ensure that all other doors allowing access into the building are closed and locked at all times;
- Increased student resource officer (SROs) patrols of the site;
- Increased staff presence on exterior site areas during passing periods; and
- Visible student ID systems, such as color coded lanyards.

iii. Vehicular Access and Gates

See Figures 10 & 11

- Lockable gates or barriers providing traffic control and preventing entry;
- Manually operated vehicular gates at driveways;
- Consideration for EMS vehicular access onto the school property
 - o Fire lane around the back of the school (as required by the Fire Marshal);
- Control vehicular access to the building or site through the use of vehicular barriers such as bollards or decorative planters;
- If possible establish regular times for deliveries and trash collection to create a more predictable schedule of when non-staff/student vehicles will be on campus and not interfere with student drop-off/pick up;
- Post signage directing all deliveries to a specific location or building; and
- Install CCTV/Camera at the main gate.



Figure 10: Vehicular Gate



Figure 11: Vehicular Barriers

iv. Site Access Control Systems

- Site Access Checkpoints (Guard Shacks);
 - o Establishes site checking in protocol near public right-of-way.
- If possible, limit access to only one controlled entrance easily observed from the main office;
- Eliminate opportunities to gain access to the building roof such as covered walkways, overhangs, landscaping (trees/branches); and
- Require all visitors to sign in and wear a visible identification badge when conducting business at the school.

v. Landscaping

- Keep lines of sight clear and open. Prune trees and shrubs to allow visual access to all parts of the school site;
- Avoid landscaping that might create blind spots or hiding places;
- Keep plants alive and grounds in good condition, which contributes to overall feeling of ownership; and
- Use low, thorny bushes beneath ground level windows which do not obstruct visual access but also deter intruders from hiding near the building.

vi. Parking Lots

- Whenever possible, parking lots should have clear visual access from the administration area and contain security cameras to monitor isolated views and obstructed areas of the parking lot.

vii. Bus Loading Area

- Busses should have enough space between each other in order to maneuver for emergency evacuation.

viii. Modular Classrooms and Portables

- Restrict access to areas underneath portable classrooms;
- Keep portable classroom doors locked at all times;
- Ensure portables are tied into the security system;
- Place the modular classrooms in an area with visual access to the adjacent properties and other areas of the school, allowing for greater natural observation;

ix. Lighting

- Ensure all external and internal lighting is fully functional at all times;
- Provide uniform lighting without glare for scheduled nighttime activities and permit good observation by adjacent properties and law enforcement patrols after school hours;
- Lighting should allow for face recognition at approximately 30 feet for someone with normal vision;
- Lights should be inspected on a regular basis to ensure it is functioning;
- Install or upgrade existing wall packs to increase illumination;

- Improve or install additional exterior lighting in areas near windows, entry points, utility locations, and other dark areas where a perpetrator can hide; and
- Motion detectors should activate lighting as needed but especially around exterior doors.

x. Alternative Site Control Methodology

On school campuses where physical site control measures are not feasible, operational site control strategies can improve the site security. The following list of site control methods can also supplement any physical site control strategies:

- Increased training for all school staff to identify threatening behaviors from members of the school community and the ability to filter and identify strangers. The increased threat assessment training of school staff should be coupled with new procedures to ensure that more school staff is outside on the site during the morning drop-off, afternoon pickup, and passing periods during the school day. This strategy is effective at high school campuses, with dispersed buildings and a limited feasibility of limiting site access control points.
- Color-coded badging of students by grade level to facilitate identification of students vs visitors.
- Building access control systems to automatically lock exterior doors with the bell schedule, during a lockdown or lockout, and to selectively allow access to specific disconnected buildings during school hours.
- Gate closures of public rights-of-way on or adjacent to the school campus during school hours to restrict and control vehicular traffic.
- Designing vehicular access to control and direct student, staff, and/or visitor vehicular traffic to locations with greater visual control.
- Use of landscape buffers such as site drainage ponds with large rock riprap or areas of dense cactus plantings to restrict and control pedestrian traffic onto and around the school site.
- Distribution and use of handheld radios to all school staff to allow any staff on the exterior of the building to immediately communicate with the administration.
- Exterior site control by SROs during passing periods, drop-off, and pickup.

b. Building Exterior

The building exterior includes all areas of the school building that intersect with the outdoor environment.

i. Building Layout/Exterior Massing/Gross Square Feet

- In new school projects, ensure the school is “right-sized” for its enrollment in order to avoid excess, isolated, and unutilized space where perpetrators could hide or use as a staging area.

ii. Main Entry/Approach (Figure 13)

- Locate the facility's main entrance so it is easily identified when approaching the building;
- Large glass windows, divided by framing into smaller window units, around the administration area/main entry provides unobstructed views to the street to ensure staff can easily see people approaching from the street and parking areas;
- Main entry doors should have enough glass/glazing to enable front office staff to observe visitors and access points leading to the entrance but not too much that allows an intruder to break glass to obtain access; and
- Glazing areas should be designed with intermittent framing to restrict access through broken sections.



Figure 13: Main Entry/Approach

iii. Exterior Doors (Figure 14)

- Doors with electromagnetic locks;
 - o Typically front and back door with keycards or keypad controlled access;
 - o Alternatively, both controlled entry devices can be used at a secure vestibule, which has two sets of doors, one at the exterior and the other on the interior side of the facility;
- Keyed locking devices are provided at all exterior doors;
- Keep all secondary exterior doors locked from the inside to

ensure intruders do not have access to the interior of the building from areas not easily visible to the office/administrative areas;

- To eliminate or discourage propping of doors install a signal or audible alarms on all exterior building doors to alert staff of this situation; and
- Provide conduit rough-ins to all exterior doors for future access control devices



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Figure 14: Secured Exterior Door with Keycard

iv. Exterior Windows

- All windows accessible from the exterior shall have special security measures to prevent the breaking of glass and entering through the window or by reaching door or window hardware;
- Install glass-break, intrusion alarm sensors on windows;
- Install window security film on existing windows/vision panels on classroom/office doors and window panels exceeding 12 inches in width that are less than 6 feet from the ground;
- Install decorative window tinting or decals to reduce visibility into occupied spaces; and
- Design windows with intermittent framing to reduce individual glazing areas to 12 inches wide or tall for windows with sill height below 6 feet.

c. Building Interior

i. Secure Vestibule and Main Entry Way (Figure 15)

- Prohibit visitors from venturing further into the occupied school. Can be open to the office area, via a transaction type window, or remote control;
- Lock main access doors after the school day begins and students are inside the building. Further secure the main entry with the use of a buzzer that visitors press to gain access into the secure entry and vestibule; and
- “Layer” the entry consisting of a secure foyer, door bell system, entry way camera, and locked interior doors. Provide security glass, and “bank teller/transaction window” with a sign-in and visitor badge counter.



Figure 15: Secured Vestibule and Securable Reception Window

ii. Building Layout/Space Layout

- Arrangement of Spaces
 - o Increased visibility to the main pedestrian entry from administrative spaces;
 - o Locating office spaces near the main entrance with windows to view visitors approaching the building;
 - o Locate ancillary spaces and the administrative suite near the main entry with classrooms and student areas further away;
 - o Restrict access to all rooms containing mechanical/electrical equipment, wiring, circuit breakers and controls. These rooms should be locked at all times; and
 - o Secure janitorial closets keeping them locked at all times.

- Hallways (Figure 16)
 - o Improved sightlines within the facility to better observe activity within the hallways;
 - o Wide, straight hallways with very few offsets that minimize hiding spots;
 - o Use convex mirrors to improve surveillance in hallways or around corners; and
 - o Maintain hallway lighting and prioritize fixing and replacement of lighting as needed.



Figure 16: Hallway

- Restrooms
 - o Provide open vestibule access to restrooms without the need for a hallway door with sinks outside the toilet room;
 - o Eliminating doors reduces the potential for vandalism and hiding places;
 - o Equip restrooms with fixed ceiling panels and avoid drop ceilings to deter concealment of weapons and other illegal items; and
 - o Windows and mirrors within restrooms should be shatter resistant to eliminate their use as a weapon.
- Cafeteria
 - o All-walk in refrigerators and freezers should contain hardware allowing the door to be opened from inside as well as outside; and
 - o Since cafeterias sometimes accommodate community uses, if possible design the facility so access to the rest of the school can be limited (Figure 17).



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Figure 17: Gate to restrict access to hallways from cafeteria, gym, library and other community used spaces.

- **Gymnasiums**
 - o Since the public uses gymnasiums for sporting events, design them so that access can be restricted from the rest of the school; and
 - o Use retractable gates to eliminate access to the rest of the school from members of the general public attending an event at the gym.

iii. Classrooms

- Reducing the amount of glazing in and around classroom doors limits the potential to break into classrooms;
- Consideration for the direction of interior door swings into classrooms;
 - o Out swinging doors set in alcoves for improved structural strength;
- Create a policy requiring all vacant, unutilized rooms to be locked when not in use to avoid them being used as hiding or staging areas;
- Classroom door hardware should allow them to be locked in an emergency situation, but with key or electronic access control so administrators and first responders can get inside the room immediately; and
- Design areas of refuge/hiding inside classrooms to allow students to hide during a lockdown.

iv. Interior Doors

- Interior door hardware with lock cylinders operable on both sides of the door;
 - o The lock cylinders on the classroom side allows teachers to quickly

- o and securely lock the door from the classroom side without having to step into the hallway. Lock cylinders on the hallway side require a key, or card, to unlock the classroom during normal occupancy; and
- o Quick lock hardware device for existing doors without lockability on the classroom side of the door.

v. Interior Windows

- Manually operated window shades;
- Semi-transparent glazing for windows, tinting, or alternative glazing materials; and
 - o Consider impact resistant glazing or intermittent framing members to reduce individual glazing areas.

v. School Resource Officer Space

- As more schools utilize SROs, they should have a secure office space that has a clear vantage point from which to view the parking lot as well as interior parts of the school;
- The office should be locked at all times when the SRO is not present, given that many SROs are armed; and
- Provide space for a secure weapons/equipment locker.

d. Systems

A security system is designed to detect intrusion (unauthorized entry) into a building or other campus area. Security systems are used in residential, commercial, industrial, institutional, and/or military properties for protection against theft, property damage, and personal protection. Security systems alert onsite staff and monitoring services of an intrusion, which can then lead to dispatch of appropriate law enforcement. There are different types of security systems.

i. Intercom (Radio Ready)

- Two-way internal communication device to connect occupied spaces to the administration office.

ii. Building Alarm Systems

- Fire alarm system
 - o Includes all system components: control panel, detectors, annunciators, strobes, and pull boxes.

iii. Handheld Radios (Figure 18)

Devices for radio communication, which allow for greater coordination between school staff, on-site security, and law enforcement.

- Infrastructure to Support Radios

Two-way radio systems typically consist of several components ensuring clear communication between users. The infrastructure two-way radios require may include the following:

- o **Two-way radios** – radios that allow instant communication with the ability to communicate with a large group of users simultaneously.
- o **Radio Towers** – Allow for communication over greater distances, which could be beneficial for our districts that are geographically large and/or with isolated schools. A school district could install its own or look to rent space on an existing tower already standing in the community. School districts could work with emergency responders in the area whether it's feasible to rent space.
- o **Antenna** – Antennas help boost the distance of two-way radio transmissions and also improve the quality. They are effective in rural areas with greater distances between users or in urban areas where there might be more interference that obstructs the quality of the communication.
- o **Base Station (repeater or site repeater)** – A base station takes a weak radio transmission and repeats it at a higher level or power in order to improve quality of the transmission.



Figure 18: Radio

iv. Cameras (Figure 19)

CCTV (closed circuit television systems), also known as video surveillance, is the use of video cameras to transmit a signal to a specific place on a limited set of monitors.

- Cameras should be mounted at the secure entry and include a doorbell system notifying staff when visitors are at the main door.



Figure 19: Camera in Hallway

v. Gunshot Detection Devices /Gunfire Locator (Figure 20)

A gunfire locator or gunshot detection system detects and conveys the location of gunfire or other weapons fire using acoustic, optical, or potentially other types of sensors, as well as a combination of sensors.



Figure 20: Gunshot Detector

7. STRATEGIES AND IMPLEMENTATION

Taken together, the previous sections build upon each other to generate feedback, identify threats to school sites, and show various measures to increase security. This section takes the information from the previous sections and weaves it into a potential strategic framework for implementation. Taking some of the information in the previous sections, the following table suggests a generalized outline of how a school and district can approach school security, combining capital projects with operations, policies, and procedures. While this is a generalized approach, every school district and school will need to tailor it based on its preferences, resources, and resolve. Following this table, the section presents case studies of what some school districts and schools are currently doing or plan to do to secure their campuses. This document does not identify the school district or charter school, but it provides examples of schools that have already taken measures. Interested school districts can contact PSFA, which can make contact with the school district to learn more.

In reviewing the items in the following tables, it is important to note that not every security measure will stop all threats and some measures are meant to address multiple concerns. The most concerning threats the surveys identified focused on active shooter cases, however, some school districts are concerned about vandalism or unauthorized persons accessing the campus for various reasons. Some of the items in the framework can address some of the other types of threats or security concerns schools face.

Pre-Planning

Security Measure	Rationale	Capital, Operations, or Policy
Conduct security assessment	Determines gaps in existing campus security and current practices.	Operations
Examine ways to eliminate unutilized spaces or portables	Unutilized space or excess portables can provide hiding areas or areas where illicit behavior can occur. Eliminating this type of space can make the campus easier to manage.	Operations
Security Assessment	Identifies which security systems need improvement.	Operations
School site selection	For new schools, avoid isolated locations and locate near neighborhoods, if possible, in order to cut down response times and provide more eyes on the campus from surrounding properties.	Policy
Identification of Security Projects in Facilities Master Plan (FMP)	As the district prepares a new FMP, it should ensure that it identifies security projects as capital needs for its schools.	Policy

School Site

Security Measure	Rationale	Capital, Operations, or Policy
Increased perimeter fencing	A perimeter fence demonstrates to people that they are not to trespass on the school property.	Capital
Guard Shack at the entrance of the parking lot or vehicle driveways	These are more typical in high schools but provide a first set of eyes on people accessing campus. Guards manning the shack can identify people who don't belong on campus or students/persons who have suspicious items in their vehicles.	Capital (construction) and Operations (staffing)
Gates – Vehicular or Pedestrian	Another form of physical access control that seeks to discourage unauthorized access to the campus	Capital
Way Finding Signage	Signage can play a key role in directing visitors to the office or administrative areas rather than having them wander around trying to their way.	Capital
CCTV in parking lot or site access points (monitored)	Allows early detection of suspicious persons or illicit activity before reaching the building.	Capital (equipment) and Operations (monitoring)
Regular Maintenance	Trash disposal, landscaping management, and lighting fixes show pride of ownership in the campus while enhancing visual access and reducing hiding places.	Operations

Building Exterior

Security Measure	Rationale	Capital, Operations, or Policy
Exterior doors with locking mechanisms (electronic)	All doors leading in to the facility should be controlled with a locking mechanism as a measure of access control.	Capital
Key card access	A key card system for exterior doors is another means of access control into the building.	Capital
Cameras/CCTV	Installation of cameras over each exterior door, outdoor corridors, and other areas	Capital and Operations

	of the campus that students utilize can provide early detection.	
Windows	Explore ways to make windows harder to access and safe for those inside through different types of glazing.	Capital

Building Interior

Security Measure	Rationale	Capital, Operations, or Policy
Cameras/CCTV	Inside the entry ways as another form of early detection but also to identify persons who commit some sort of act. Cameras should also be placed in other parts of the building.	Capital
Secured vestibule	Provides a secure location where visitors check in prior to accessing other parts of the school to ensure they have official business and authorized to be on campus.	Capital
Visitor registration system	There are electronic visitor management systems, which allow staff to determine if the visitor has issues that prevent him/her from being on site (i.e. custody issues). In lieu of an electronic system, the school can use paper sign-ins and provide a badge or some other form of identification ensuring they have business to be at the school.	Capital
Renovation of Entry Ways	For schools without secured vestibules or with administration areas that are not located at the front, renovation may be necessary so the school can construct a more secure entrance. Administrative areas at the building entrance provide better opportunities for visual surveillance than other campus activities.	Capital
Interior doors with locking mechanisms	Allows interior doors to be locked while protecting interior hallways and classrooms.	Capital

Systems

Security Measure	Rationale	Capital, Operations, or Policy
Install or upgrade alarm systems that function with bells and monitor communication systems	Security systems tied to offsite monitoring, bells, and other communication devices can alert the rest of the school, neighborhood, and first responders that a situation is taking place.	Capital
Install handheld radio systems with appropriate hardware, software, and associated devices such as antenna and tower installation	Handheld (two-way) allows simultaneous communication with a variety of parties, which is beneficial in large campuses and buildings.	Capital

Operations

Security Measure	Rationale	Capital, Operations, or Policy
Coordination with Local Law Enforcement	Ensuring that the school has a point of contact with law enforcement is important. In addition, for districts who might deal with several law enforcement agencies, it is important for coordination to establish lines of communication, improve response times, coordinate training, and outline emergency and evacuation procedures.	Operations/Policy
Establish Emergency Response Team for Campus	Organize a small to medium size Emergency Response Team to meet regularly and discuss threats, campus climate, security gaps, training coordination, communications, and emergency procedures. ERT can consist of administrators, school support staff, teachers, and law enforcement.	Policy
Safe Reporting System	Allows students and staff to report issues on campus allowing the district a	

	proactive approach to identifying issues on campus such as bullying.	
Staff training	Staff training pertains to training on emergency responses and training to use the technology used to secure the school such as the hand held radios.	Operations

Sample Implementation Strategy Case Studies

STOP!t App – Eastern New Mexico school district utilizes the STOP!t app, which allows users to safely report instances of bullying, threats of violence, domestic abuse, weapons, hazing, racism, and other campus problems.

<http://stopitsolutions.com/stopit-solutions-education>

Secured Vestibule – A Southern New Mexico School Districts has secured vestibules in all its elementary schools. An Albuquerque area charter school with several buildings has a secure vestibule with transaction windows that serves as a primary entrance to the entire campus. The rest of the campus contains gates preventing people from accessing the campus except through the secure point of entry.

Handheld Radio (two-way) - Many credit the two-way radio system at a Northern New Mexico high school for preventing a situation from escalating. Staff training and two way radios allowed the staff to lock down the school.

Two-way Radio Towers – A Northern New Mexico school district is installing two-way radio towers in an effort to increase communication effectiveness, especially since it has some rural and more isolated campuses.

Street Closure – As a method of better campus access control, a Northern New Mexico school district is working with its community to vacate a public road in front of the school.