



January 16, 2020

Designing for School Safety and Security





VSBA

Virginia School Boards Association

Leadership · Advocacy · Support

200 Hansen Road, Charlottesville, VA 22911

Tel: 434-295-8722 Fax: 434-295-8785

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Menu

MEETINGS & CONFERENCES

Schedule

Annual Convention

Foundations Workshop
Handouts

Capital Conference

Capital Conference
Handouts

Clerks Workshop

Clerks Workshop
Handouts

Conference on Education

Conference on Education
Handouts

Webinars - "Live"

Thursday, January 16, 2020, 12:00 p.m.- 1:00 p.m.
Designing for School Safety and Security

The safety of those who occupy our school buildings is paramount, but in securing our facilities how do we err on the side of caution without taking it to the extreme? School planning and design experts will share lessons learned and best practices related to everything from hardening of schools to fostering the social and emotional well-being of occupants. Join us for this hot-topic webinar to learn how to accomplish your goal of keeping students safe while still maximizing their potential for learning and development.

Reserve your webinar seat now by [clicking here!](#)

Cost: FREE

Date and Time: January 16, 2020 12:00 PM-1:00 PM

Presenters: Bill Bradley, Senior Associate, Stantec Architecture,

January 16, 2020

Designing for School Safety and Security





Dr. Bill Bradley

- currently, architect and educational planner with Stantec Architecture
- formerly, faculty at the University of Virginia's Curry School of Education
- chair-elect of Association for Learning Environments
- licensed architect
- Accredited Learning Environments Professional

January 16, 2020

Designing for School Safety and Security



Key Take-aways

1. Must address safety *and* security... there is a difference.
2. Must address the root causes of violence *and* responses necessary to mitigate impacts.
3. Design can assist with both... in fact, solutions overlap.

January 16, 2020

Designing for
School Safety
and Security



Key Take-aways

4. It's about striking a balance.



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Agenda

1. Definitions and Framework
2. School Safety
3. School Security
4. Conclusions
5. Resources

January 16, 2020

Designing for
School Safety
and Security





Definitions and Framework

safety

security

school violence

facts related to
violence in schools

Safety vs. Security

['sā ftē]

the feeling of being protected from the factors that cause harm

SAFETY IS AN **EMOTIONAL** ASPECT



[sə'kyoŏr ə dē]

the state of being free from danger or threat

SECURITY IS A **PHYSICAL** ASPECT



School Violence

[sko̯l
'vī ə ləns]

any act of interpersonal violence occurring within a school community whether passive or physical causing either bodily or psychological harm



School Violence

[skoʊl
'vī ə ləns]

Passive examples include exclusion, intimidation, coercion, harassment, electronic aggression, assault

Physical examples include battery, sexual violence, vandalism



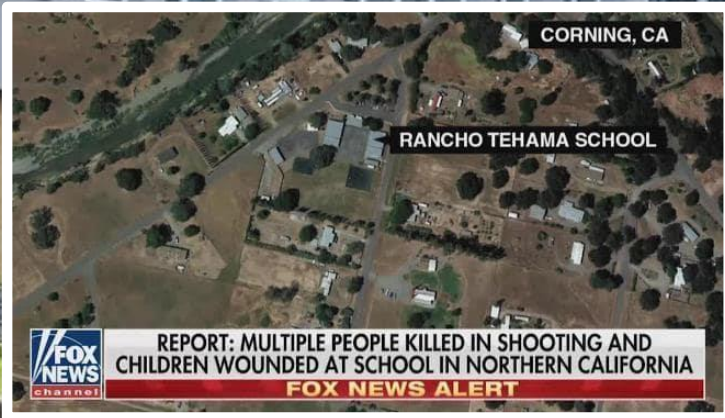
School Violence

[sko̯l
'vī ə ləns]

Violence can be student-on-student, adult-on-adolescent, adolescent-on-adult, adult-on-adult

Violence can take place at the school, on the way to or from school, during school sponsored event





What are the facts?

Is youth violence on the rise?

Is violence in schools is on the rise?

Is school homicide on the rise?

Are schools among the safest places to be?

YOUTH VIOLENCE PROJECT

- CONFERENCE PRESENTATIONS
- OUR STAFF
- PUBLICATIONS
- REPORTS & SUMMARIES
- RESOURCES

YOUTH VIOLENCE PROJECT

The Virginia Youth Violence Project is a research group composed of faculty and graduate students in the Curry School of Education and Human Development at the University of Virginia. We conduct research on youth violence prevention and school safety, and provide training and consultation on topics such as threat assessment, bullying prevention, and forensic psychology.

CONTACT US

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PO Box 400270
204 Ruffner Hall
Charlottesville, VA
22904
Phone:
434.924.8929
Fax: f: 434.924.1433
edh-yvp@virginia.edu



Call To End Gun Violence

A growing coalition of national education organizations sign onto eight-point violence prevention plan.

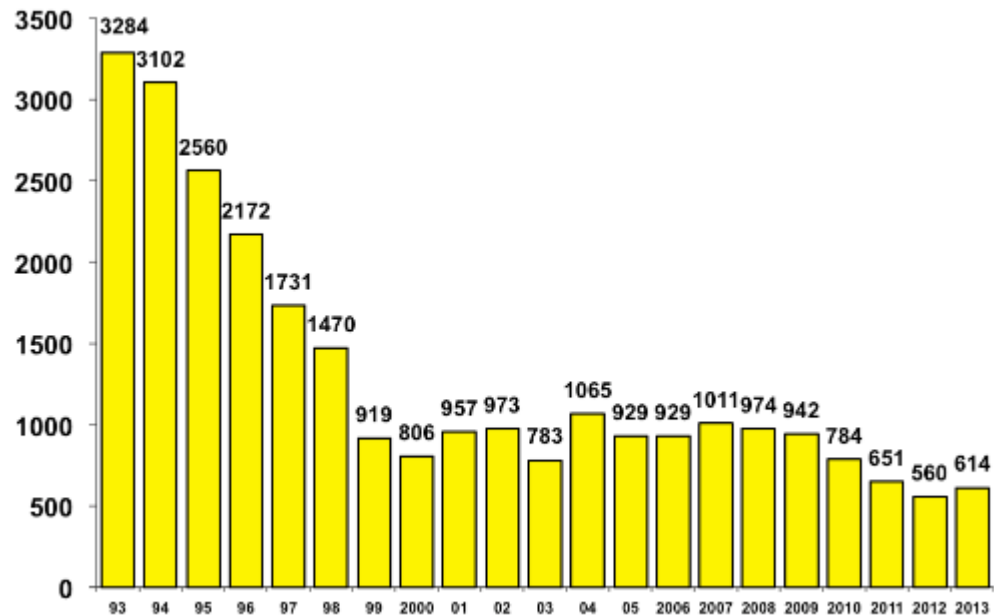
➤ [READ MORE.](#)

False

Youth violence is on the rise?

Youth violence is declining.

Juvenile arrests for homicide.

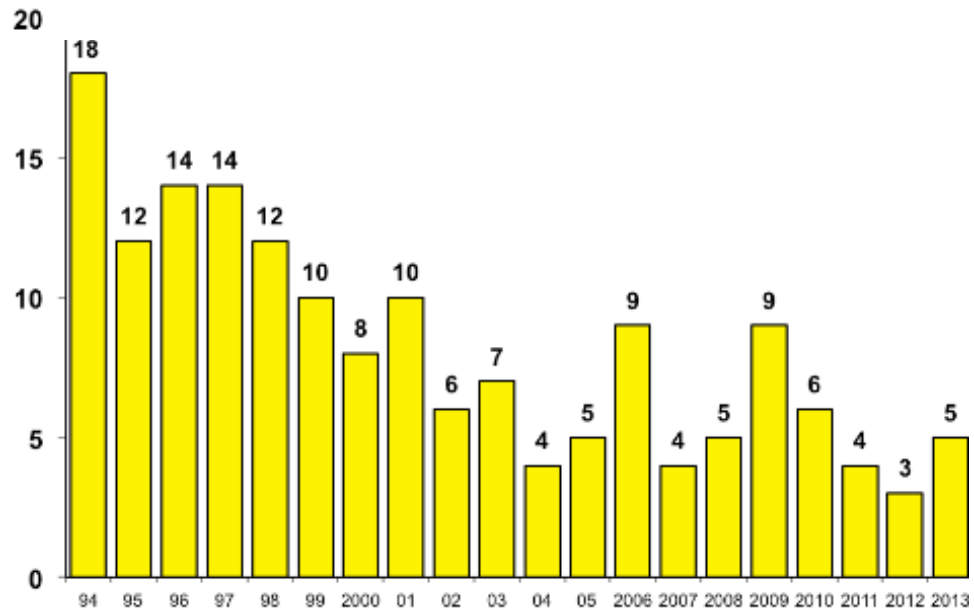


False

Violence in schools is on the rise?

Violence in schools is declining.

Serious violent crime rate in US Schools (crimes per 1000 students).

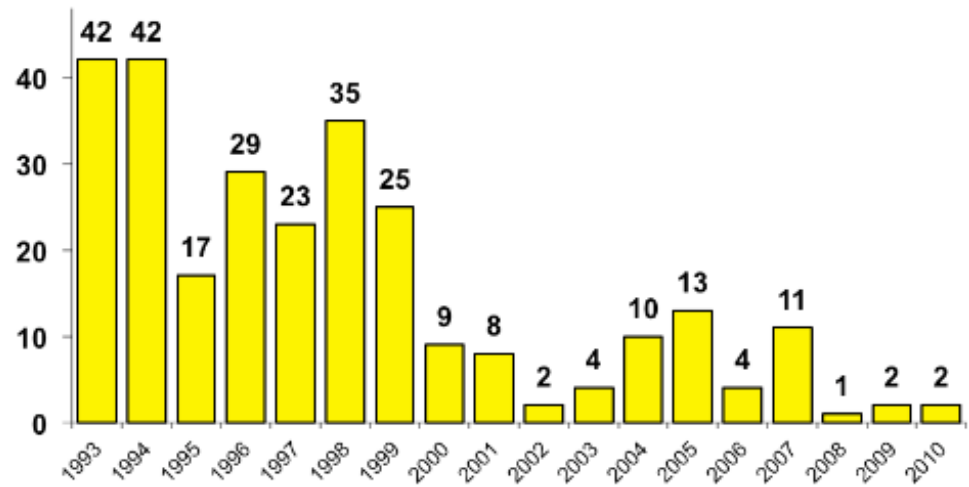


False

School homicide is on the rise?

School homicide is declining.

Homicides by students on school grounds during school day.



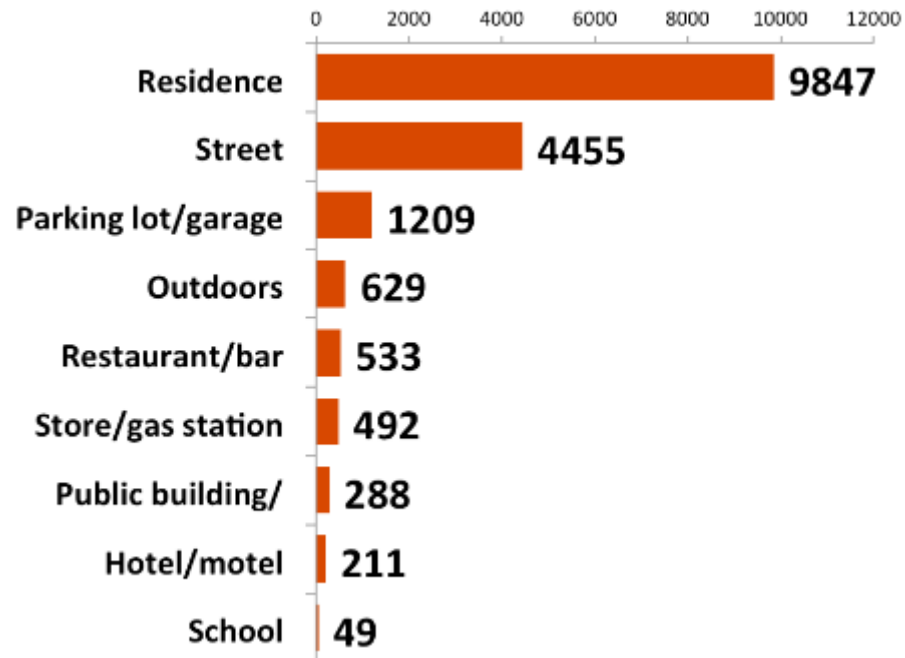
NATIONAL SCHOOL SAFETY CENTER (2010). SCHOOL ASSOCIATED VIOLENT DEATHS.

True

Schools remain among the safest places to be?

Schools remain among the safest places to be.

Survey of 18,875 homicides in 37 states.



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School Safety

basic human need

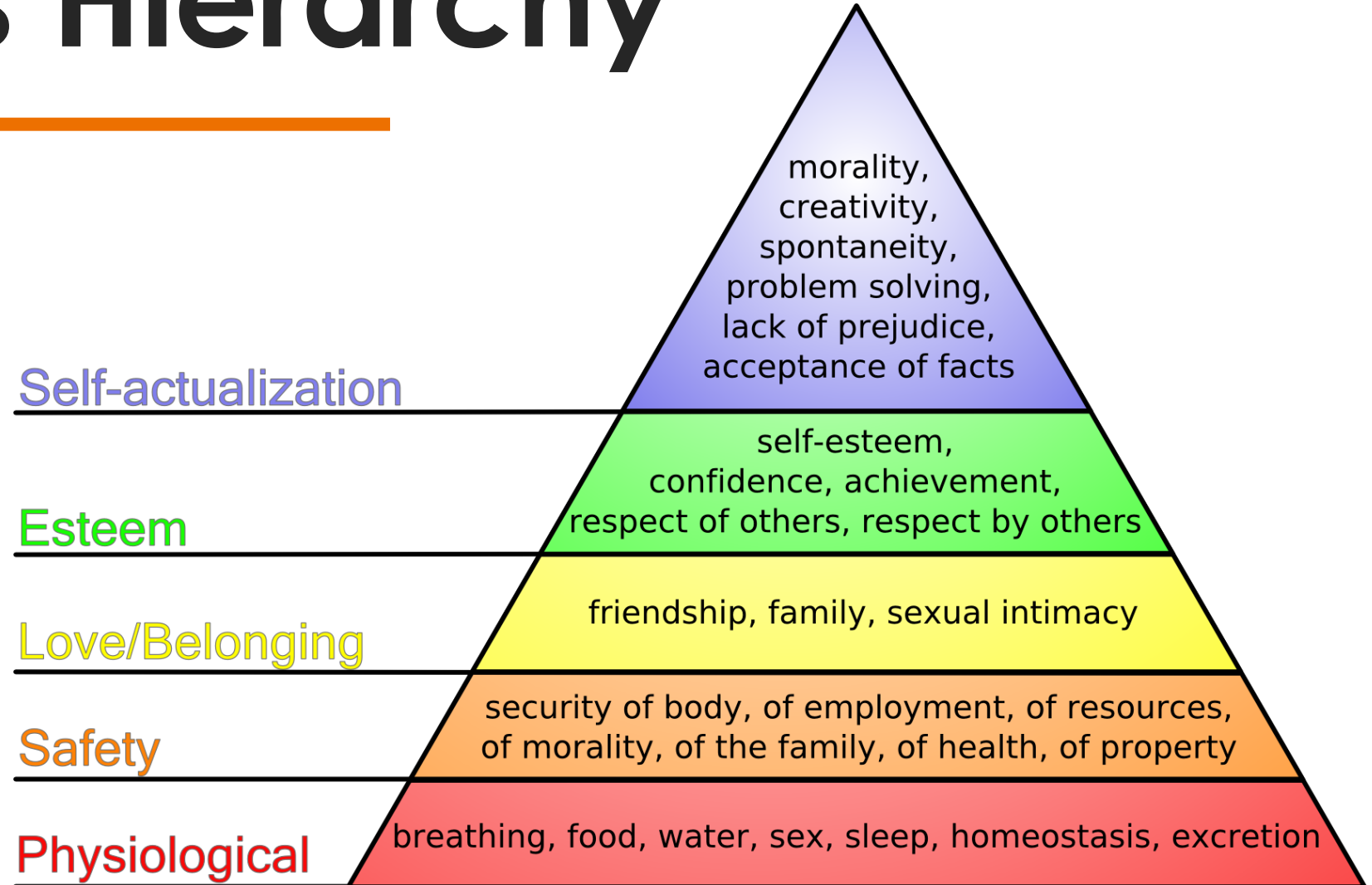
social and emotional
wellness

cognitive
development

design responses



Maslow's Hierarchy



Safety

['sā ftē]

the feeling of being protected from
the factors that cause harm

SAFETY IS AN **EMOTIONAL** ASPECT



Social and Emotional Wellness

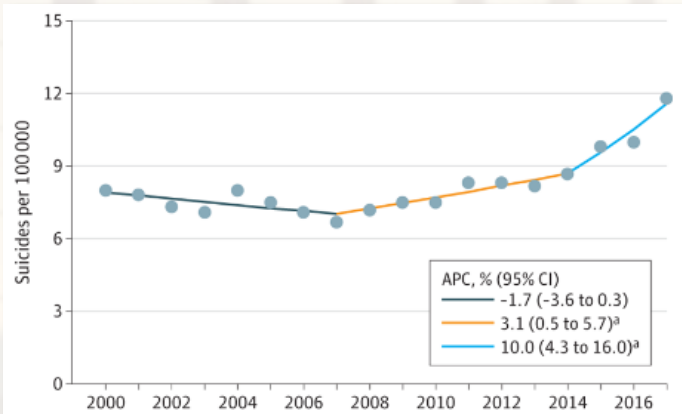
['sō SHəl
ə'mōSH ə nəl
'wel nəs]

Social wellness is defined by one's interconnectedness with others and understanding of how one's actions impact them.

Emotional wellness is one's ability to understand one's feelings and cope with stress.

Rate of Teen Suicide

Per the CDC's Underlying Cause of Death database, suicide rates at ages 15-19 increased in 2017 to its highest point since 2000.



Cognitive Development

Per the Aspen Institute's Commission on Social, Emotional, and Academic Development, social and emotional learning happen in tandem with cognitive development.



Youth Call to Action

Students learn best when they have...

- schools that are physically and emotionally safe and have a strong sense of community;
- relationships with adults who care deeply about them; and
- experiences that reinforce simultaneous development of social, emotional, and academic skills.



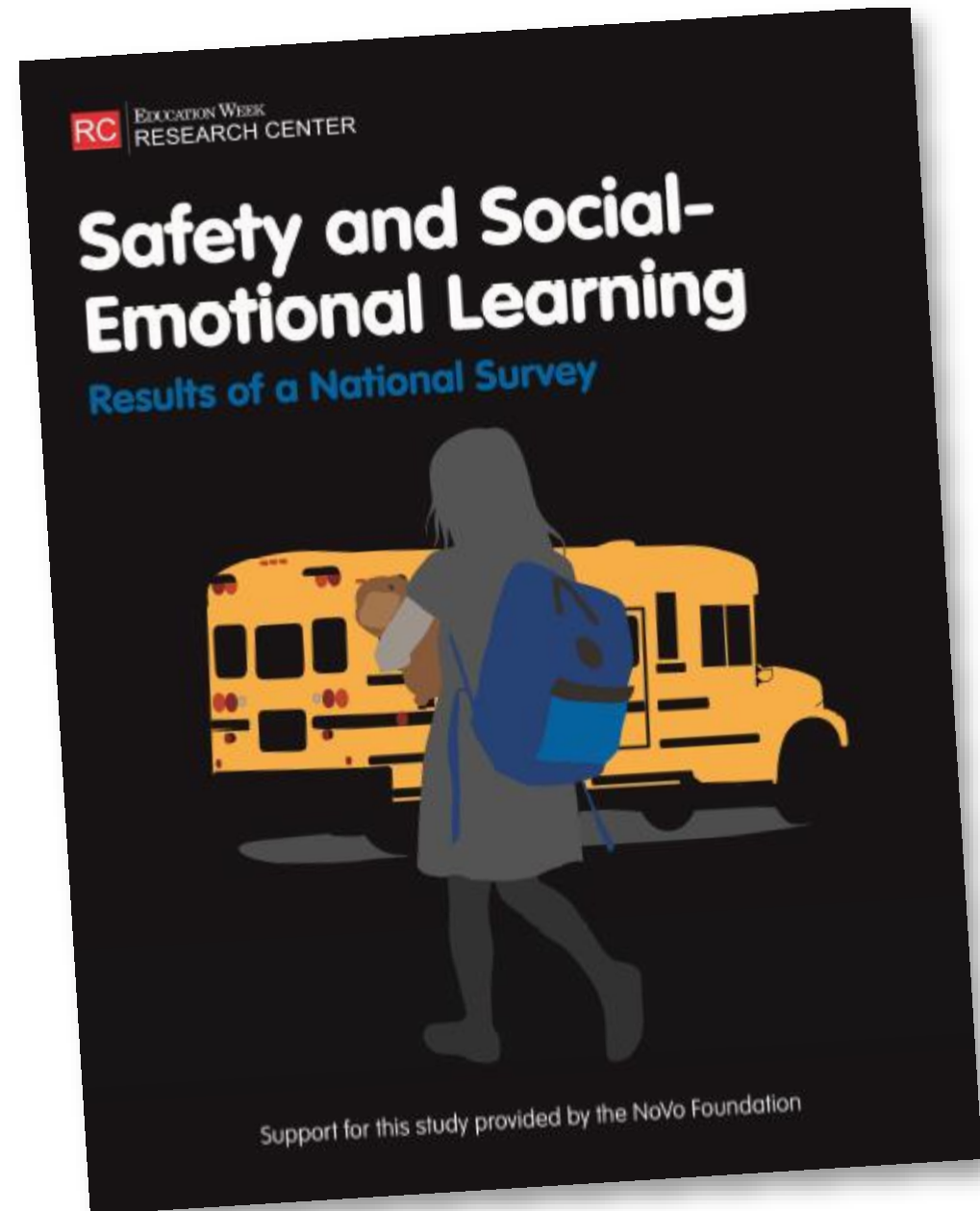
Safety and Social-Emotional Learning

700 teachers surveyed nationwide.

9 out of 10 teachers agree that teaching social and emotional skills to students will improve school safety.

Top three strategies for making schools safer were:

1. adding councilors and other mental health professionals (39%),
2. bolstering social and emotional learning programs (29%), and
3. programs to help parents address students' social and emotional challenges (26%).



American Institute of Architects' Committee on Architecture for Education – The Design of Safe, Secure, and Welcoming Learning Environments

Welcome!

THANK YOU for COMING!
We have a multi-disciplinary group

THIS CAN BE A TIPPING POINT for how we DESIGN SCHOOLS!

SAFETY & SECURITY SUMMIT

Educators	Mental Health	Law Enforcement	Student
<p>PERSPECTIVE</p> <p>Sharing our stories is how we will affect change.</p> <p>WE'VE HAD 2 SHOOTINGS</p> <p>SYSTEMS We talked but didn't make changes UNTIL the 2ND ONE</p> <p>WITHIN 2 HRS evacuated</p> <p>HOW WE CHANGED</p> <p>SINGLE POINT OF ENTRY I.D. SYSTEM</p> <p>PRACTICE ARMED INTRUDER TRAINING - RUN, not HIDE!</p> <p>FIRST AID TRAINING</p> <p>FOCUS ON MENTAL HEALTH</p> <p>EMOTIONAL HEALTH for ALL STAFF</p> <p>MODERNIZING ARE HARD TO FIND for SAFETY</p> <p>INVOLVE those who went through it in ongoing DECISIONS!</p> <p>HEALING TAKES TIME!</p> <p>SCHOOL SAFETY IS A DEFINING ISSUE. WE HAVE to ENGAGE! WE HAVE a RESPONSIBILITY!</p> <p>BEYOND ADVISORS to being ENGAGED!</p>	<p>PERSPECTIVE</p> <p>Prepare for the EVERYDAY ISSUES that can build to CRISIS EVENTS.</p> <p>1 out of 10 STUDENTS ARE EXPERIENCING</p> <p>CAN LEAD TO DROP-OUTS, even SUICIDES</p> <p>UNTREATED LESS-SEVERE CONDITIONS CAN WORSEN.</p> <p>ACES ADVERSE CHILDHOOD EXPERIENCES</p> <p>I feel safe and engaged</p> <p>Don't turn schools into PRISONS... CONSIDER how SECURITY AFFECTS mental health, student voice</p> <p>MASLOW BUILDING BLOCKS FOR SUCCESS</p> <p>Hear students & staff PERSPECTIVES</p> <p>CPTED Where security cameras are PLACED</p> <p>APP for PRINCIPALS</p> <p>OBserve DATA</p> <p>MULTI-TIERED APPROACH</p> <p>2 Team Structures IMPACT SUSTAINABILITY</p> <p>3 YOUTH CALL to ACTION</p> <p>SAFETY = relationships</p> <p>emotionally & physically safe</p> <p>WHOLE LEARNER</p>	<p>PERSPECTIVE</p> <p>NASRO Same question in calls "SHOULD SROs be ARMED?"</p> <p>Need to define: SWORN, CERTIFIED OFFICER - SELECTED & TRAINED</p> <p>GOAL: BRIDGE GAP BETWEEN law enforcement and students</p> <p>TARGET-HARDENING NEEDS TO INVOLVE TRAINED SROs</p> <p>CRIME TRIANGLE CONVEY MIRRORS helpful</p> <p>WE LOOKED AT TRESPASSING HIGH RECEPTION DESK EXTERIOR DOOR ALARM</p> <p>COLLABORATION: WORKING TOGETHER TO MAKE SCHOOLS SAFER</p> <p>Mom, you open your arms AFTER SCHOOL</p> <p>I'll stay here and you can pick me up</p> <p>ENGAGED STUDENTS INTERPERSONAL COMPETENCIES: LEADERSHIP & LEARNING</p> <p>Example of a student who feels safe</p>	<p>PERSPECTIVE</p> <p>FEB 14 CHANGED MY LIFE I LOST MY FRIENDS</p> <p>#whatif VIDEOS</p> <p>EXTRA SECURITY MADE US FEEL LIKE we were in a PRISON</p> <p>SECURITY COMES FROM THE HEART</p> <p>17 DEATHS... not just a number.</p> <p>SAFE... RESPECTED & CARED FOR</p> <p>SHIPPING SCHOOL SHOOTINGS BEGINS WITH GUN VIOLENCE PREVENTION.</p> <p>Not just about school WALLS & GLASS.</p> <p>SCHOOLS FACE Challenges</p> <p>LITIGATION</p> <p>CRIME PREVENTION: BETTER CONTROL & SURVEILLANCE</p> <p>MENTAL HEALTH</p> <p>Make counseling more FRONT & CENTER</p> <p>BOTH HARD & SOFT SUPPORT COMMUNITIES & CULTURES OF CARE</p> <p>OPTEd Principles</p> <p>Next-Gen Pedagogy & Community</p> <p>STUDIES & STATISTICS RURAL vs URBAN differences</p>

WHY we're HERE

Architect PERSPECTIVE

WE WANT TO MAKE OUR RECOMMENDATIONS & GUIDELINES for the **PHYSICAL DESIGN OF SCHOOLS** that include:

Design Incorporating

- Mental health
- OPTEd Principles
- Next-Gen Pedagogy & Community
- STUDIES & STATISTICS RURAL vs URBAN differences
- MENTAL HEALTH Make counseling more FRONT & CENTER
- BOTH HARD & SOFT SUPPORT COMMUNITIES & CULTURES OF CARE**
- LEADERSHIP & LEARNING

Ben Van Pelt / Creativity 4/15

American Institute of Architects' Committee on Architecture for Education – The Design of Safe, Secure, and Welcoming Learning Environments

Key recommendations:

Strike a balance between accounting for the unlikely worst-case scenario and the lesser acts of physical violence and emotional harm that students are more likely to encounter daily.

Address both the root cause of school violence and the responses necessary to mitigate its impact.



American Institute of Architects' Committee on Architecture for Education – The Design of Safe, Secure, and Welcoming Learning Environments

Key recommendations:

Create a welcome environment, foster a sense of belonging and community, and make sure every student is “known” by...

- providing observable spaces for small group gathering and collaboration,
- creating transparency and maintaining line of site, and
- offering a variety of spaces for teaching and learning in response to individual learning styles and preferences.



American Institute of Architects' Committee on Architecture for Education – The Design of Safe, Secure, and Welcoming Learning Environments

Key recommendations:

Prioritize space for support, counseling, and mental health services.

Pull counseling out of the administrative suite (away from the principal's office) and distribute closer to students to...

- remove stigma associated with “going to counselor,”
- make counseling integral, and
- distribute more adults in relation to more students.



American Institute of Architects' Committee on Architecture for Education – The Design of Safe, Secure, and Welcoming Learning Environments

Key recommendations:

Cultivate the human condition and celebrate the individual by....

- connecting with nature through natural light, use of natural building materials, fresh air, unobstructed views, and outdoor access;
- putting learning on display; and
- exhibiting student work.





School Security

not a fortress or
a prison

concentric rings

strategic hardening

safe refuge

safe egress



“When schools put stronger security measures in place with the intended outcome of keeping students safe, they can have unintentional adverse effects.”

Is it a school?
Or is it a prison?





“In order to keep public spaces from looking too much like a fortress... security must be invisible to the public eye.”



You Are...
Loved

You Are...
The Reason
We Are Here!

You Are...
Explorers

You Are...
Inventors

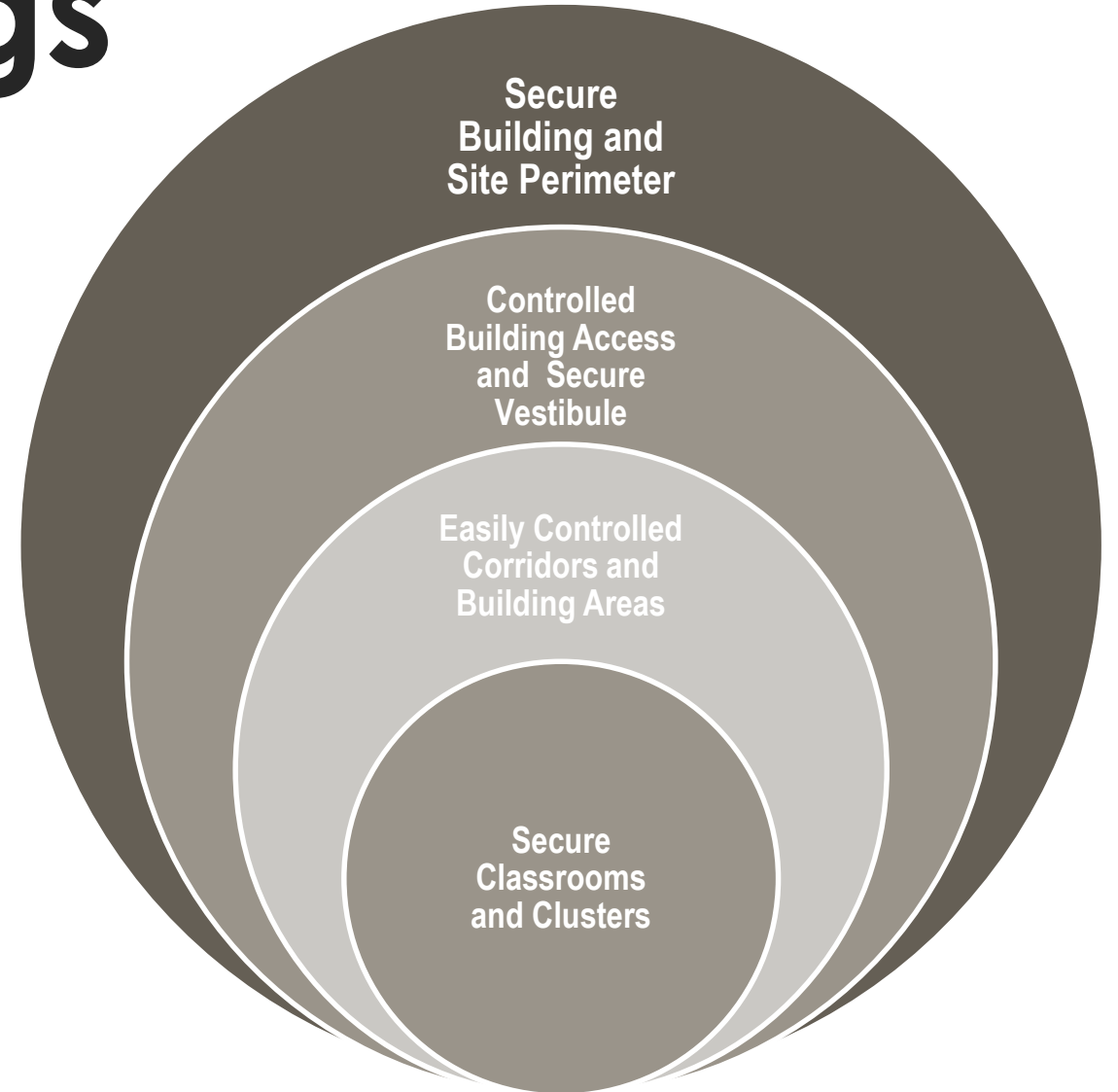




“...the idea is not that design can definitively protect people from an active shooter... but rather that it can discourage such threats or create delays that save lives.”

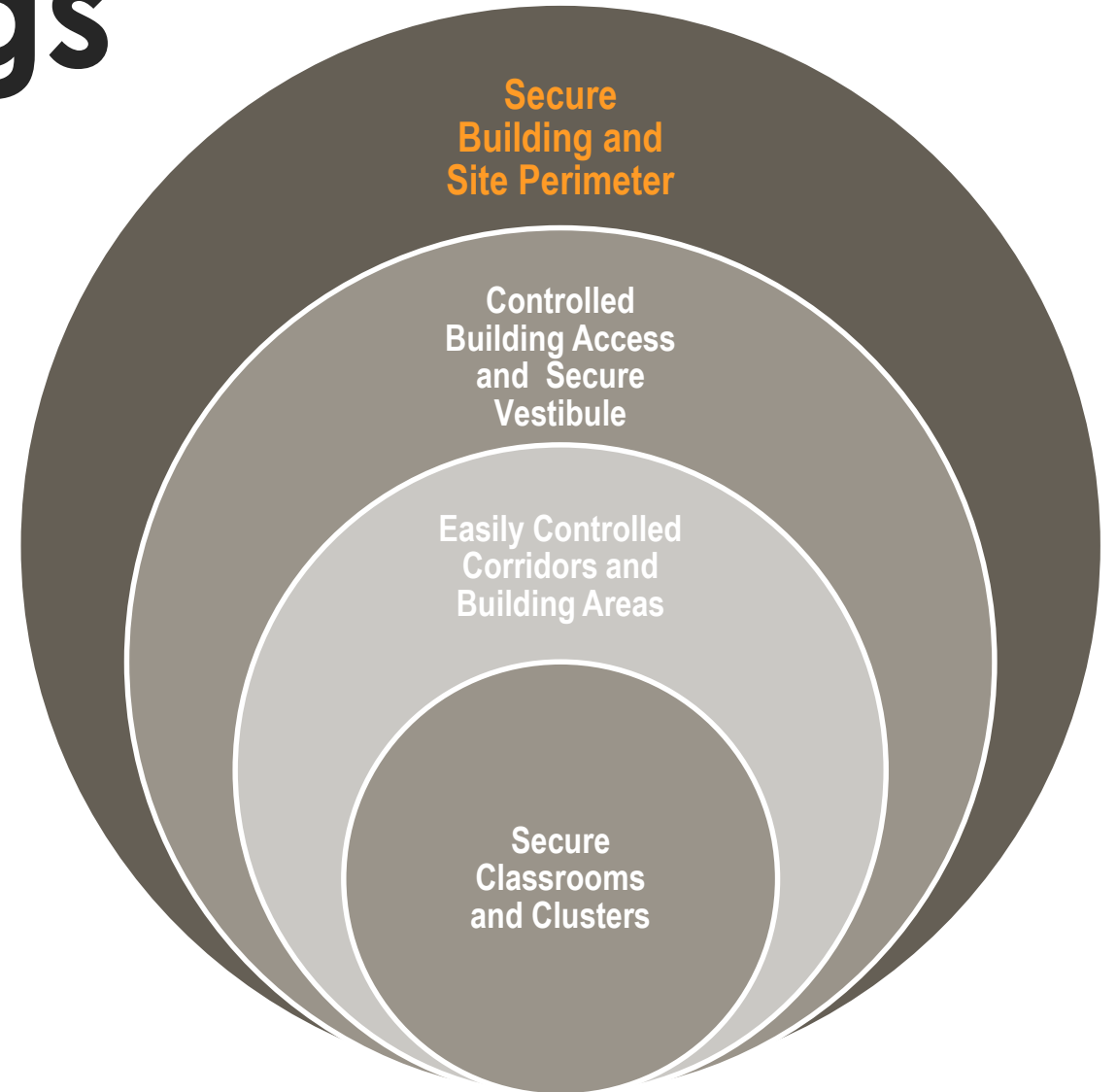
Concentric Rings

“...design can facilitate early warning, offer places of refuge, and provide paths for escape.”



Concentric Rings

“...design can facilitate early warning, offer places of refuge, and provide paths for escape.”





SANDY HOOK ELEMENTARY, SANDY HOOK, CT – SVIGALS + PARTNERS



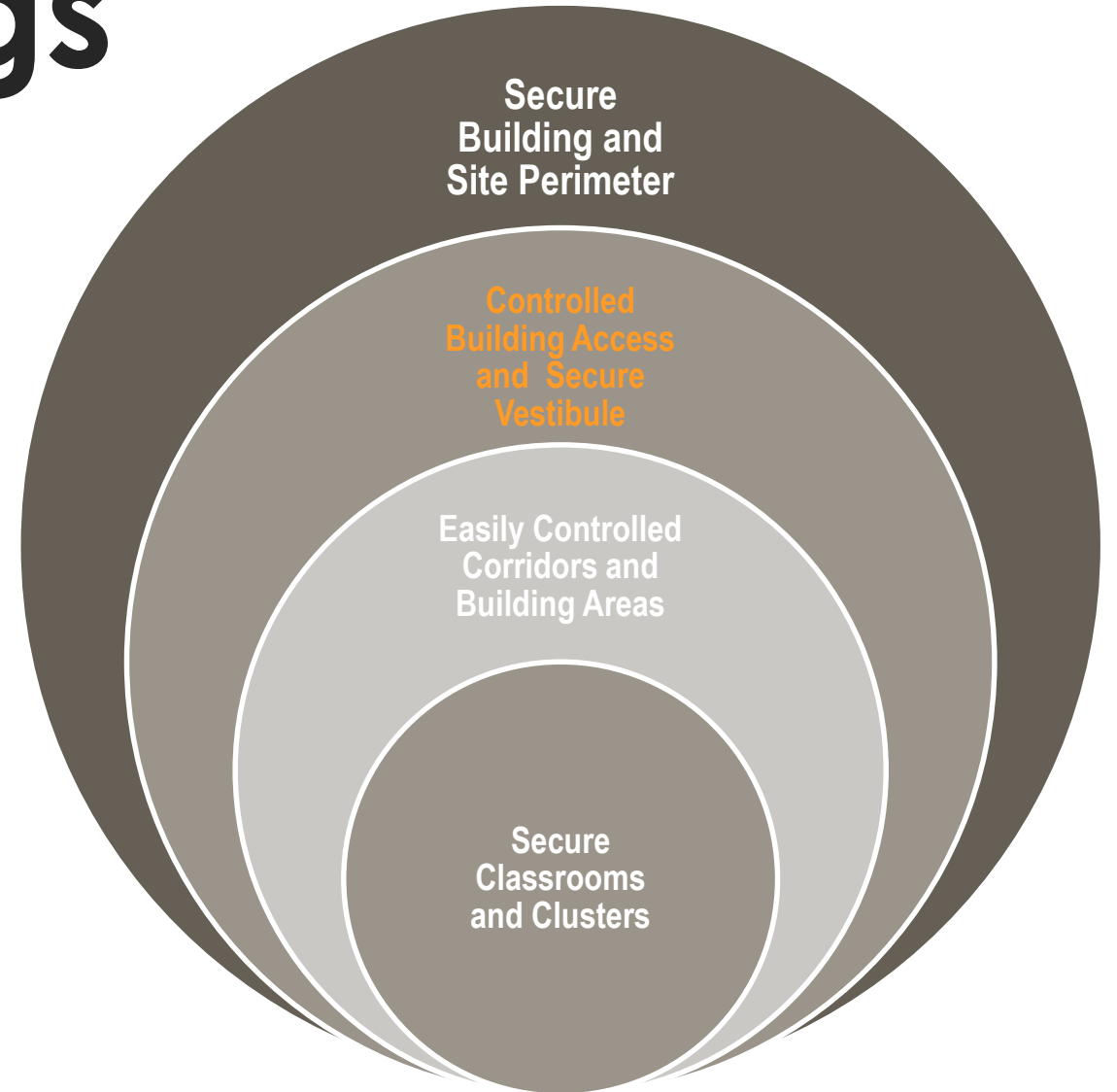
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ROBERT SHAW CENTER. KATY, TX – STANTEC ARCHITECTURE

Concentric Rings

“...design can facilitate early warning, offer places of refuge, and provide paths for escape.”





SKIPWITH ELEMENTARY. HENRICO COUNTY, VA – STANTEC ARCHITECTURE





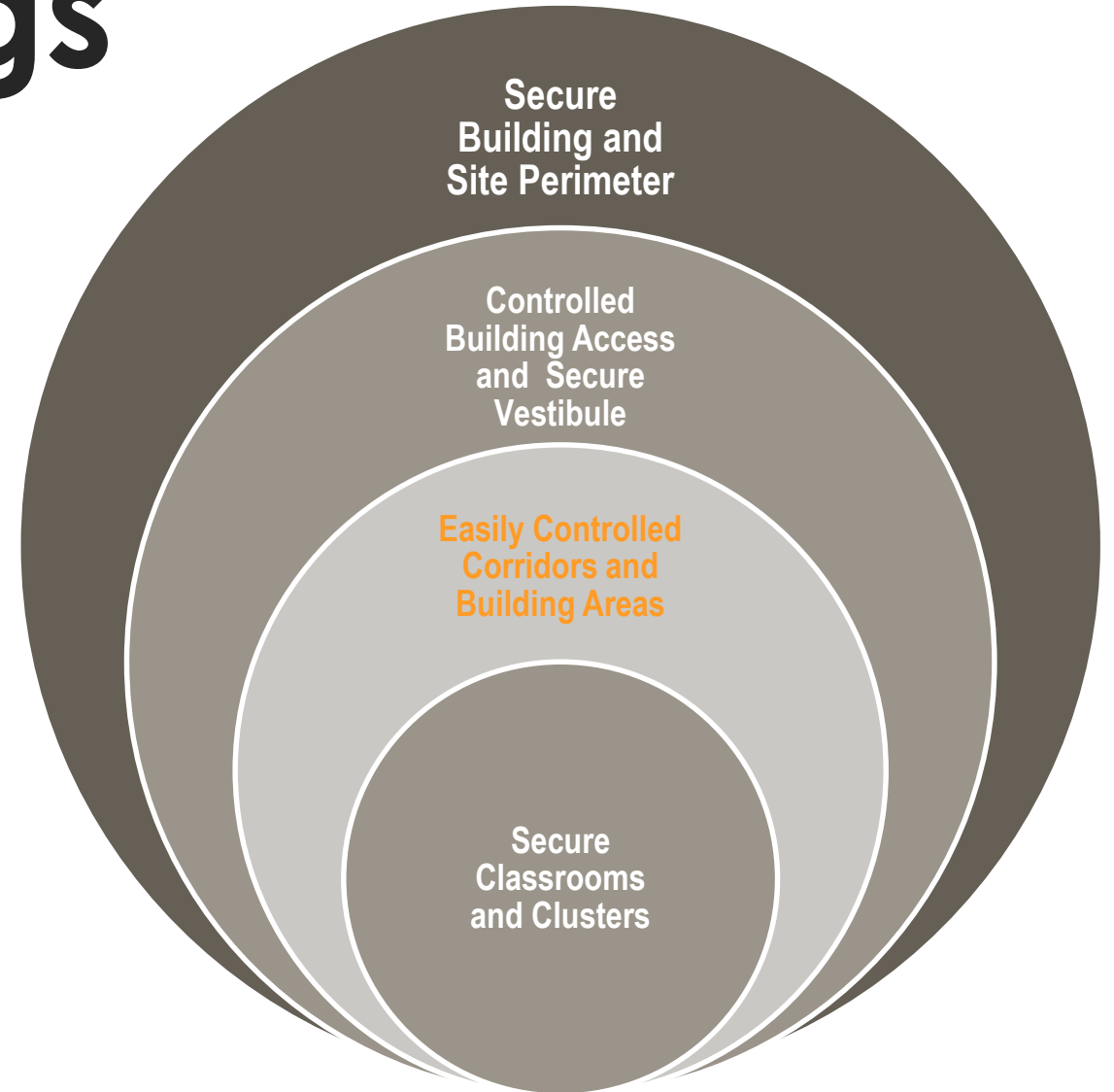
SKIPWITH ELEMENTARY. HENRICO COUNTY, VA – STANTEC ARCHITECTURE



BULLET RESISTANT FILM FOR WINDOWS

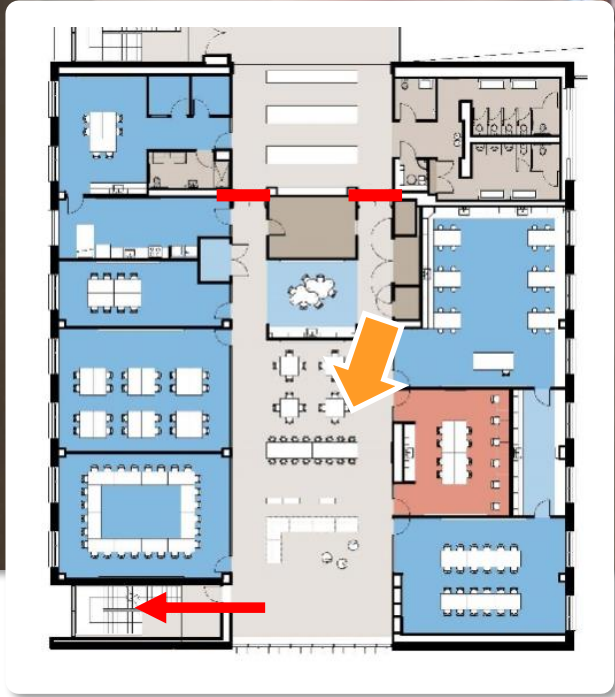
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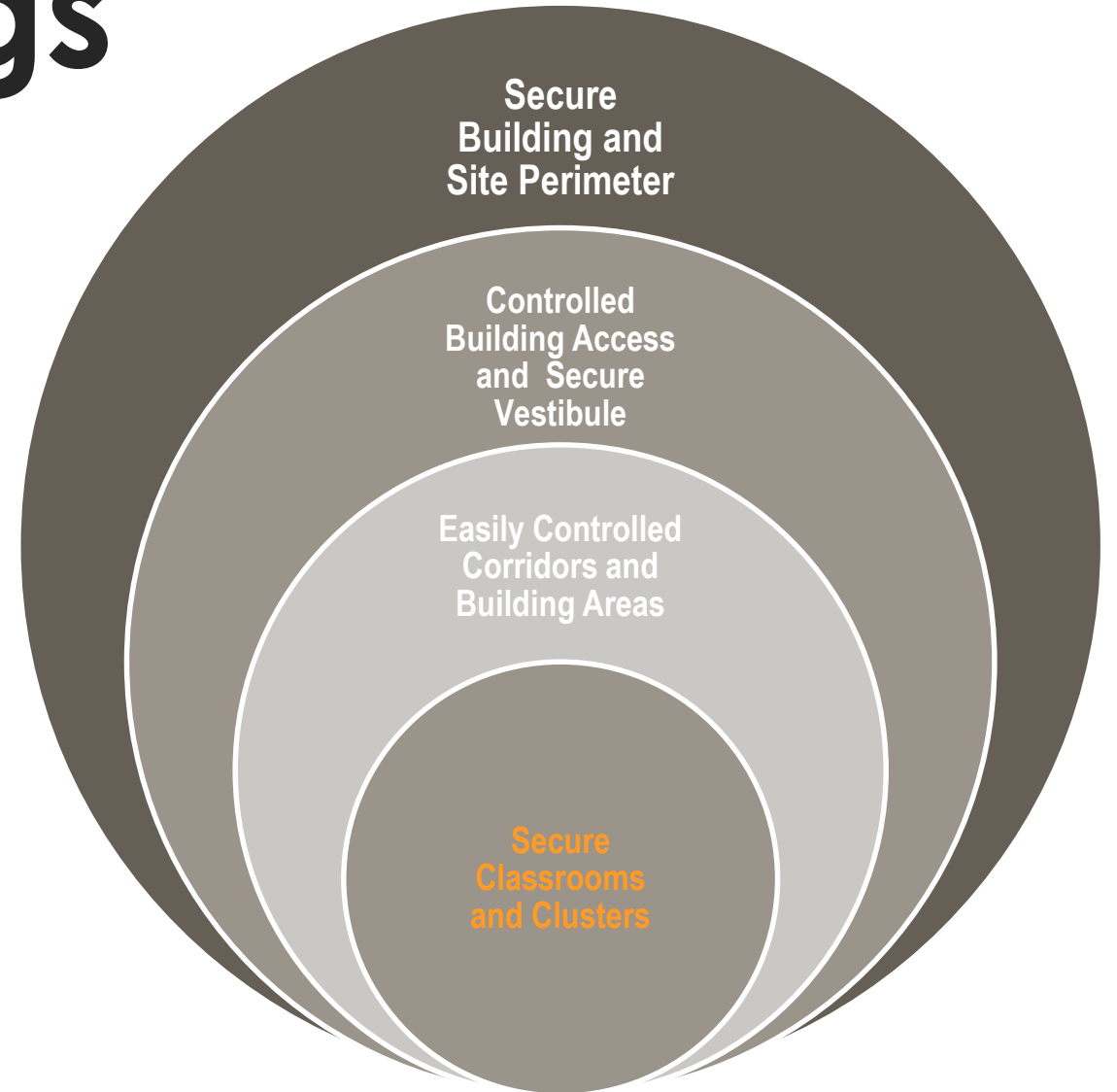




FREDERICK COUNTY MIDDLE, WINCHESTER, VA – STANTEC ARCHITECTURE

Concentric Rings

“...design can facilitate early warning, offer places of refuge, and provide paths for escape.”







A Comprehensive Approach



Active Systems

- Controlled Entries
- Locking systems
- Camera Systems

Passive Systems

- Direct Line of Sight
- Transparency
- Admin Location

Operations

- SRO / Surveillance
- Lock Down
- Staff / Student Training

Conclusions

1. Must address safety *and* security.
2. Must address the root causes of violence *and* responses necessary to mitigate impacts.
3. Design can assist with both... in fact, solutions overlap.

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Conclusions

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▶ [READ MORE.](#)

SCHOOL SAFETY & SECURITY



PREPAREDNESS | PLANNING | RESPONSE | RECOVERY

Choose a Category

Select an option...



Enter a Search Term

Search



School design safety resources

The following resources include academic research, as well as articles produced by the Institute.



Academic research

S.E. Perumean-Chaney and L.M. Sutton, "Students and Perceived School Safety: The Impact of School Security Measures," *American Journal of Criminal Justice*

[Learn more >](#)

P. Cozens and T. Love, "A Review and Current Status of Crime Prevention through Environmental Design" *Journal of Planning Literature*

[Learn more >](#)

A. Hankin, MD MPH, M. Hertz, MS, and T. Simon, Ph.D., "Impacts of Metal Detector Use in Schools: Insights From 15 Years of Research," *Journal of School Health*

[Learn more >](#)

B. Gastic, "Metal Detectors and Feeling Safe at School," *Education and Urban Society*

[Learn more >](#)

Additional resources:

Committee on Architecture for Education (CAE)

[Learn more >](#)

FEMA

Safer, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety (2017)

[Learn more >](#)

National Association of Secondary School Principals

The Breaking Ranks Framework: An Overview

[Learn more >](#)

Oxford Research Encyclopedias: Criminology and Criminal Justice

[Learn more >](#)

The Design of Safe, Secure & Welcoming Learning Environments

Hosted by the Committee on Architecture for Education



**The American
Institute
of Architects**

Committee on
Architecture for Education
an AIA Knowledge Community

What We Know About How We Learn

We know that we learn best when adults know us, make us feel safe, hold us responsible for our learning, and help us work constructively and productively together. In too many of our schools, key pieces of this equation are missing. This affects our learning and our performance, and we risk not learning key skills that will set us up for success both now and in the future. We know that we learn when our social, emotional, and academic development are connected. For us, this means teaching and seeing us as whole people. We know that we learn best when we have:

Schools that are physically and emotionally safe and have a strong sense of community;

Relationships with adults who deeply care about us and support us as learners;

Aspen Institute Youth Commission on Social, Emotional, and Academic Development

The Aspen Institute Youth Commission on Social, Emotional, and Academic Development is made up of a diverse group of students with a wide range of educational experiences. We attend public, private, and charter preK-12 schools, as well as public and private universities and military academies, located in urban, rural, and suburban settings. We are involved in art, journalism, music, theatre, science, and sports. But we all share a passion for learning and for making a difference. During the last year we have worked to better understand and advocate for students like us who want their schools to engage their passions and help them meet their potential. We've visited schools that are successfully teaching the whole student, and we have learned from the findings and leaders of the National Commission. We've come to fully appreciate that



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Cost: FREE

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