*School Safety Audit*

# *Guidelines*

School Safety Audit Checklist

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Safety & Security of Building and Grounds*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | *School Interior* |
|  |  |  |  | *Security* |
|  |  |  |  | *School files and records are maintained in locked, vandal proof, fireproof containers or vaults* |
|  |  |  |  | *An up-to-date inventory is maintained for all expendable school supplies* |
|  |  |  |  | *All school equipment is permanently marked with an identification number* |
|  |  |  |  | *Secure storage is available during and after school for valuable items* |
|  |  |  |  | *There is a control system in place to monitor keys and duplicates* |
|  |  |  |  | *There is a policy for handling cash received at the school* |
|  |  |  |  | *A record of health permits is maintained* |
|  |  |  |  | *A record of Fire Inspection by the local or state Fire Office is maintained* |
|  |  |  |  | *If a classroom is vacant, students are restricted from entering the room alone* |
|  |  |  |  | *There are written regulations regarding access and control of school personnel using the building after school hours* |
|  |  |  |  | *Staff members who remain after school hours are required to sign in and out* |
|  |  |  |  | *One person is designated to perform security checks at the end of the day:* |
|  |  |  |  | *Check that all classrooms and offices are locked* |
|  |  |  |  | *\_\_\_ Check all restrooms, locker rooms to assure that no one is hiding there* |
|  |  |  |  | *\_\_\_Check all exterior entrances to assure that they are locked* |
|  |  |  |  | *\_\_\_ Check all night lights to assure that they have been turned on* |
|  |  |  |  | *\_\_\_ Check the alarm system to assure that is functioning properly* |
|  |  |  |  | *The telephone numbers of the principal or other designated contact person(s) are provided to the police departments so the police can make contact in the event of a suspicious or emergency situation* |
|  |  |  |  | *Law enforcement personnel and/or community residents monitor school grounds after school hours* |
|  |  |  |  | *There is regular maintenance and/or testing of the entire security alarm system at least every six months* |
|  |  |  |  | *Fire drills are conducted as required by Delaware Law* |
|  |  |  |  | *The bathroom walls are free of graffiti* |

***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Safety & Security of Building and Grounds*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | *School Interior (Cont.)* |
|  |  |  |  | *The entrance lobby is visible from the main office* |
|  |  |  |  | *Visitors are required to sign in* |
|  |  |  |  | *Proper identification is required of vendors, repairmen, etc.* |
|  |  |  |  | *Visitors are issued ID cards or badges* |
|  |  |  |  | *Full and part-time staff, including bus drivers, are issued ID cards or other identification* |
|  |  |  |  | *Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school* |
|  |  |  |  | *Students are required to have written permission to leave school during school hours* |
|  |  |  |  | Lighting |
|  |  |  |  | The hallways are properly lighted |
|  |  |  |  | *Bathrooms are properly lighted* |
|  |  |  |  | *Bathrooms are supervised by staff* |
|  |  |  |  | *Stairwells are properly lighted* |
|  |  |  |  | *Switches and controls are properly located and protected* |
|  |  |  |  | *Access to electrical panels is restricted* |
|  |  |  |  | *The possibility of lower energy consumption and high lighting levels with more efficient light sources has been explored* |
|  |  |  |  | ***Doors*** |
|  |  |  |  | Faculty members are required to lock classrooms upon leaving |
|  |  |  |  | *Multiple entries to the building are controlled and supervised* |
|  |  |  |  | *Doors accessing internal courtyards are securely locked* |
|  |  |  |  | *Mechanical rooms and other hazardous storage areas are kept locked* |
|  |  |  |  | *The school maintains a record of all maintenance on doors, windows, lockers, and other*  *areas of the school* |
|  |  |  |  | Signage |
|  |  |  |  | *Exit signs are clearly visible and pointing in the correct direction* |

***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Safety & Security of Building and Grounds*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | *School Exterior and Play Areas* |
|  |  |  |  | Play Areas |
|  |  |  |  | Play areas are fenced |
|  |  |  |  | *Good visual surveillance of play equipment is possible* |
|  |  |  |  | *Vehicular access to play areas is restricted* |
|  |  |  |  | *Playground equipment has tamper-proof fasteners* |
|  |  |  |  | *Vehicular and Bicycle Parking* |
|  |  |  |  | Visual surveillance of bicycle racks is possible |
|  |  |  |  | *Visual surveillance of parking lots from main office is possible* |
|  |  |  |  | *Driver education vehicles are secure* |
|  |  |  |  | *Students are issued parking stickers for assigned parking areas* |
|  |  |  |  | *Student access to parking area is restricted to arrival and dismissal times* |
|  |  |  |  | *All areas of school buildings and grounds are accessible to patrolling security vehicles* |
|  |  |  |  | *Student access to parking area is restricted to arrival and dismissal times* |
|  |  |  |  | *Parking area has been designated for students who must leave school during regular hours to begin work* |
|  |  |  |  | *Security* |
|  |  |  |  | *All areas of school buildings and grounds are accessible to patrolling security vehicles* |
|  |  |  |  | *There is a central alarm system in the school.* |
|  |  |  |  | *High risk areas (office, cafeteria, computer room, music room, shops, labs, etc., are protected by high security locks and an alarm system* |
|  |  |  |  | *Unused areas of the school can be closed off during after school activities* |
|  |  |  |  | *There is two-way communication between:*  *\_\_\_ Classroom and main office*  *\_\_\_ Duty stations and main office*  *\_\_\_ Re-locatable classrooms and main office* |
|  |  |  |  | *Students are restricted from loitering in corridors, hallways, stairwells and restrooms* |
|  |  |  |  | *Students are issued identification badges* |
|  |  |  |  | *There are written regulations restricting student access to school grounds and buildings* |
|  |  |  |  | *There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms* |
|  |  |  |  | *The school ground is free from graffiti, trash and/or debris* |

***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Safety & Security of Building and Grounds*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | ***School Exterior and Play Areas-Security (Cont.)*** |
|  |  |  |  | *School grounds are fenced.* |
|  |  |  |  | *Gates are secured by good padlock and chains after hours* |
|  |  |  |  | Signage |
|  |  |  |  | Drug-free zone signs are posted |
|  |  |  |  | *Bus loading and drop-off zones are clearly defined* |
|  |  |  |  | *Parent drop-off and pick-up areas is clearly defined* |
|  |  |  |  | *There is only one clearly marked and designated entrance for visitors* |
|  |  |  |  | *Signs are posted for visitors to report to main office through a designated entrance* |
|  |  |  |  | *Restricted areas are properly identified* |
|  |  |  |  | ***Landscaping*** |
|  |  |  |  | *Shrubs and foliage are trimmed to allow for good line of sight (3’-8’ rule)* |
|  |  |  |  | *All poisonous shrubs, trees and foliage have been removed* |
|  |  |  |  | *Boundary edges are free from trees and telephone poles* |
|  |  |  |  | School Bus Zone |
|  |  |  |  | *Access to bus loading areas is restricted to other vehicles during loading/unloading* |
|  |  |  |  | *Staff are assigned to bus loading/drop-off areas* |
|  |  |  |  | ***Lighting*** |
|  |  |  |  | *There is adequate lighting around the building* |
|  |  |  |  | *Lighting is provided at entrances and other points of possible intrusion* |
|  |  |  |  | *Accessible lenses are protected by some unbreakable material* |
|  |  |  |  | *Directional lights are aimed at the building* |
|  |  |  |  | *Exterior light fixtures are securely mounted* |
|  |  |  |  | ***Windows and Doors*** |
|  |  |  |  | *Entrances to school property can be observed from the school and are adequately secured after hours* |
|  |  |  |  | *If campus style, doors are locked when classrooms are vacant* |
|  |  |  |  | *Ground floor windows: no broken panes and locking hardware in working order* |
|  |  |  |  | *Basement windows are protected with grill or well cover* |
|  |  |  |  | *Outside hardware has been removed from all doors except at point of entry* |

***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Subject and Elements being Assessed*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | Role of Law Enforcement |
|  |  |  |  | *Incidents of crime that occur on school property or at school-related events are reported to law enforcement* |
|  |  |  |  | *Law enforcement personnel are an integral part of the school’s safety planning process* |
|  |  |  |  | *The school has developed an effective partnership with local law enforcement* |
|  |  |  |  | *The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both* |
|  |  |  |  | *Law enforcement personnel provide a visible presence on campus during school hours and at school-related events* |
|  |  |  |  | *Local law enforcement provides after hours patrols of the school site* |
|  |  |  |  | Standards for Security Personnel |
|  |  |  |  | *This school does employ security personnel* |
|  |  |  |  | *Pre-employment background checks are conducted for security personnel* |
|  |  |  |  | *School security personnel meet a standard for training and qualifications* |
|  |  |  |  | *Security personnel have clearly defined roles and responsibilities* |
|  |  |  |  | *Security personnel are involved in the school’s safe school planning process* |
|  |  |  |  | *Security personnel are knowledgeable about youth service providers, both in and out of school* |
|  |  |  |  | *Security personnel have powers of arrest on school property* |
|  |  |  |  | Development of Crisis Response Plan |
|  |  |  |  | *The school has a Crisis Response Plan* |
|  |  |  |  | *The school has established a well-coordinated emergency plan with law enforcement and other crisis response agencies* |
|  |  |  |  | *Categories listed in the plan include at a minimum, those in the guidelines provided by the Department of Education* |

### ***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Subject and Elements being Assessed*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | *Staff Development* |
|  |  |  |  | *The principal and administrative staff maintain a highly visible profile* |
|  |  |  |  | *Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods* |
|  |  |  |  | *Administrators and staff (including security and law enforcement personnel) are trained in implementation of the Crisis Response Plan* |
|  |  |  |  | *Administrators and staff are trained in personal safety* |
|  |  |  |  | *School security officers (not law enforcement) receive in-service training for their responsibilities* |
|  |  |  |  | *School Resource Officers (law enforcement) receive in-service training for their responsibilities* |
|  |  |  |  | *School volunteers receive training to perform their duties* |
|  |  |  |  | *Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies and state and federal laws* |
|  |  |  |  | *School safety and violence prevention information is regularly provided as part of a school or system-wide staff development plan* |
|  |  |  |  | *Staff development opportunities extend to support staff, including cafeteria workers, custodial staff, secretarial staff, and bus drivers* |
|  |  |  |  | Opportunities for Student Involvement |
|  |  |  |  | *Students are represented on the School Safety team* |
|  |  |  |  | *The school provides opportunities for student leadership related to violence prevention and safety issues* |
|  |  |  |  | *The school provides adequate recognition opportunities for all students* |
|  |  |  |  | *Students are provided encouragement and support in establishing clubs and programs, etc* |
|  |  |  |  | *Students are adequately instructed in their responsibility to avoid becoming victims of violence (i.e., by avoiding high-risk situations, etc.)* |
|  |  |  |  | ***Level of Parent and Community Involvement*** |
|  |  |  |  | *Evidence suggests that the community supports the school’s programs and activities that teach safety and non-violence* |
|  |  |  |  | *School activities, services, and curricula reflect the characteristics of the students and the community* |
|  |  |  |  | *School safety planning reflects the neighborhood, including crime and hazardous conditions* |
|  |  |  |  | *Parents are an integral part of the school’s safety planning and policy making* |
|  |  |  |  | *Parents are aware of behavioral expectations and are informed of changes in a timely manner* |
|  |  |  |  | *Local businesses and other community groups are involved in the school’s safety planning* |

***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.***

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Subject and Element being Assessed*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | *Development and Enforcement of Policies* |
|  |  |  |  | *The Student Conduct Policy is reviewed and updated annually* |
|  |  |  |  | *A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification* |
|  |  |  |  | *The school has a Crisis Response Plan in effect that is reviewed and updated annually* |
|  |  |  |  | *A chain-of-command has been established for the school when the principal and or other administrators are away from the building* |
|  |  |  |  | *The school has implemented pro-active security measures on campus, at school-sponsored activities and on all school property (i.e., school buses).* |
|  |  |  |  | *Disciplinary consequences for infractions to the Code of Conduct are fairly and consistently enforced* |
|  |  |  |  | *Behavioral expectations and consequences for violations are clearly outlined in the Code of Conduct, including sanctions for weapon and drug offenses and all other criminal acts* |
|  |  |  |  | *Parents are an integral part of student discipline procedures and actions* |
|  |  |  |  | *Alternatives to suspensions and expulsions have been built into the discipline policy and are consistently used* |
|  |  |  |  | *The policy provides a system whereby staff and student may report problems or incidents anonymously* |
|  |  |  |  | *Specific policies and/or procedures are in place that detail staff members’ responsibilities for monitoring and supervising students outside the classroom, such as in hallways, cafeteria, rest rooms, etc.* |
|  |  |  |  | *Procedures for Data Collection* |
|  |  |  |  | *Violations of state and federal law are reported to law enforcement* |
|  |  |  |  | *An incident reporting procedure for disruptive incidents has been established* |
|  |  |  |  | *Records or data have been established and are analyzed to identify recurring problems* |
|  |  |  |  | *Accident reports are filed when a student is injured on school property or during school related activities* |
|  |  |  |  | *The incident reporting system is reviewed and updated annually* |
|  |  |  |  | *Intervention and Prevention Plans* |
|  |  |  |  | *Students have access to conflict resolution programs* |
|  |  |  |  | *Students are assisted in developing anger management skills* |
|  |  |  |  | *Diversity awareness is emphasized* |
|  |  |  |  | *Programs are available for students who are academically at-risk* |
|  |  |  |  | *Students may seek help without the loss of confidentiality* |
|  |  |  |  | *Students and parents are aware of community resources* |

***School Safety Audit Checklist***

***Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Directions: Use the following checklist to assess the school’s strengths and weaknesses in the Safety and Security of Buildings and Grounds. An element may be in place (check ‘Yes’), but at a minimal level (check ‘Improve’). If the element is missing, check ‘No’. If the school plans to implement this missing criteria or function, check ‘implement’.

| ***Yes*** | ***Improve*** | ***No*** | ***Implement*** | ***Safety & Security of Building and Grounds*** |
| --- | --- | --- | --- | --- |
|  |  |  |  | Miscellaneous |
|  |  |  |  | *Does vandalism take place? If yes, check all areas that apply:* |
|  |  |  |  | *Classrooms Locker rooms* |
|  |  |  |  | *Hallways Play areas* |
|  |  |  |  | *Bathrooms* |
|  |  |  |  | *Other* \_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  | *Vandalism takes place during: (check all that apply):* |
|  |  |  |  | *Before School Hours During School Hours* |
|  |  |  |  | *After school Hours Weekends* |
|  |  |  |  | *Other :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
|  |  |  |  | *Do assault and battery incidents take place? If yes, check all areas that apply:* |
|  |  |  |  | *Classrooms Locker rooms* |
|  |  |  |  | *Hallways Play areas* |
|  |  |  |  | *Bathrooms* |
|  |  |  |  | *Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
|  |  |  |  | *During what periods of the day do assault and fighting incidents happen?* |
|  |  |  |  | *Before school Change of class* |
|  |  |  |  | *After school Lunch period* |
|  |  |  |  | *Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |