

# School Safety and Security UHS Categories

Note: The information below identifies and describes the ten UHS categories upon which item pool selections can be based using *CapacityWare*<sup>TM</sup> software.

## A. UHS Categories Defined.

**1. Community and Outside Support.** This category measures the level of support accorded the school location by all outside individuals and organizations that have a direct impact on the security of the learning environment. This includes, but is not limited to:

- a. Emergency responders that support the school when needed,
- b. Business sponsors that can assist in times of need,
- c. Education domain organizations,
- d. Resource providers that impact the level of security preparedness, and
- e. Parent organizations that impact the level of security support provided the school.

**2. Internal Authority.** Within the school (or school division) selected individuals of bone fide groups who have an official capacity to make and enforce decisions, or influence the decisions (official or otherwise) made by others. Of the greatest importance, these individuals collectively form a core mindset that ensures some things are engaged and other things are prevented. Below is a list of individuals who form the core authoritative mindset of the organization:

- a. Board or council members,
- b. Superintendent and immediate direct reports,
- c. Principal,
- d. Senior Teachers and,
- e. Union officials (in any),

**3. Occupant Information.** In all cases, security officials must know who is in the building and on the grounds for a variety of reasons. This includes the full range of occupants at all times. Included in the occupant database is information on the following:

- a. Vendors, Contractors and Sales Representatives,
- b. Employees and Prospective Employees,
- c. Parents and Guardians,
- d. Government officials (Local, County, State, and Federal),
- e. Education officials from other Schools and/or Districts, and
- f. General Public.

**4. Reaction Information and Knowledge.** A set of procedures or actions to be taken in given situations or conditions must be available and understood by those who have responsibilities and authorities under such documentation. The situations or conditions must be comprehensive and continuously reviewed and updated as appropriate. The following is a list of individuals considered key to the appropriate reaction to defined situations or conditions:

- a. Principal,

- b. Administrators,
- c. Security Personnel,
- d. Teachers,
- e. Counselors,
- f. Custodians,
- g. Food Service Personnel,
- h. Drivers (Bus),
- i. Health Care Professionals,
- j. Room and Corridor Monitors, and
- k. Area Assignment Coordinators.

**5. Ancillary Programs.** Ancillary Programs cover non-traditional classroom programs. Many extra-curricular student options, or alternative traditional-education education activities constitute a particular risk because these activities or events are conducted in an uncontrolled or less than desirable controlled environment and therefore present special safety and security considerations (off-site activity, field trips, open-air activity, general admittance events, combined organization events).

- a. Physical Surroundings,
- b. Proximity to Access and Egress Abnormalities,
- c. Population Control, and
- d. Surveillance Constraints.

**6. Current Emergency-oriented Guidance.** One hallmark of a safe and secure environment is the presence of written guidance that, if followed, would minimize or eliminate the adverse impact. The least desirable condition would be that those having to respond to an adverse condition would act chaotically and unpredictably thus imposing untenable conditions on those who must establish and maintain control.

- a. Currency of contingency plans,
- b. Adequacy of contingency plans,
- c. Knowledge of contingency plans by those having a role in execution, and
- d. Sufficiently realistic and timely drills to validate predictable compliance.

**7. School-based Security Programs.** Routine safety and security concerns are of equal importance to those that may exist in an emergency. To a large degree, routine conditions ought to mirror conditions that might be required in an emergency condition to aid in compliance (routine conditions become training for an eventual emergency).

- a. Access Routines,
- b. Internal Movement,
- c. Roles, Rules and Responsibilities,
- d. Authority Recognition (Extended and Limited),
- e. Privacy,
- f. Compliance with Authority, and
- g. Egress Routines.

**8. Special Contingency Considerations.** Special contingencies erupt from such phenomena as weather, civil unrest, gang-related activity, earthquake, controlled substance

pervasion, martial law, man-made disaster, isolated traumatic event(s), and other related conditions calling for an orderly and controlled response. Although the field of possibilities is broad and the magnitude of response options is highly variable, each potential disruption must be planned for and addressed with those having to respond.

- a. Task force preparedness,
- b. Outside agency cooperation,
- c. Population awareness, and
- d. Response aid availability.

**9. Buildings and Grounds.** The physical plant within which normal and contingency operations take place is a primary concern for safety and security reasons.

- a. Construction and condition of facility and grounds,
- b. Access,
- c. Population accommodations,
- d. Obstacles and barriers to visibility,
- e. Traffic movement control,
- f. Local building code compliance, and
- g. Egress.

**10. Significant Safety and Security Equipment.** This category may run the full gamut from routine communications, to body restraints. The concern will be whether or not those who have a specific role to fill, in any routine or contingency plan, have the equipment they need to optimize performance.

- a. Contingency medical equipment,
- b. Communications media,
- c. Surveillance camera(s),
- d. Fire detection and response,
- e. Electrical alternatives,
- f. Life sustaining provisions,
- g. Weapons, and
- h. Protective gear.

## **B. Data Collection Methodologies.**

**1. Surveys.** Surveys collect data from those individuals within the organization population and provide users with symptomatic data related to the readiness of that population to react or respond to potential conditions. Survey will provide a priority as to preparedness activity.

**2. Investigative Checklists.** Checklists are used by "experts" to determine the extent to which conditions meet safety and security criteria (published or unpublished). Priorities established by Investigative Checklists are integrated with those established from surveys so that resulting action plans are coordinated.

**3. Action Preference Inventories.** Action Preference Inventories are used to predict the likelihood of behavior in a given situation so that role task compatibility with expectations can be predicted. Armed with this information those in authority can best prepare the human element for potential contingencies.

## **C. Respondents.**

**1. Populations.** Demographics are established for each group in UHS Categories identified in A1 through A4. Additional demographics may also be added to assure the results are meaningful and actionable.

**2. Experts.** Those identified as "experts" have a practical and significant understanding of the desired conditions being assessed and are able to remediate those conditions when results are below standard.

## **D. Response Scale.**

**1. Item Overview.** All items contained in surveys or checklists are stated in short simple sentences that, if true, would result in an "Ideal" condition. The absolute best conditions are ranks with a "9" on the scale described below. The organizational authorities determine acceptable standards for all items in conjunction with experts engaged to measure those conditions.

**2. Non-response.** A non-response to any item MAY constitute the most serious condition. If a specific individual or demographic group does not respond to an item and no explanation is offered (such as, "first day on the job) and the individual is expected to have a response, some part of the "Ideal" condition is deficient.

**3. 0 to 9 Scale.** When the "0" equates to absolute disagreement, and the "9" equates to absolute agreement, survey or checklist results are established as a priority (for an individual or for any identifiable demographic group). It is possible for an individual priority for someone in a key position to be of greater importance than an organizational priority.