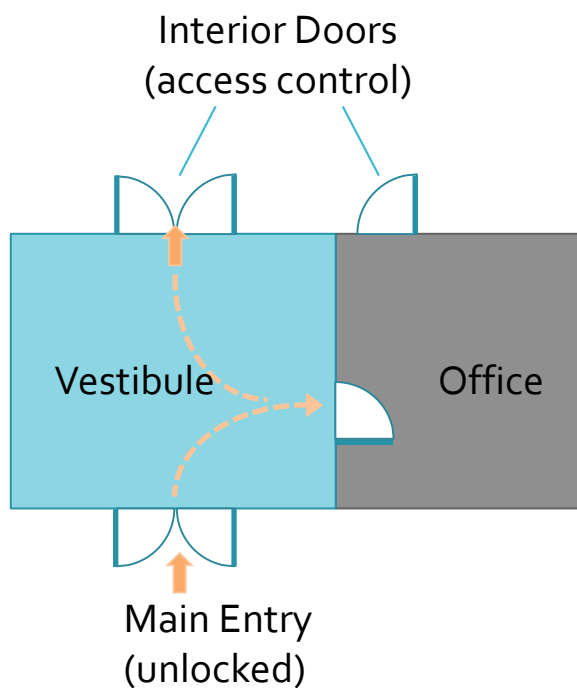


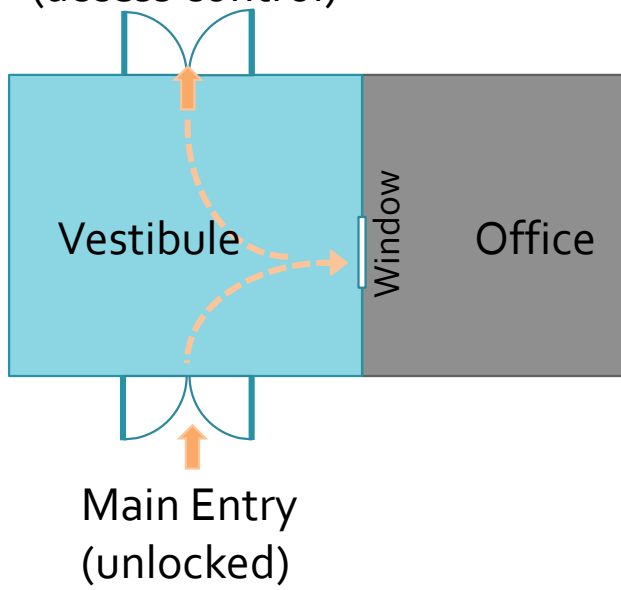
8. APPENDIX

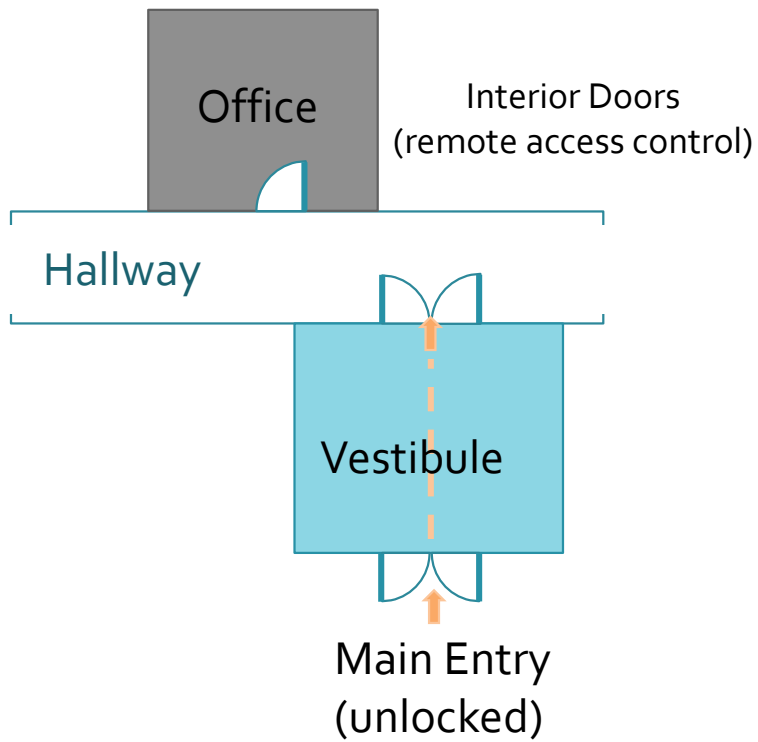
a. Diagrams and Annotated Floor Plans

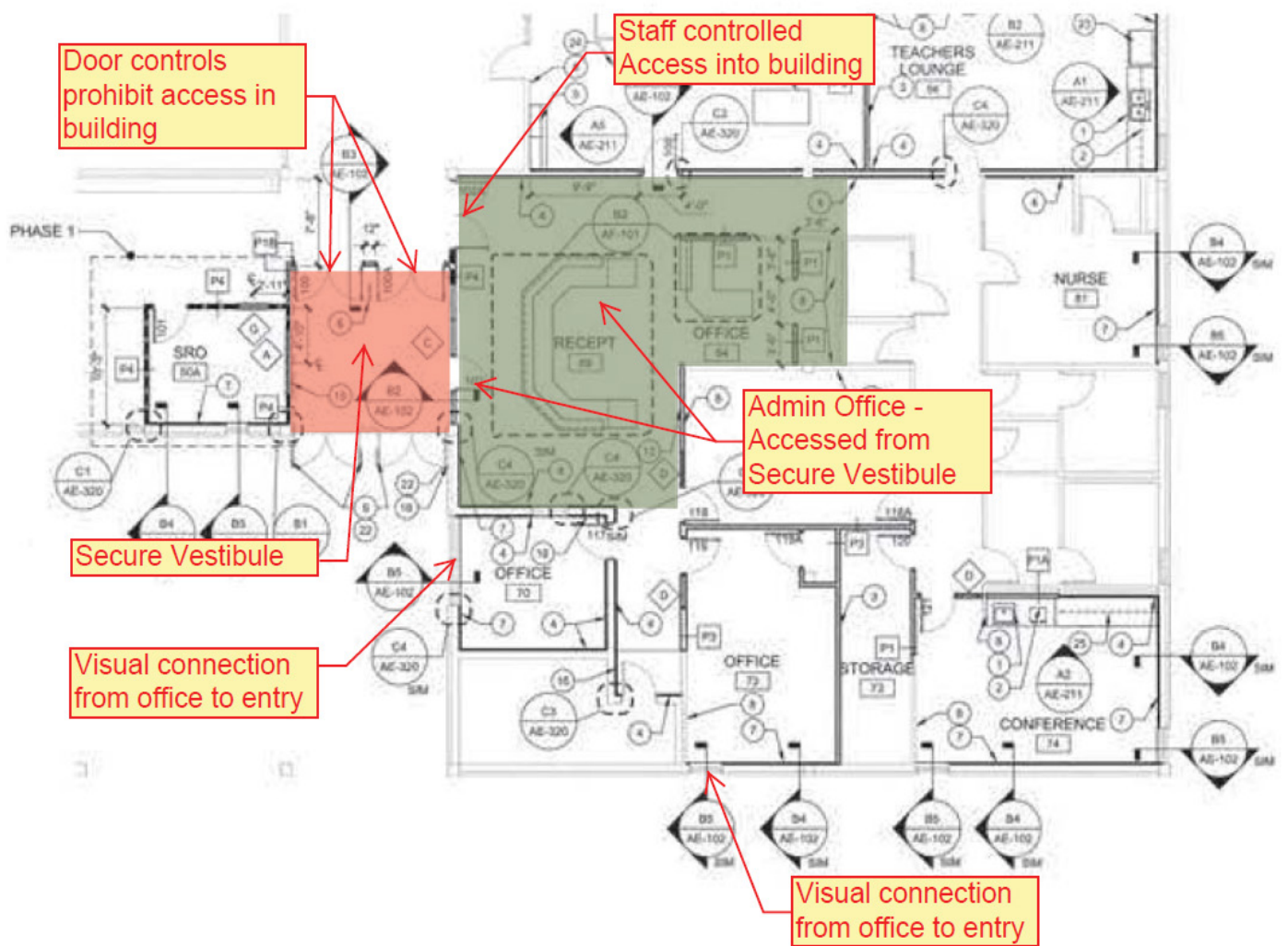


Secure Vestibule (Walk-in)

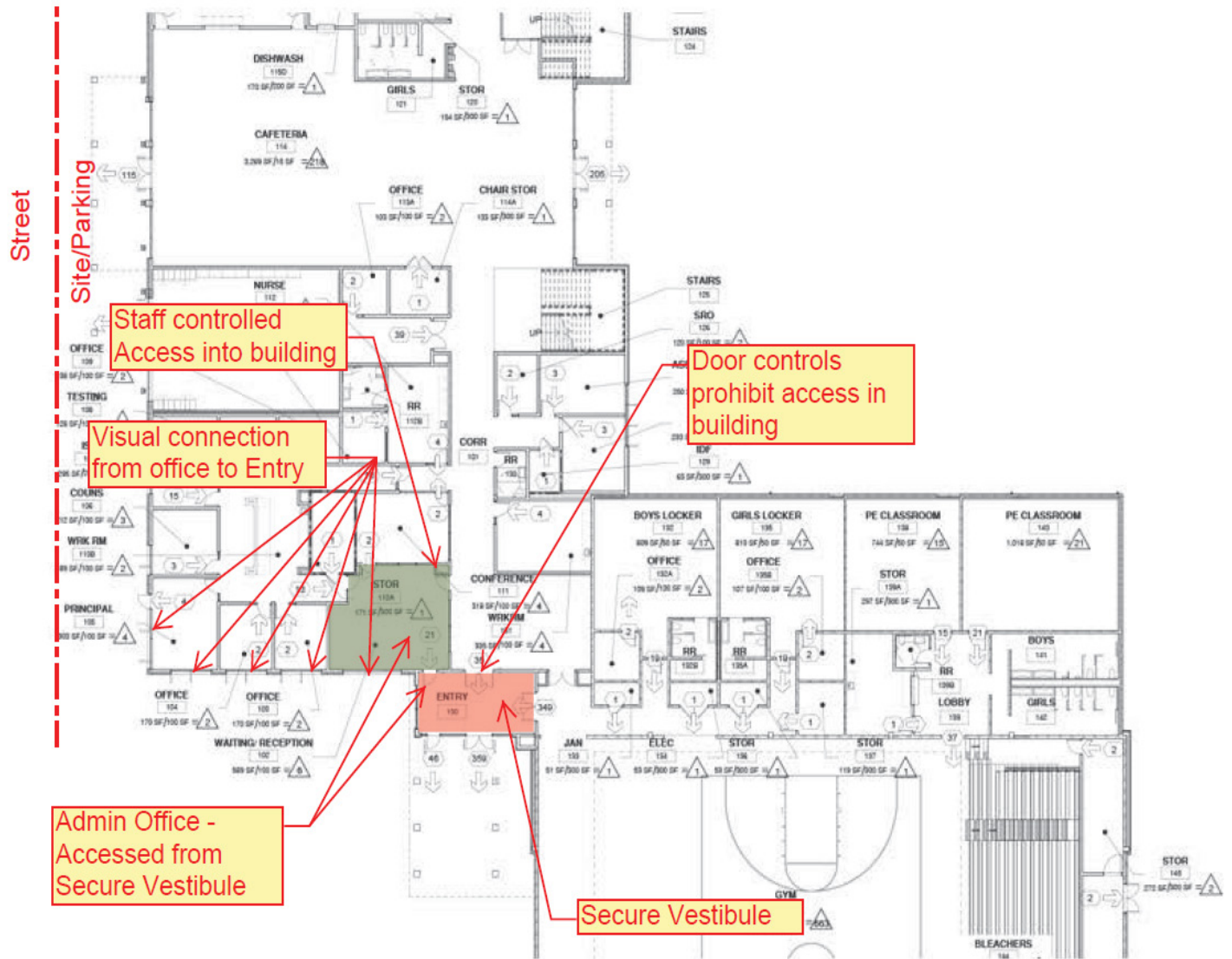
Interior Doors
(access control)







Walk-in Type Vestibule



Walk-in Type Vestibule

Street

Site/Parking

Visual connections along office wall to entry

Staff controlled Access into building

Admin Office - Accessed from Secure Vestibule

Door controls prohibit access in building

Visual connection from SRO office to entry

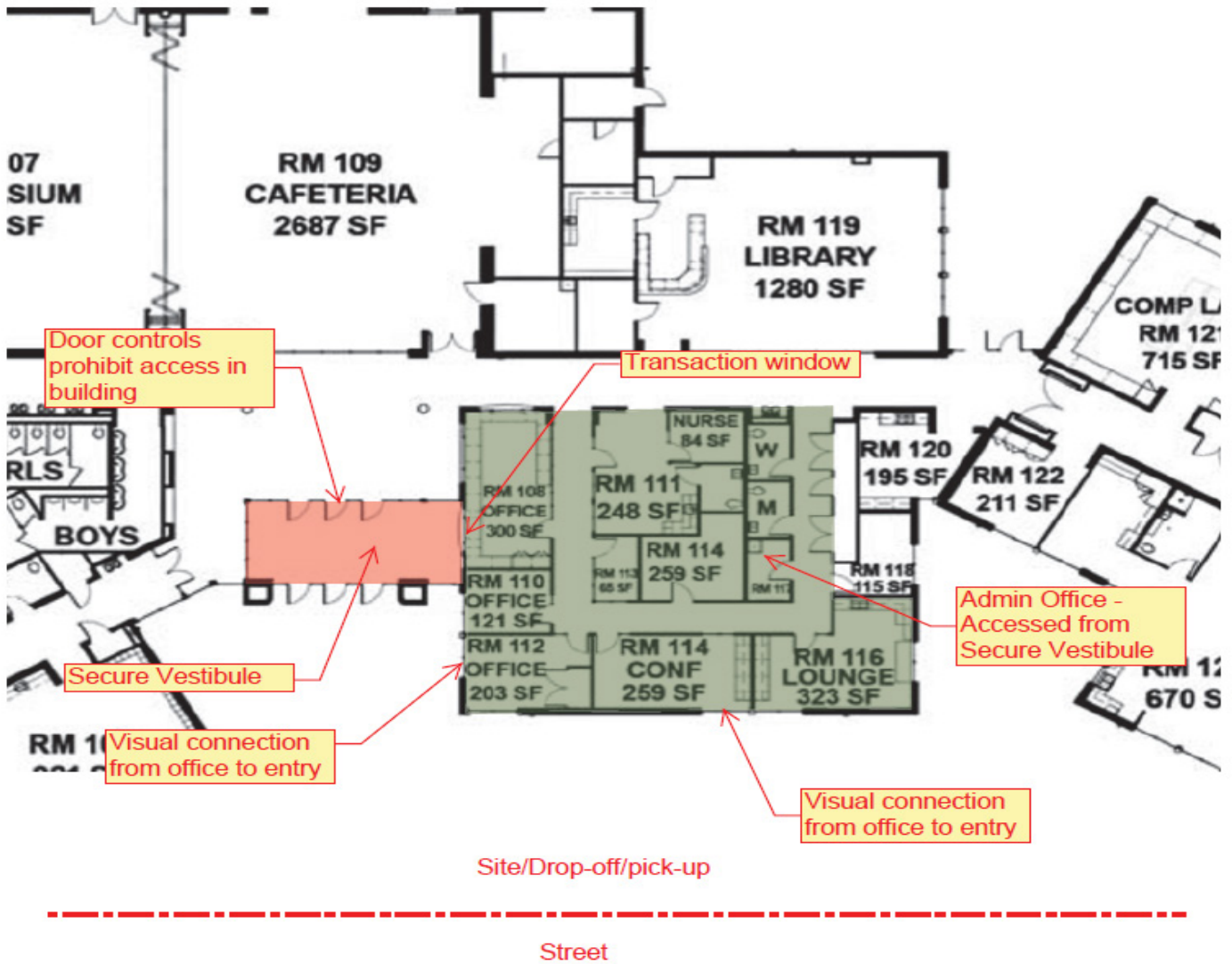
Secure Vestibule

Visual connections along office wall to entry

Site/Parking

Site/Parking

Walk-in Type Vestibule



Walkup Window Type Vestibule

b. CPTED Checklist for School Sites and Facilities

Crime Prevention Through Environmental Design

CPTED Principles Checklist

School Safety Walkthrough Checklist

1. What risks and opportunities do students encounter between home and school?

	N/A	Yes	No	Remarks
Are crosswalks hazardous?				
Are crosswalks protected?				
Can crossing guards be recruited?				
Crime Related				
Weather or environment related				
Other hazards				
Opportunities: field trips, mentors, jobs, safe havens				
Alternative transportation options				
How can natural surveillance be improved?				
Are student drop-off areas separated from school buses and other forms of transportation?				

2. What risks and opportunities are posed in areas directly adjoining school property?

	N/A	Yes	No	Remarks
Traffic Related				
Crime Related				
Other Hazards				
Opportunities: field trips, mentors, jobs, safe havens				
How can natural surveillance be improved?				
Is access to school property controlled by fencing, walls, signs (territorial, directional, and regulatory)?				
Do solid walls, fences, trees, and hedges block surveillance or attract graffiti? (3/7 rule)				
Is there adequate external lighting?				
Is the parking lot positioned in areas adequate for surveillance (physical and electronic)?				
Are parking lots separate for staff, students, and visitors with appropriate signage?				
Are walkways positioned for adequate surveillance from within the building?				
Is there adequate signage directing visitors to the primary entrance of the building?				
Do students congregate at predictable locations off campus, and does this cause a problem?				
What are the possible evacuation sites? Do they have telephones, bathrooms, heat, and securable areas?				

3. Can the office staff observe approaching visitors before they reach the school entry?

	N/A	Yes	No	Remarks
Is the office located adjacent to the main entry?				
Do windows allow natural surveillance of approaching visitors?				
Does anything block the view? (Posters, sculpture, shrubbery, etc.)				
Does the office layout allow staff to see approaching visitors from normal working positions?				
If poorly located, can the office be moved?				
Can new locations for the office be identified?				

4. Do staff members have the physical ability to stop visitors from entering?

	N/A	Yes	No	Remarks
Is it difficult for staff members to lock entry doors in an emergency?				
Can staff use an emergency electronic lock button?				
Do staff members use keys? Are they required to go outside the room in order to lock the door?				
Are the doors locked, other than rush hours?				
Is the primary entrance secured, monitored and identified with appropriate signage?				
Is the front entry staffed with security personnel?				
Are office staff members provided with crisis intervention and response training?				
Is the front entry controlled with weapons scanners or other technology?				

Do counters or windows protect office staff?				
If threatened, can office staff retreat to safer locations?				
Do staff members have panic button alarms?				
Can intruders gain access any other way than through the main entry?				
Can those secondary entries be locked, staffed, and otherwise controlled?				
How is access controlled after hours?				
Are keys effectively controlled?				
Is an alarm system in place? What triggers the alarm? What happens when the alarm is triggered?				

5. How well can people see what's going on inside the school?

	N/A	Yes	No	Remarks
How extensively can office staff and others see activity in immediately adjacent areas, as well as up and down hallways? Can they see over the heads of crowds using mirrors, cameras, raised areas?				
Do blind corners, niches, unlocked and unattended rooms block surveillance?				
Are all exterior doors numbered?				
Can illicit activity occur undetected?				
Can access to hidden areas be denied? Can those areas be locked off?				
Would convex mirrors help? If yes, where?				
Can internal windows be uncovered, or blinds be opened, to improve surveillance?				
Can first responders see what is going on in the building?				

6. Do staff members have immediate lockdown capability in classrooms and other locations?

	N/A	Yes	No	Remarks
Can rooms be used as “safe havens” in emergencies? If yes, which ones?				
Is it difficult to lock each room in an emergency?				
Is a key required to lock the classroom door?				
Does a person have to step into the hallway to lock the door?				
Will classroom doors lock automatically when closed?				
Are doors kept closed during class?				
Is there a two-way intercom or telephone in each room?				
Does staff carry communication devices?				
Are there secondary emergency exits available from each room?				

7. Is the overall school climate pro-social?

	N/A	Yes	No	Remarks
Are behavioral expectations spelled out in positive terms?				
Are expectations reflected in student-created posters or other displays?				
Is there hostile graffiti? If yes, at whom are they directed?				
If graffiti is present, is it immediately painted over?				
Are there conflicts between groups?				
Are there students who are isolated?				
Does bullying occur?				
Do the students feel safe?				
Do students turn to staff for help resolving problems?				
Are student mediators used?				
Is there a universal pro-social curriculum in place, teaching empathy, problem solving, anger management, tolerance?				
Is there an overall behavior plan for the school?				
Do all staff members, including classified, participate in behavior management training?				
Is there a targeted program in place for intervening with severely misbehaving students?				

8. Are there identifiable or predictable trouble spots or high-risk locations? (These locations may have already been addressed in #1-7. This serves as a fail-safe measure, to see if any locations have been missed, and require more specific recommendations.)

	N/A	Yes	No	Remarks
Climbing hazards (trees, ladders, etc.)				
Neighborhood businesses				
Other neighboring locations				
School boundaries				
School grounds				
Playgrounds				
Driveways				
Loading docks and dumpsters				
Main entry area				
Main office				
Hallways (specify which ones)				
Secondary entryways				
Classrooms				
Gymnasium				
Cafeteria				
Auditorium				
Bathrooms				
Locker rooms, locker bays, locker halls				
Art rooms				
Bike racks				
Career and technology centers				

Science labs				
Library				
Preschool or Head Start classrooms				
Courtyards				
Music rooms				
Special education rooms				
Computer/technology rooms				
Boiler room				
Custodial storage				
Time-out rooms				
Meeting or conference rooms				
Informal or formal gathering areas				
Roof				
Crawl spaces				
Portable buildings				
Surveillance equipment closet				
Key control				
Lighting problems indoors or out				
Family/Consumer science rooms				
Technology education rooms				
Agriculture classrooms/labs				

Security Technology

	N/A	Yes	No	Remarks
Are access control devices used?				
Are the keys controlled? How?				
Have the locks been changed?				
Are electronic access control devices being used?				
Will repair parts be readily accessible during the next 10 years?				
Will repair services be available during the next 10 years?				
Do emergency workers have easy access when needed?				
Are surveillance cameras used?				
If yes, are they maintained, protected from vandals, functional, adequate quality?				

Miscellaneous

	N/A	Yes	No	Remarks
Is hallway lighting positioned perpendicular to the walls?				
Are stairwells lit adequately?				
Is there appropriate directional signage for other areas than the primary entrance (gym, theatre, stadium, etc.)?				
Are there emergency call stations or panic alarms?				
If yes, who receives the distress signal? Is it monitored 24/7 or only when office staff is working?				
Do radios operate on channels coordinated with police and other emergency workers?				
Is there an unlisted number reserved for outgoing calls during a crisis?				
Can emergency personnel easily contact and directly reach a live adult-not voice mail, or a student volunteer 24/7?				
Does your local 911 dispatch center have the capacity for electronic mass calling with urgent messages-a Community Emergency Notification System (CENS)?				
Are all staff trained in emergency communications?				

c. Crime Prevention Through Environmental Design (CPTED) School Assessment (CSA)

CPTED School Assessment (CSA)

Introduction

The purpose of the Crime Prevention Through Environmental Design (CPTED) School Assessment (CSA) is to rate the physical parts of the school which may have an impact on youth fear and aggressive behavior. This rating scale is based upon School CPTED Principles as defined on page 32.

Organization

The assessment is divided into nine sections:

1. **Initial Impressions** – statements to register your very first, overall impression of the grounds, buildings, and interiors. These impressions are generally spontaneous and represent a felt response versus an intellectual assessment, or a gut reaction versus a mental analysis. This would be equivalent to what is commonly referred to as “curb appeal.”
2. **The Grounds** – statements pertaining to the outside areas of the school property, such as parking, student pick-up/drop-off, and athletic areas.
3. **The Buildings** – statements pertaining to the physical parts of the building you can see from the outside, such as entryways, windows, and doors. This section also includes subsections for assessing additional buildings associated with the school but which may differ greatly in age, use, and style. It may be used by students or by the community. Examples include vocational, alternative education, or community health buildings.
4. **The Interiors** – statements pertaining to the space inside a building or buildings such as classrooms, corridors, and public areas. Blank sections are provided for any use which is not already covered by the assessment form. Examples might include home economics education classrooms or special theatrical workshops.
5. **Global Impressions** – statements to be completed after the physical assessment has been completed. These statements pertain to the overall atmosphere or ambiance of the school and are similar to the initial impressions in that the ratings are a felt response versus an intellectual assessment.
6. **Additional Observations** – an area to register any observations of the physical environment which has not been adequately covered in the assessment.
7. **Surrounding Land Use** – a list of land uses adjacent to the school property, i.e. properties observable from the school grounds. Check each one observed and circle the most predominant.
8. **Surrounding Land Use Condition** – the same list of land uses to be rated for the overall physical conditions on a scale of 1-5: with 1 for unsightly, poorly maintained, signs of vandalism (including graffiti), and no enhancements to a rating of 5 for attractive, well maintained, lack of vandalism and with enhancements such as flower beds, decorative lighting, pavement treatments and other decorative features.
9. **Assessment Day Information** – notations regarding date, time, weather and any unique factors that might affect the assessment on that particular day. Examples of unique factors are special, one-time events or unusual or traumatic incidents.

Under each section are subsections (A. B. C. etc.) related to specific areas of interest. Within the subsections is a list of statements that describe the perfect or ideal conditions for that type of area. Key words, which highlight the most important part of a statement, are underlined. Definitions for the key words are included on page 27. A summary matrix of key words by CPTED principles is on page 35.

Rating Scale

Read each statement and then:

1. Decide how much agreement there is between the actual situation and the perfect situation, represented by the statement.
2. Give each statement a rating of 1-5, with "1" being the lowest amount of agreement between the actual situation and the perfect situation and "5" being the highest.

For example, "School property boundaries are delineated from adjacent properties. Under the Key Word Definitions, "delineate" is defined as *to draw or trace the outline of*. A school property with continuous fencing, landscaping, and/or curb treatments would be considered "delineated" and get a rating of "5," the highest possible score. A school property without any of these things would get a "1," the lowest possible score. A school with just part of the property delineated would get a score in-between, depending upon the degree of delineation.

In general, conditions rated 1-2 are considered unacceptable and in need of improvement. Conditions rated 3 are considered acceptable or common, with room for improvement and scores of 4-5 are considered good to excellent with no adjustment necessary for coming into compliance with CPTED principles.

Does Not Exist (DNE)

This assessment can be used at ANY middle or high school in the U.S., however some subsections or statements may not apply to the school you are rating. Before you start rating the school, your group should decide if there are any areas that do not exist. If so, circle "DNE" (Does Not Exist) as appropriate. For example, if your school does not have exterior stairs, balconies, ramps, or upper level open corridors, then under 3. Building(s) subsection B circle "DNE" on the subsection title.

Areas that may not exist at your school include:

- ☐ Grounds: Bike Racks; and/or Exterior Athletic Areas
- ☐ Building(s): Exterior Stairs, Balconies, Ramps and Open Upper Level Corridors; courtyards; and/or Portables (including Trailers)
- ☐ Interior(s): Student Entry Areas – Other Than Main Lobby; Corridors; Stairs and Balconies; In-School Suspension Areas; Auditorium; Gymnasium; Men's or Women's Locker Rooms; and/or Elevators.

Under various subsections there may be statements regarding a particular item that does not exist. In these instances, the "DNE" appears after the statement. However, some statements are intended to assess whether the school you are rating has a trait that all schools should have. When these items refer to a characteristic that is missing from the school, they should be given a low rating, rather than coded as "DNE." For that reason, these statements do not have a "DNE." For example, "There is an attractive and visible sign indicating the school's name and address near the primary entry." All schools should have such a sign. If the sign does not exist, the correct response would be "1."

In some situations, there is more than one statement for a particular subject that may or may not exist. In these cases, the first statement would receive a low mark since it should exist. However, the following statements would be marked with a "DNE." For example, under K. Grounds: General there are two statements regarding student involvement with campus beautification. If there are no student projects then the first statement, K12 would receive a "1." The second statement, K13 regarding the condition of student projects, would be marked "DNE."

Unable to Observe (UTO)

If you cannot see an activity for any reason, circle the "UTO." For example, "Delivery activities are orderly and do not interfere with normal school functions." If you do not see any deliveries during your rating time, mark "UTO."

Time Sensitive Statements

At a minimum, the reviewing period should cover from 30 minutes before the start of the school day through 30 minutes after the school day ends. To see how the school environment is being used, you will need to visit some areas during certain times. Please look at the list below for areas that must be rated during arrivals and departures, classroom changes and lunch periods.

Arrivals and Departures

The Grounds

- ☐ Section C. Grounds: Parent Drop-off/Pickups
- ☐ Section D. Grounds: Bus Unloading/Loading
- ☐ Section F. Grounds: Parking Areas
- ☐ Section G. Grounds: Exterior Pedestrian Pathways and Gathering Areas

The Buildings

- ☐ Section A. Buildings(s) Entries and Exits
- ☐ Section B. Buildings(s) Exterior Stairs, Balconies, Ramps, and Upper Level Corridors

The Interiors

- ☐ Section A. Interior(s) Main/Visitor Lobby
- ☐ Section B. Interior (s) Student Entry Areas

Classroom Changes

The Interior(s)

- ☐ Section D. Interior: Corridors
- ☐ Section E. Interior: Stairs and Balconies

Lunch Periods

The Interior(s)

- ☐ Section I. Interior: Cafeteria(s)/Food Courts & Vending Machines

Blank Sections

At the end of the Buildings and Interiors sections are blank forms, which can be used to add outbuildings of a different nature than the rest of the school or of specific interior areas, which are not already covered. Use these to assess outbuildings such as vocational schools, community health centers, etc. and for areas such as computer labs, music rooms, woodworking shops, art galleries, etc.

Limitations

This CPTED School Assessment looks at environmental factors related to youth behaviors, and their sense of safety and well-being. It does not look at fire safety, building and equipment security, staff and personnel safety, hazards for non-intentional injuries or crisis response capability. Additionally, the assessment does not include a review of security equipment.

The assessment is limited to reviewing the school 30 minutes before the start of the official school day and 30 minutes after the normal school day has ended. Therefore, you may or may not be able to answer questions about exterior lighting. If not, circle "UTO" (Unable to Observe). Additionally, you will not be able to assess for after-school activities or community-use of the school during non-school hours.

1. Initial Impressions

Rating Scale: 1= Lowest agreement 5 = Highest agreement

A. Initial Impressions:

1. Initial impressions of the school grounds are positive.
1 2 3 4 5 UTO
2. Initial impressions of the school buildings are positive.
1 2 3 4 5 UTO
3. Initial impressions of the school interiors are positive.
1 2 3 4 5 UTO

2. The Grounds

Rating Scale: 1= Lowest agreement 5 = Highest agreement

A. Grounds: Perimeter

1. School property boundaries are delineated from adjacent properties.
1 2 3 4 5 UTO
2. Physical or symbolic barriers along the property boundary present an attractive appearance.
1 2 3 4 5 UTO
3. Perimeter fencing allows for natural surveillance of school grounds.
1 2 3 4 5 UTO
4. The perimeter is secured in areas not easily monitored.
1 2 3 4 5 UTO
5. Signs direct approaching vehicles and pedestrians to appropriate entries to the school property.
1 2 3 4 5 UTO
6. Posted rules are located at key points around the school grounds.
1 2 3 4 5 UTO

B. Grounds: Points of Entry

1. Entries to the school property are attractive and welcoming.
1 2 3 4 5 UTO
2. There is an attractive and visible sign indicating the school's name near the primary entry.
1 2 3 4 5 UTO

3. Signs, at each primary entry to the school property, direct student, staff, visitors, and delivery traffic to appropriate locations.

1 2 3 4 5 UTO

4. Entries to the school property can be easily monitored.

1 2 3 4 5 UTO

5. Secondary pedestrian entries are secured during school hours.

1 2 3 4 5 UTO DNE

6. Secondary vehicular entries are secured during school hours.

1 2 3 4 5 UTO DNE

C. Grounds: Parent Drop-off/Pickups

1. Parent drop-off/pickup locations are clearly marked by signage, pavement and curb treatments.

1 2 3 4 5 UTO

2. Students are dropped-off and picked-up at authorized location(s).

1 2 3 4 5 UTO

3. Parent drop-off/pickup areas are well lit.

1 2 3 4 5 UTO

4. Parent drop-off/pickup areas are easily monitored.

1 2 3 4 5 UTO

5. There are authorized adults visible and available for assistance in proximity of parent drop-off areas during arrivals.

1 2 3 4 5 UTO

6. There are authorized adults visible and available for assistance in proximity of parent pickup areas during departures.

1 2 3 4 5 UTO

7. There is sufficient capacity in parent drop-off/pickup areas for the orderly movement of vehicles.

1 2 3 4 5 UTO

8. Parent drop-offs proceed in an orderly manner.

1 2 3 4 5 UTO

9. Parent pickups proceed in an orderly manner.

1 2 3 4 5 UTO

D. Grounds: Bus Unloading/Loading

1. Bus unloading/loading areas are clearly marked by signage, pavement and/or curb treatments.

1 2 3 4 5 UTO

2. Bus unloading/loading areas are well lit.

1 2 3 4 5 UTO

3. Bus unloading/loading areas are easily monitored.

1	2	3	4	5	UTO
---	---	---	---	---	-----
4. There are authorized adults visible and available for assistance in proximity of the bus unloading area during arrivals.

1	2	3	4	5	UTO
---	---	---	---	---	-----
5. There are authorized adults visible and available for assistance in proximity of the bus loading area during departures.

1	2	3	4	5	UTO
---	---	---	---	---	-----
6. There is sufficient capacity in bus unloading/loading areas for the orderly movement of vehicles.

1	2	3	4	5	UTO
---	---	---	---	---	-----
7. Bus unloading proceeds in an orderly manner.

1	2	3	4	5	UTO
---	---	---	---	---	-----
8. Bus loading proceeds in an orderly manner.

1	2	3	4	5	UTO
---	---	---	---	---	-----

E. Grounds: Vehicular Routes

1. Vehicular travel routes are clearly marked.

1	2	3	4	5	UTO
---	---	---	---	---	-----
2. Vehicular travel routes are in good condition.

1	2	3	4	5	UTO
---	---	---	---	---	-----
3. There are traffic-calming measures on adjacent public streets that limit vehicular speeds where students cross.

1	2	3	4	5	UTO
---	---	---	---	---	-----
4. Delivery activities are orderly and do not interfere with normal school functions.

1	2	3	4	5	UTO
---	---	---	---	---	-----

F. Grounds: Parking Areas

1. Parking lot entrances and exits are clearly marked.

1	2	3	4	5	UTO
---	---	---	---	---	-----
2. Parking areas are delineated for staff and visitors.

1	2	3	4	5	UTO
---	---	---	---	---	-----
3. All parking spaces are clearly marked.

1	2	3	4	5	UTO
---	---	---	---	---	-----
4. Parking lots are easily monitored.

1	2	3	4	5	UTO
---	---	---	---	---	-----
5. Parking lots are in good condition.

1	2	3	4	5	UTO
---	---	---	---	---	-----

6. Parking lots are well lit.
1 2 3 4 5 UTO
7. There are no signs of vandalism in parking lots.
1 2 3 4 5 UTO
8. Vehicular traffic flows in an orderly manner in and out of parking lots.
1 2 3 4 5 UTO
9. Visitor parking is located directly adjacent to the main entry of the administrative offices.
1 2 3 4 5 UTO
10. Visitor parking areas are visible from adjacent buildings.
1 2 3 4 5 UTO

G. Grounds: Exterior Pedestrian Pathways and Gathering Areas

1. There are signs directing visitors to the office.
1 2 3 4 5 UTO
2. There is a wayfinding system, which includes signs; plant materials; and artwork, monuments or other landmarks.
1 2 3 4 5 UTO
3. Pedestrian crossings of adjacent public streets are clearly marked by signage, pavement treatment and/or curb treatment.
1 2 3 4 5 UTO DNE
4. Pedestrian pathways on school property are separated from vehicular routes by curbing, color markings, landscaping and/or other real or symbolic barriers.
1 2 3 4 5 UTO
5. Pedestrian pathways on school property are easily monitored.
1 2 3 4 5 UTO
6. Pedestrian pathways on school property are in good condition.
1 2 3 4 5 UTO
7. Pedestrian pathways on school property are well lit.
1 2 3 4 5 UTO
8. Pedestrian flows on school property are orderly.
1 2 3 4 5 UTO
9. There are pedestrian amenities such as seating and trash receptacles located along key pedestrian pathways
1 2 3 4 5 UTO
10. Pedestrian amenities are in good condition.
1 2 3 4 5 UTO DNE
11. Pedestrian pathways and gathering areas are easily monitored.
1 2 3 4 5 UTO DNE

12. Public telephones are located in areas that are easily monitored.

1 2 3 4 5 UTO DNE

13. Landscaping elements do not allow easy access to roofs, windows, or other upper level areas.

1 2 3 4 5 UTO

H. Grounds: Bike Racks DNE

1. Bike racks are easily monitored.

1 2 3 4 5 UTO

2. Bike racks and enclosures are in good condition.

1 2 3 4 5 UTO

I. Grounds: Exterior Athletic Areas DNE

1. Exterior athletic areas are easily monitored.

1 2 3 4 5 UTO

2. Exterior athletic areas are in good condition.

1 2 3 4 5 UTO

3. Posted rules are located near exterior athletic area entries and exits.

1 2 3 4 5 UTO

4. There are well-defined and easily monitored areas for storing backpacks, jackets and other personal items.

1 2 3 4 5 UTO

J. Grounds: Other

1. Access to dumpsters is controlled.

1 2 3 4 5 UTO

2. There are no hiding places in or around dumpster areas.

1 2 3 4 5 UTO

3. Dumpster areas are in good condition.

1 2 3 4 5 UTO

4. There are no unusually foul odors in or around dumpster areas.

1 2 3 4 5 UTO

5. Site utilities are secured.

1 2 3 4 5 UTO

K. Grounds: General

1. The organization of the school campus is easily comprehended.
1 2 3 4 5 UTO
2. The school grounds are attractive.
1 2 3 4 5 UTO
3. The school grounds are enhanced with landscaping, student artwork, monuments and/or other physical means.
1 2 3 4 5 UTO
4. There are outdoor learning areas that provide out-of-doors opportunities for students.
1 2 3 4 5 UTO
5. The school grounds are in good condition.
1 2 3 4 5 UTO
6. Remote areas are visible from occupied buildings, pedestrian pathways, or vehicular travel routes.
1 2 3 4 5 UTO DNE
7. Seldom-used areas or buildings are secured to prevent access.
1 2 3 4 5 UTO DNE
8. There are no hiding places created by landscaping or fencing.
1 2 3 4 5 UTO
9. The grounds are easily viewed from school buildings.
1 2 3 4 5 UTO
10. There are no unattractive barriers such as barbed or razor wire on the school grounds.
1 2 3 4 5 UTO
11. Security devices are unimposing.
1 2 3 4 5 UTO DNE
12. There are examples of student involvement with campus beautification such as landscape maintenance, gardens, memorials, art projects and/or other physical enhancements.
1 2 3 4 5 UTO
13. Examples of student involvement in campus beautification are in good condition.
1 2 3 4 5 UTO DNE
14. There are no signs of vandalism.
1 2 3 4 5 UTO
15. There are no foul odors.
1 2 3 4 5 UTO
16. There are no continuously occurring loud noises on school grounds.
1 2 3 4 5 UTO

3. The Building(s)

Rating Scale: 1= Lowest agreement 5 = Highest agreement

A. Building(s): Entries and Exits

1. The public entry is located adjacent to the administration area and visitor parking.
1 2 3 4 5 UTO
2. The public entry is well defined with architectural features, signs, lighting, artwork, landscaping and/or landmarks such as flags.
1 2 3 4 5 UTO
3. Extensive windows and glazed doors enhance natural surveillance of the public entry.
1 2 3 4 5 UTO
4. Entrances and exits are easily monitored.
1 2 3 4 5 UTO
5. Secondary entrance and exit doors are secured in the closed position.
1 2 3 4 5 UTO
6. The design of emergency exits, such as the use of alarms, deters access from the outside.
1 2 3 4 5 UTO
7. Exterior waiting areas are well lit.
1 2 3 4 5 UTO
8. Exterior waiting area amenities provide shelter from foul weather.
1 2 3 4 5 UTO
9. Exterior waiting areas are visible from adjacent buildings.
1 2 3 4 5 UTO

B. Building(s): Exterior Stairs, Balconies, Ramps and Open Upper Level Corridors

DNE

1. Exterior stairs, balconies, ramps, and upper level corridors are well lit.
1 2 3 4 5 UTO
2. Pedestrian flows are orderly.
1 2 3 4 5 UTO
3. Exterior stairs do not create hiding or hard-to-see areas.
1 2 3 4 5 UTO
4. Exterior stairs, balconies, ramps, and open upper level corridors are visible from windows or doors of the school buildings, parking lots and/or other activity areas.
1 2 3 4 5 UTO

C. Building(s): Exterior Walls

1. The design of exterior walls does not create hard-to-see locations or hiding places.
1 2 3 4 5 UTO
2. Exterior walls are in good condition.
1 2 3 4 5 UTO
3. Murals, artwork, landscaping and/or other architectural treatments have been used to enhance blank or barren exterior walls.
1 2 3 4 5 UTO
4. There are no signs of graffiti on exterior walls.
1 2 3 4 5 UTO
5. Doors and windows are in good condition.
1 2 3 4 5 UTO
6. Screening walls and/or other architectural features do not allow for easy access to the roof or upper level areas.
1 2 3 4 5 UTO DNE

D. Building(s): Courtyards

DNE

1. Entries to courtyards are easily monitored.
1 2 3 4 5 UTO
2. Courtyards are visible from windows and doors of the school buildings.
1 2 3 4 5 UTO
3. Courtyard landscaping elements, including walls, planters and seating, do not allow easy access to roofs, windows, or other upper level areas.
1 2 3 4 5 UTO
4. Courtyards are enhanced with landscaping, student artwork, and/or other physical means.
1 2 3 4 5 UTO
5. Courtyards are easily monitored.
1 2 3 4 5 UTO
6. Courtyards are in good condition.
1 2 3 4 5 UTO
7. There are no signs of graffiti.
1 2 3 4 5 UTO

E. Building(s): Portables (Including Trailers) DNE

1. Portables are visible from adjacent permanent buildings.
1 2 3 4 5 UTO
2. Sidewalks clearly mark routes to the entrances of portable buildings.
1 2 3 4 5 UTO
3. All portables have highly visible identification names and/or numbers.
1 2 3 4 5 UTO
4. Windows and doors with windows enhance natural surveillance at the entry.
1 2 3 4 5 UTO
5. Spaces under portables, including stairs and ramps, are screened to limit access.
1 2 3 4 5 UTO
6. Portables are in good condition.
1 2 3 4 5 UTO
7. There are no signs of vandalism.
1 2 3 4 5 UTO
8. Portables are secured when not in use.
1 2 3 4 5 UTO
9. The surrounding grounds of the portables are enhanced with landscaping, student artwork, and/or other physical means.
1 2 3 4 5 UTO

F. Building(s): General

1. Buildings are organized to promote natural surveillance of the school campus.
1 2 3 4 5 UTO
2. All buildings have highly visible identification names and/or numbers.
1 2 3 4 5 UTO
3. Building design and architectural attributes present an attractive appearance.
1 2 3 4 5 UTO
4. Building materials and colors are attractive.
1 2 3 4 5 UTO
5. All buildings are in good condition.
1 2 3 4 5 UTO
6. Building mounted security devices, such as cameras and window grates, are unimposing.
1 2 3 4 5 UTO DNE

7. Window and door security devices are attractive.

1 2 3 4 5 UTO DNE

8. Covers for exterior walkways and stairs are designed to limit easy access to roofs, windows, or other upper level areas.

1 2 3 4 5 UTO DNE

G. Accessory Building: _____

1. The grounds are in good condition.

1 2 3 4 5 UTO

2. There is a wayfinding system, which includes signs; plant materials; and artwork, monuments and/or other landmarks.

1 2 3 4 5 UTO

3. Vehicular travel routes are clearly marked.

1 2 3 4 5 UTO

4. Parking areas are easily monitored.

1 2 3 4 5 UTO DNE

5. Pedestrian pathways and gathering areas are easily monitored.

1 2 3 4 5 UTO

6. There are no hiding places created by landscaping or fencing.

1 2 3 4 5 UTO

7. Entrances and exits are easily monitored.

1 2 3 4 5 UTO

8. The building is in good condition.

1 2 3 4 5 UTO

9. The building is secured when not in use.

1 2 3 4 5 UTO

10. There are no signs of vandalism.

1 2 3 4 5 UTO

H. Accessory Building: _____

1. The grounds are in good condition.

1 2 3 4 5 UTO

2. There is a wayfinding system, which includes signs; plant materials; and artwork, monuments and/or other landmarks.

1 2 3 4 5 UTO

3. Vehicular travel routes are clearly marked.

1 2 3 4 5 UTO

4. Parking areas are easily monitored.
1 2 3 4 5 UTO DNE
5. Pedestrian pathways and gathering areas are easily monitored.
1 2 3 4 5 UTO
6. There are no hiding places created by landscaping or fencing.
1 2 3 4 5 UTO
7. Entrances and exits are easily monitored.
1 2 3 4 5 UTO
8. The building is in good condition.
1 2 3 4 5 UTO
9. The building is secured when not in use.
1 2 3 4 5 UTO
10. There are no signs of vandalism.
1 2 3 4 5 UTO

I. Accessory Building: _____

1. The grounds are in good condition.
1 2 3 4 5 UTO
2. There is a wayfinding system, which includes signs; plant materials; and artwork, monuments and/or other landmarks.
1 2 3 4 5 UTO
3. Vehicular travel routes are clearly marked.
1 2 3 4 5 UTO
4. Parking areas are easily monitored.
1 2 3 4 5 UTO DNE
5. Pedestrian pathways and gathering areas are easily monitored.
1 2 3 4 5 UTO
6. There are no hiding places created by landscaping or fencing.
1 2 3 4 5 UTO
7. Entrances and exits are easily monitored.
1 2 3 4 5 UTO
8. The building is in good condition.
1 2 3 4 5 UTO
9. The building is secured when not in use.
1 2 3 4 5 UTO
10. There are no signs of vandalism.
1 2 3 4 5 UTO

4. The Interior(s)

Rating Scale: 1= Lowest agreement 5 = Highest agreement

A. Interior: Main/Visitor Lobby

1. The lobby is attractive, cheerful and inviting.
1 2 3 4 5 UTO
2. Entry security devices are unimposing.
1 2 3 4 5 UTO DNE
3. Pedestrian flows through entry security devices are orderly.
1 2 3 4 5 UTO DNE
4. The lobby is well lit.
1 2 3 4 5 UTO
5. The lobby is easily monitored.
1 2 3 4 5 UTO
6. Signs direct visitors to the office.
1 2 3 4 5 UTO
7. Signs provide directions to major school areas, i.e. administrative offices, cafeteria, media room, auditorium, gymnasium, etc.
1 2 3 4 5 UTO
8. The lobby area is visible from adjacent administrative offices.
1 2 3 4 5 UTO
9. The lobby is enhanced with plants, artwork, posters and/or other physical means.
1 2 3 4 5 UTO
10. Extensive use of windows in the lobby area provides natural surveillance opportunities.
1 2 3 4 5 UTO
11. Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.
1 2 3 4 5 UTO
12. Student displays include a wide range of student interests and cultural backgrounds.
1 2 3 4 5 UTO
13. The lobby is in good condition.
1 2 3 4 5 UTO

B. Interior: Student Entry Areas – Other than Main Lobby

DNE

1. The entry areas are attractive, cheerful and inviting.
1 2 3 4 5 UTO
2. Entry security devices are unimposing.
1 2 3 4 5 UTO DNE
3. Pedestrian flows through entry security devices are orderly.
1 2 3 4 5 UTO DNE
4. The entry areas are well lit.
1 2 3 4 5 UTO
5. The entry areas are easily monitored.
1 2 3 4 5 UTO
6. Signs direct visitors to the office.
1 2 3 4 5 UTO
7. Signs provide directions to major school areas, i.e. administrative offices, cafeteria, media room, auditorium, gymnasium, etc.
1 2 3 4 5 UTO
8. The entry areas are enhanced with plants, artwork, posters and/or other physical means.
1 2 3 4 5 UTO
9. Extensive use of windows in the entry areas provide natural surveillance opportunities.
1 2 3 4 5 UTO
10. Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.
1 2 3 4 5 UTO
11. Student displays include a wide range of student interests and cultural backgrounds.
1 2 3 4 5 UTO DNE
12. The entry areas are in good condition.
1 2 3 4 5 UTO

C. Interior: Administrative Offices

1. Access to school staff area(s) is controlled.
1 2 3 4 5 UTO
2. Extensive use of windows in the administrative area provides natural surveillance opportunities to adjoining interior spaces.
1 2 3 4 5 UTO
3. Extensive use of windows in the administrative area provides natural surveillance opportunities to exterior spaces.
1 2 3 4 5 UTO

4. Counseling areas are in good condition.
1 2 3 4 5 UTO
5. Counseling areas are enhanced with plants, artwork and other physical means.
1 2 3 4 5 UTO
6. Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.
1 2 3 4 5 UTO
7. Student displays include a wide range of student interests and cultural backgrounds.
1 2 3 4 5 UTO
8. The administrative areas are in good condition.
1 2 3 4 5 UTO

D. Interior: Corridors

DNE

1. Interior corridors are well lit.
1 2 3 4 5 UTO
2. Interior corridors are easily monitored.
1 2 3 4 5 UTO
3. There are no hiding places.
1 2 3 4 5 UTO
4. Pedestrian flows are orderly.
1 2 3 4 5 UTO
5. Interior corridors are of sufficient capacity to allow orderly movement between classes.
1 2 3 4 5 UTO
6. Interior corridors are free of obstacles that impede orderly pedestrian flow.
1 2 3 4 5 UTO
7. Interior corridor light controls are secured to prevent unauthorized access.
1 2 3 4 5 UTO
8. There are authorized adults visible in interior corridors during arrivals.
1 2 3 4 5 UTO
9. There are authorized adults visible in interior corridors during class changes.
1 2 3 4 5 UTO
10. There are authorized adults visible in interior corridors during departures.
1 2 3 4 5 UTO
11. Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.
1 2 3 4 5 UTO

12. Student displays include a wide range of student interests and cultural backgrounds.

1 2 3 4 5 UTO

13. Interior corridors are attractive and cheerful.

1 2 3 4 5 UTO

14. Interior corridors are in good condition.

1 2 3 4 5 UTO

E. Interior: Stairs and Balconies

DNE

1. Interior stairs and balconies are well lit.

1 2 3 4 5 UTO

2. Pedestrian flows are orderly.

1 2 3 4 5 UTO

3. Interior stairs do not create hiding or hard-to-see areas.

1 2 3 4 5 UTO

4. Interior stairs and balconies are in good condition.

1 2 3 4 5 UTO

F. Interior: Restrooms

1. Multiple stall restrooms have open zigzag entries, rather than door systems.

1 2 3 4 5 UTO DNE

2. Restrooms with solid doors have vents to increase the opportunity for auditory surveillance.

1 2 3 4 5 UTO

3. Restroom entries are easily viewed from other active areas.

1 2 3 4 5 UTO

4. Restrooms are well lit.

1 2 3 4 5 UTO

5. Restroom light controls are secured to prevent unauthorized access.

1 2 3 4 5 UTO

6. There are no unusually foul odors in the restrooms.

1 2 3 4 5 UTO

7. There are no signs of graffiti.

1 2 3 4 5 UTO

8. There are no other signs of vandalism.

1 2 3 4 5 UTO

9. Stall doors and locks are in good condition.

1 2 3 4 5 UTO

10. Toilets, urinals and lavatories are in good condition.

1 2 3 4 5 UTO

11. The restroom ceiling treatment does not provide access to a hiding place.

1 2 3 4 5 UTO DNE

12. Restrooms are in good condition.

1 2 3 4 5 UTO

G. Interior: Classrooms

1. Classrooms have windows that allow for natural surveillance of exterior spaces.

1 2 3 4 5 UTO

2. Classroom door windows allow for natural surveillance into the classrooms.

1 2 3 4 5 UTO

3. Furniture, lockers, or other objects do not compromise natural surveillance within the classroom.

1 2 3 4 5 UTO

4. Classrooms can be secured and locked down from the inside.

1 2 3 4 5 UTO

5. Secured classroom doors can be exited in an emergency.

1 2 3 4 5 UTO

6. Classroom door(s) are secured when the classroom is not in use.

1 2 3 4 5 UTO

7. Classrooms are well lit.

1 2 3 4 5 UTO

8. Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.

1 2 3 4 5 UTO

9. Classrooms are cheerful.

1 2 3 4 5 UTO

10. Classrooms are in good condition.

1 2 3 4 5 UTO

H. Interior: In-School Suspension Areas DNE

1. In-school suspension areas are easily monitored.

1 2 3 4 5 UTO

2. In-school suspension areas are enhanced with plants, artwork or other physical means.

1 2 3 4 5 UTO DNE

3. In-school suspension areas are in good condition.

1 2 3 4 5 UTO

I. Interior: Cafeteria(s) and Food Courts

1. Cafeteria(s) and food courts have a well-defined entry(s).
1 2 3 4 5 UTO
2. The cafeteria entry(s) is easily monitored.
1 2 3 4 5 UTO
3. There are authorized adults visible and available for assistance.
1 2 3 4 5 UTO
4. Kitchen and serving areas have limited access.
1 2 3 4 5 UTO
5. The student serving line is orderly.
1 2 3 4 5 UTO
6. The pedestrian flow within the cafeteria(s) is orderly.
1 2 3 4 5 UTO
7. The pedestrian flow around the outside of the cafeteria(s) is orderly.
1 2 3 4 5 UTO
8. There is sufficient capacity for all students to sit within authorized locations.
1 2 3 4 5 UTO
9. There is sufficient space between tables to allow orderly circulation.
1 2 3 4 5 UTO
10. The behavior in the cafeteria(s) is orderly.
1 2 3 4 5 UTO
11. The cafeteria(s) is enhanced with plants, artwork, posters and/or other physical means.
1 2 3 4 5 UTO
12. Student displays and other artwork include a wide range of student interest and cultural backgrounds.
1 2 3 4 5 UTO DNE
13. There are no foul odors.
1 2 3 4 5 UTO
14. Entrance is secured when room is not in use.
1 2 3 4 5 UTO
15. The cafeteria(s) is in good condition.
1 2 3 4 5 UTO

J. Interior: Auditorium(s)

DNE

1. The auditorium(s) has a well-defined entry(s).
1 2 3 4 5 UTO
2. The auditorium(s) is easily monitored.
1 2 3 4 5 UTO

3. All entrances are secured when room is not in use.

1 2 3 4 5 UTO DNE

4. The auditorium(s) is in good condition.

1 2 3 4 5 UTO

K. Interior: Gymnasium(s)

DNE

1. The gymnasium(s) is easily monitored.

1 2 3 4 5 UTO

2. Access to the underside of bleachers, whether open or closed, is limited.

1 2 3 4 5 UTO

3. The gymnasium(s) is well lit.

1 2 3 4 5 UTO

4. Light controls are secured to prevent unauthorized access.

1 2 3 4 5 UTO

5. Entrance is secured when room is not in use.

1 2 3 4 5 UTO

6. The gymnasium(s) is in good condition.

1 2 3 4 5 UTO

L. Interior: Locker Rooms (Men/Boys)

DNE

1. Locker areas are easily monitored.

1 2 3 4 5 UTO

2. Lockers in the center do not obstruct visibility.

1 2 3 4 5 UTO DNE

3. Lockers are adequately spaced to avoid crowding.

1 2 3 4 5 UTO

4. Lockers and/or locker doors are see-through.

1 2 3 4 5 UTO

5. Shower areas are easily monitored.

1 2 3 4 5 UTO

6. All areas of the locker room are well lit.

1 2 3 4 5 UTO

7. Light controls are secured to prevent unauthorized access.

1 2 3 4 5 UTO

8. There are no unusually foul odors.

1 2 3 4 5 UTO

9. The ceiling treatment does not provide a hiding place.

1 2 3 4 5 UTO

10. Entrance is secured when room is not in use.

1 2 3 4 5 UTO

11. All areas of the locker room are in good condition.

1 2 3 4 5 UTO

M. Interior: Locker Rooms (Women/Girls) DNE

1. Locker areas are easily monitored.

1 2 3 4 5 UTO

2. Lockers in the center do not obstruct visibility.

1 2 3 4 5 UTO DNE

3. Lockers are adequately spaced to avoid crowding.

1 2 3 4 5 UTO

4. Lockers and/or locker doors are see-through.

1 2 3 4 5 UTO

5. Shower areas are easily monitored.

1 2 3 4 5 UTO DNE

6. All areas of the locker room are well lit.

1 2 3 4 5 UTO

7. Light controls are secured to prevent unauthorized access.

1 2 3 4 5 UTO

8. There are no unusually foul odors.

1 2 3 4 5 UTO

9. The ceiling treatment does not provide a hiding place.

1 2 3 4 5 UTO

10. Entrance is secured when room is not in use.

1 2 3 4 5 UTO

11. All areas of the locker room are in good condition.

1 2 3 4 5 UTO

N. Interior: Libraries and Media Centers

1. The library or media center has a well-defined entry.

1 2 3 4 5 UTO

2. The entry is easily monitored by staff and volunteers.

1 2 3 4 5 UTO

3. Activity within the library area is easily monitored.

1 2 3 4 5 UTO

4. Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.

1 2 3 4 5 UTO

5. Student displays include a wide range of student interests and cultural backgrounds.

1 2 3 4 5 UTO

6. The library is secured when not in use.

1 2 3 4 5 UTO

7. Rooms within the library are secured when not in use.

1 2 3 4 5 UTO

8. All areas of the library are in good condition.

1 2 3 4 5 UTO

O. Interior: Elevators

DNE

1. Access to elevators is limited to authorized individuals.

1 2 3 4 5 UTO

2. Elevators are located in easy to view areas.

1 2 3 4 5 UTO

3. Elevator lobbies are well lit.

1 2 3 4 5 UTO

4. Mirrors are strategically located within the elevator cabs to eliminate hiding places.

1 2 3 4 5 UTO DNE

5. Elevator lobbies are in good condition.

1 2 3 4 5 UTO

P. Interior: General

1. There is an abundance of natural light within interior spaces.

1 2 3 4 5 UTO

2. Interior spaces are well lit.

1 2 3 4 5 UTO

3. Interior spaces are attractive and cheerful.

1 2 3 4 5 UTO

4. The organization of interior spaces is easily comprehended.

1 2 3 4 5 UTO

5. Visitors have distinctive and highly visible nametags.

1 2 3 4 5 UTO

6. Staff and teachers have highly visible nametags.
1 2 3 4 5 UTO
7. Security personnel wear distinctive clothing and have distinct, visible identification badges.
1 2 3 4 5 UTO
8. Interior security equipment is unimposing.
1 2 3 4 5 UTO DNE
9. Interior walls are in good condition.
1 2 3 4 5 UTO
10. Electrical panels are secured.
1 2 3 4 5 UTO
11. Interior doors and windows are in good condition.
1 2 3 4 5 UTO
12. Interior ceilings are in good condition.
1 2 3 4 5 UTO
13. Interior light fixtures are in good condition.
1 2 3 4 5 UTO
14. Interior features, such as clocks, displays, signs and furnishings are in good condition.
1 2 3 4 5 UTO
15. There is sufficient capacity for the orderly storing of backpacks and jackets throughout the school.
1 2 3 4 5 UTO
16. There are no visible signs of vandalism in interior spaces.
1 2 3 4 5 UTO
17. Interior spaces are enhanced with plants, artwork, and/or other physical means.
1 2 3 4 5 UTO
18. The temperature in interior spaces is neither too hot nor too cold.
1 2 3 4 5 UTO
19. The interior air quality is fresh.
1 2 3 4 5 UTO
20. Obsolete or underutilized spaces are secured to prevent access by unauthorized persons.
1 2 3 4 5 UTO DNE
21. There are no continuously occurring loud noises in the interior spaces.
1 2 3 4 5 UTO

Q. Interior (Other, Including Accessory Buildings): _____

1. The entrance(s) is easily viewed.
1 2 3 4 5 UTO

2. There are authorized adults who have unobstructed views of workspaces.

1 2 3 4 5 UTO

3. Access to chemicals, tools, and similar items is controlled.

1 2 3 4 5 UTO DNE

4. The area is well lit.

1 2 3 4 5 UTO

5. The entrance(s) is secured when room is not in use.

1 2 3 4 5 UTO

6. The area is in good condition.

1 2 3 4 5 UTO

R. Interior (Other, Including Accessory Buildings): _____

1. The entrance(s) is easily viewed.

1 2 3 4 5 UTO

2. There are authorized adults who have unobstructed views of workspaces.

1 2 3 4 5 UTO

3. Access to chemicals, tools, and similar items is controlled.

1 2 3 4 5 UTO DNE

4. The area is well lit.

1 2 3 4 5 UTO

5. The entrance(s) is secured when room is not in use.

1 2 3 4 5 UTO

6. The area is in good condition.

1 2 3 4 5 UTO

S. Interior (Other, Including Accessory Buildings): _____

1. The entrance(s) is easily viewed.

1 2 3 4 5 UTO

2. There are authorized adults who have unobstructed views of workspaces.

1 2 3 4 5 UTO

3. Access to chemicals, tools, and similar items is controlled.

1 2 3 4 5 UTO DNE

4. The area is well lit.

1 2 3 4 5 UTO

5. The entrance(s) is secured when room is not in use.

1 2 3 4 5 UTO

6. The area is in good condition.

1 2 3 4 5 UTO

5. Global Impressions

Rating Scale: 1= Lowest agreement 5 = Highest agreement

A. Global Impressions

1. The school is inviting.
1 2 3 4 5 UTO DNE
2. The school is attractive.
1 2 3 4 5 UTO DNE
3. The school is cheerful.
1 2 3 4 5 UTO DNE
4. The atmosphere is uplifting.
1 2 3 4 5 UTO DNE

6. Additional Observations

Any additional observations regarding the school environment: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

7. Surrounding Land Use

Check the land uses which are adjacent to the school property, i.e. properties observable from the school grounds. Circle the most predominant ones.

- Single family
- Multifamily
- Public housing communities
- Commercial (including hotel/motels)
- Industrial
- Recreational (parks, etc.)
- Government (libraries, offices, etc.)
- Other schools
- Vacant lots
- Vacant buildings
- Minor roads (2-3 lanes)
- Major roads (4 or more lanes)
- Other

8. Surrounding Land Use Condition

Rate the overall physical conditions of surrounding Properties on a scale of 1-5: with 1 for unsightly, poorly maintained, signs of vandalism (including graffiti), and no enhancements to a rating of 5 for attractive, well maintained, lack of vandalism and with enhancements such as flower beds, decorative lighting, pavement treatments and other decorative features.

1. Single family residential					DNE
	1	2	3	4	5
2. Multifamily residential					DNE
	1	2	3	4	5
3. Public housing communities					DNE
	1	2	3	4	5
4. Commercial (including hotel/motels)					DNE
	1	2	3	4	5
5. Industrial					DNE
	1	2	3	4	5
6. Recreational (parks, etc.)					DNE
	1	2	3	4	5
7. Government (libraries, offices, etc.)					DNE
	1	2	3	4	5
8. Other Schools					DNE
	1	2	3	4	5
9. Vacant buildings					DNE
	1	2	3	4	5

10. Vacant lots	DNE
-----------------	-----

1 2 3 4 5

11. Minor roads (2-3 lanes)	DNE
-----------------------------	-----

1 2 3 4 5

12. Major roads (4 or more lanes)	DNE
-----------------------------------	-----

1 2 3 4 5

13. Other	DNE
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1 2 3 4 5

9. Assessment Day Information

Assessment Date(s): _____ Time(s): _____

Weather: _____

Unique factors regarding the day(s) of the assessment: _____

School CPTED Principles¹

Natural Surveillance (NS) is the design and placement of features and persons to facilitate observations and maximize visibility. The objectives are to eliminate hiding or hard to see places and increase the ability of authorized adults to monitor and respond. This deters aggressive behaviors by increasing the threat of detection and increases feelings of security for students and staff.

Access Management (AM) is the use of real or perceived barriers and other features to orient and guide people and vehicles along appropriate paths and to restrict inappropriate access. The objectives are to increase comfort and decrease prohibited behaviors by providing safe routes and restricting unauthorized access.

Territoriality (T) is the use of physical attributes to delineate space and to express a sense of ownership and pride. The objective is to communicate to others that an area is claimed and cared for and therefore unacceptable behavior will not be tolerated.

Physical Maintenance (PM) is the repair, replacement and general upkeep of a building or area. The objectives are to allow for the continued use of features and spaces and to further convey a sense of ownership and caring.

Order Maintenance (OM) is the attention to and reduction of minor inappropriate behaviors. The objectives are to maintain decorum and promote pro-social behaviors by preventing the escalation of tension, conflicts or inappropriate behaviors.

Key Word Definitions and Examples

The following list provides a definition and example of key words used in the assessment tool. It also includes, in parenthesis, which CPTED principles are related to each of these definitions found in the CSA. The principles are referenced by initials: (NS) Natural Surveillance, (AM) Access Management, (T) Territoriality, (PM) Physical Maintenance, and (OM) Order Maintenance. The CPTED principles are listed in order of being the primary, secondary or tertiary construct. A summary matrix of the key words by CPTED principle follows on page 31.

access (AM) *A means of approaching, entering, exiting, or making use of; a passage, such as design features do not provide easy access to rooftops, staff and seldom used areas, spaces under portables, light switches, chemicals, elevators, etc.*

adjacent (NS) *Close to, next to, such as visitor parking is located directly adjacent to the main entry of the administrative offices.*

amenities (T/OM) *Something that contributes to physical comfort; increases attractiveness or value, such as pedestrian seating, trash receptacles, shelters from foul weather, and other pedestrian amenities.*

attractive (T) *Pleasing; charming, such as attractive entryways.*

auditory surveillance (NS) *The ability to hear activity for monitoring purposes, such as auditory surveillance of restrooms with open zigzag entries versus double doors.*

authorized adults (NS/AM/OM) *Adults who are sanctioned by the school to operate in an official capacity such as administrators, teachers, security personnel, school resource officers, cafeteria staff, parent volunteers and others.*

authorized locations (AM/OM) *Designated areas for particular activity, such as parental drop-offs and pick-ups.*

1. Carter SP. *Surrounded by Safety: A Crime Prevention Through Environmental Design (CPTED) Handbook for Youth*. Youth Crime Watch of America, Miami, FL; 2001

available for assistance (OM) *To give aid or support* such as being available to take care of minor occurrences so they don't become larger incidents and to respond appropriately to any incident, small or large. To be within a reasonable distance to see, hear and respond to a situation.

barriers (AM/T) Real or symbolic limitations to movement, such as fencing, bollards, chains, landscaping, and other physical features.

capacity (OF/OM/AM) *The ability to receive, hold or absorb*, such as there is sufficient capacity for all students to sit within authorized locations.

cheerful (T) *Pleasant, bright, enjoyable, and comforting*, such as classrooms or interior corridors are cheerful.

clearly marked (AM/OM/T) *Readily observable, visible impressions*, such as large lettering, bold stripes or other physical markings.

comprehend (AM/T) *To take in the meaning*, such as the organization of the school campus is easily comprehended.

controlled (AM/OM) *To hold in restraint; check; to regulate*, such as access to the school staff area(s) is controlled.

crowding (OM/AM) *To press, cram or force tightly together*, such as lockers are adequately spaced to avoid crowding.

delineate (T/AM) *To draw or trace the outline of*, such as to delineate the school boundaries from adjacent properties or student parking from staff parking spaces.

direct (AM) *To show or indicate the way; to give instructions to*, such as directing visitors to the administrative offices for signing in.

distinctive (OM/AM) *Serving to identify; a distinguishing factor, attribute or characteristic*, such as distinctive nametags or clothing.

easily monitored (NS/AM/OM) *The ability to keep close watch over, to supervise*, such as bus loops, public phones and other features being easily monitored.

easily viewed (NS/AM/OM) *A convenient way of seeing something, as from a particular angle*, such as entrances being easily viewed from nearby offices.

enhanced (T) *To make greater, as in value or beauty*. To go beyond basic utility, such as enhancing the school grounds with landscaping, student artwork, monuments or other physical means.

emergency exits (AM) *A way of leaving but not of entering*, such as the design of emergency exits deters access from the outside.

fresh (PM/T) *Free from impurities or pollution*, such as the interior air quality is fresh.

good condition (PM/T) *To be in a positive or desirable state*, clean, litter free, in good repair, such as buildings, grounds or student projects are in good condition.

graffiti (PM/OM) *Writing on walls, inscriptions*, such as there are no signs of graffiti.

hard-to-see (NS) *Difficult to perceive with the eye*, such as blind corners.

hiding places (NS) *Spaces where one can be out of sight, in secret, or concealed*, such as there are no hiding places in or around bike rack or dumpster areas.

include/inclusiveness (OF/T) *To take in as a member/comprehensive, taking everything (everybody) within its scope*, such as including a wide range of student interests and all cultural backgrounds.

inviting (T) *Welcoming and appealing*, such as the lobby is attractive, cheerful and inviting.

limit (AM) *The line or point beyond which something (someone) may not proceed*, such as the access to the underside of stairs or bleachers is limited.

motivational signs (T/OF) Posted notices that provide incentives, move to action, or impel, such as motivational signs herald accomplishments, reflect student pride, give positive messages and otherwise encourage student excellence.

natural light (OF/NS) Light provided by the sun, such as there is an abundance of natural light in interior spaces.

natural surveillance (NS) Allowing for casual observations, such as perimeter fencing allows for natural surveillance of the school grounds.

noise (OM/PM) Sound, or a sound that is loud, unpleasant, unexpected, or undesired, such as there are no continuously occurring loud noises on school grounds.

odor (PM/T) Strong, pervasive quality, such as there are no unusually foul odors.

open zigzag (NS/AM/OM) A door-less restroom entry with sharp turns designed to shield the interior.

orderly (OM/NS) A condition of logical or systematic behavior, free of disruption, such as pedestrian flows are orderly.

outdoor learning area (OF) A designated area used for environmental or agricultural educational activities, where students can interact with live plants and enjoy fresh air and sunshine.

posted rules (OM/AM) Signs which warn or give information on regulations, such as posted rules designate parking lot usage.

secured (AM) Firmly fastened, such as site utilities are secured.

security devices (AM/OM) Any number of physical means to secure or detect, including but not limited to window and door grates; barbed or razor wire; motion detectors, alarms, closed circuit TV cameras/ monitors; metal and bomb detectors, such as security devices are unimposing.

see-through (NS) Transparent, permeable to light, perforated material, such as lockers and/or locker doors are see-through.

student involvement (T) Engage students as participants, such as there are examples of student involvement with campus beautification.

temperature (OF) The degree of hotness or coldness of a body or an environment, such as the temperature in interior spaces is neither too hot nor too cold.

unimposing (T) Unobtrusive, considerate, such as security devices are unimposing.

uplifting (T) Raising the spirits, such as the atmosphere of the school is uplifting.

vandalism (PM/OM/T) Willful or malicious destruction of property, such as there are no signs of vandalism.

visible (NS) Possible to see, obvious to the eye, such as authorized adults are visible during classroom changes.

wayfinding (AM/OM) A collective means (landscaping, lighting, signage, pavement treatments, and landmarks) of informing or directing vehicular or pedestrian movements.

welcoming (T/AM) Cordial, inviting, agreeable, hospitable, such as entries to the site are attractive and welcoming.

well defined (T/AM) Having definite and distinct lines, such as gathering areas are well defined.

well lit (NS/AM/OM/T) Sufficient illumination to enable easy viewing of activities and people, such as corridors are well lit.

Source: Italicized definitions are from *The American Heritage College Dictionary*, 3rd Edition. Boston, New York: Houghton Mifflin Company: 1993.

Keywords Organized by School CPTED Principle

<i>Natural Surveillance (NS)</i>	<i>Access Management (AM)</i>	<i>Territoriality (T)</i>	<i>Physical Maintenance (PM)</i>	<i>Order Maintenance (OM)</i>	<i>Other Factors (OF)</i>
Adjacent	Access	Amenities	Fresh	Amenities	Capacity
Auditory surveillance	Authorized adults	Attractive	Good condition	Authorized adults	Inclusiveness
Authorized adults	Authorized locations	Barriers	Graffiti	Authorized locations	Motivational signs
Easily monitored	Barriers	Cheerful	Noise	Available for assistance	Natural light
Easily viewed	Capacity	Clearly marked	Odor	Capacity	Outdoor learning area
Hard-to-see	Clearly marked	Comprehend	Vandalism	Clearly marked	Temperature
Hiding places	Comprehend	Delineate		Controlled	
Natural light	Controlled	Enhanced		Crowding	
Natural surveillance	Crowding	Fresh		Distinctive	
Open zigzag	Delineate	Good condition		Easily monitored	
Orderly	Direct	Inclusiveness		Easily viewed	
See-through	Distinctive	Inviting		Graffiti	
Visible	Easily monitored	Motivational signs		Noise	
Well lit	Easily viewed	Odor		Open zigzag	
	Emergency exits	Student involvement		Orderly	
	Limit	Unimposing		Posted rules	
	Open zigzag	Uplifting		Security devices	
	Posted rules	Vandalism		Vandalism	
	Secured	Welcoming		Wayfinding	
	Security devices	Well defined		Well lit	
	Unimposing	Well lit			
	Wayfinding				
	Welcoming				
	Well defined				
	Well lit				

d. Resources and Sources

Resources

- International CPTED Association - <http://www.cpted.net/>
- Office of Safe and Healthy Students –
• <https://www2.ed.gov/about/offices/list/oese/oshs/index.html>
- National Association of School Resource Officers - <https://nasro.org/>
- National Institute of Crime Prevention CPTED Training -
<http://www.cptedtraining.net/>
- New Mexico Public Education Department – Bureau of Safe and Healthy Schools -
<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/safe-schools/>
- New Mexico Public Education Department – Planning for Safe Schools in New Mexico -
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e. Survey Instrument

NMPSFA Security Workshop Survey (Master with results from all workshops)

This appendix contains the survey instrument along with the all the verbatim comments PSFA received for each question. Please see Section 3 to see charts and tables illustrating the tabulated results.

220 Total Participants (figure does not include NMPTA Convention participants since PSFA did not manage this event and did not generate a sign-in sheet); 202 surveys returned in some level of completion (not all respondents answered all questions or left some questions or categories within each question blank). All comments are recorded verbatim.

Question 1 - Please Tell Us About Yourself. Are you (please check all applicable) - Multiple Choice Question

Meeting participants represented a variety of different stakeholders and the first question on the survey asked about their role in the district and community. It asked them to identify if they were:

- A Parent
- A Teacher
- School Board/Charter School Governing Board
- Member of Law Enforcement
- District administration including superintendent and/or district/school leadership
- School support staff including maintenance, student health, and/or non-teaching staff

- Other, represented by design professionals/architects, emergency medical technician (EMT), community members, and/or unidentified.

Respondents could answer more than one choice if they had different roles (i.e. district administrator and parent). This question aimed to determine if a participant's role influenced the way he/she answered, but in the end their role did not play much of a factor in a person's response. Table 1 below provides an overview of Question 1 responses by role and location.

Table 1: Survey Respondents by Role or Relation to School District/Charter School. Please note that some respondents provided two answers for their role (i.e. answer for parent and law enforcement. In this situation the number of roles might be higher than the survey responses).

Role	Artesia 4/13	Santa Rosa 4/16	Albuquerque 4/17	Deming 4/19	Gallup 4/24	Española 4/25	NM PTA 5/5	TOTAL by Role
Parent	1	3	3	2	2	3	41	55
Teacher	2	0	0	0	0	1	3	6
Student	0	0	0	0	0	0	0	0
School/Governing Board	3	4	1	4	2	2	3	19
Law Enforcement	2	4	1	4	6	1	0	18
District Administration	17	19	14	11	6	9	1	77
School Support Staff	4	3	2	4	2	1	6	22
Other	1	3	12	9	4	1	9	39
Charter	0	0	3	1	0	1	0	5
TOTAL Survey Responses Location	26	29	32	28	18	21	48	
TOTAL Attendees by Location	32	36	63	47	21	21	NA	

Table 1: Survey Respondents by Role or Relation to School District/Charter