

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



PREPARED FOR:

SCHOOL DISTRICT OF SHIOCTON
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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

Approaching from the front (Broad St), entering at main entrance (district offices).

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

Not along south side.

2. Physical or symbolic barriers along the property boundary present an attractive appearance.

1 **2** 3 4 5 UTO

Mostly chain-link where present.

3. Perimeter fencing allows for natural surveillance of school grounds.

1 2 3 **4** 5 UTO

Goes both ways (internal and external monitoring).

4. The perimeter is secured in areas not easily monitored.

1 **2** 3 4 5 UTO

Perimeter fencing is not tall, and easily surmountable. Did not notice camera monitoring at remote boundaries.

5. Signs direct approaching vehicles and pedestrians to appropriate entries to the school property.

1 **2** 3 4 5 UTO

Very little in the way of vehicular wayfinding.

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

Especially like the multiple date stones in the base of the monument sign.

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

Main and Elementary entrances are well-marked. HS and delivery entries not so much.

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

1 2 3 4 **5** UTO

Goes both ways: internally and by cameras they are well monitored, but also very simple to surreptitiously survey by external actors.

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

Note that this was end of school year; trade shops were not active and overhead doors were closed. Review with staff is warranted to determine how often and when overhead doors are open for class functions.

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**

Observation was during daylight hours. Observed that there were several fixtures on the building designed to light the front elevation and pedestrian walks, but other areas are reliant on public street lighting which may be less consistent.

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

Observations may be skewed given proximity to end of year, so patterns may not be typical.

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

There are parking restrictions in place that imply a loading zone but not specifically bus language.

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

Noted that restrictions on travel direction on the primary street (Broad) are a little confusing.

2. Vehicular travel routes are in good condition.

1 2 3 4 5 UTO

Asphalt is near end-of-life on school grounds. Perimeter streets are good. Note that Broad St, while public, is the school's primary circulation & pedestrian connection spine.

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

There is no formal "receiving", so large/bulk deliveries would go to either the back shed or the underused entry between the gym and HS wing. Small daily deliveries come into the main entrances.

F. Grounds: Parking Areas

1. Parking lot entrances and exits are clearly marked.

1 2 3 4 5 UTO

Back student/event lot at the end of Pine St isn't particularly obvious. ES lot not restricted. Remote lot (across Broad St) isn't marked for use (visitor, staff, etc); doesn't even have a sign identifying for Shiocton Schools.

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

Fading.

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

Asphalt near end-of-life.

6. Parking lots are well lit.

1 2 3 4 5 UTO

Observation was during daylight hours. Appears that street parking and remote lot are reliant on public street lighting which may be inconsistent.

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

After-hours visitor parking is right along curb at entries, but during school hours, parking is across the street and somewhat more remote.

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

Only signage at main entries, no directional / wayfinding signage.

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

1 2 3 4 5 UTO

No wayfinding, have to look for "landmarks" and entry IDs

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

Mostly just in front. Walking around the north and east sides is on vehicular asphalt.

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

Average.

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

No enclosure.

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

1 2 3 4 5 UTO

Can definitely hide between. Not sure what camera coverage looks like.

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

Generator and chillers are fenced.
Transformers and gear are not.

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 *Mainly in front*
3. The school grounds are enhanced with landscaping, student artwork, monuments and/or other physical means.
1 2 **3** 4 5 UTO *Mainly in front*
4. There are outdoor learning areas that provide out-of-doors opportunities for students.
1 **2** 3 4 5 UTO *Ad-hoc only, not sure what they use.
There is a "prairie" area suited for
certain programs.*
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 *Open when B&G personnel are
maintaining the grounds.*
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 *Memorial at main entry.*
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 *Chillers.*

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 Admin area is beyond lobby. School hours visitor parking is some distance away.
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 By cameras if not live staff.
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 No alarms.
7. Exterior waiting areas are well lit.
1 2 3 4 5 **UTO** Decent lighting is inferred from location of light fixtures.
8. Exterior waiting area amenities provide shelter from foul weather.
1 2 3 4 5 UTO No canopies, limited overhangs.
9. Exterior waiting areas are visible from adjacent buildings.
1 2 3 4 **5** UTO All one building.

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 Lots of jogs, limited camera placement.
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 Building-adjacent shrubbery along front elevation.
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 Many one-story areas could be accessed from the ground with a ladder.

D. Building(s): Courtyards (3-sided, no enclosed yards) 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 DNE
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 Asphalt deterioration.
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

Mostly in the front along Broad St

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: Maintenance Shed

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 DNE

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 DNE

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: Football / Track Bleachers

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

Event parking at HS lot is presumed but not marked. Also not likely sufficient for full game-day crowd.

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 DNE No well-defined pedestrian ways. Must cross parking lot and playground, walk track or grass to get there.

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: Baseball and Softball dugouts etc.

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 DNE, see notes above.

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

1 2 **3** 4 5 UTO Dugouts when unoccupied.

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 *Very subjective.*
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 *Only signage is Room ID, not wayfinding.*
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 *School store area is different.*
10. Extensive use of windows in the lobby area provides natural surveillance opportunities.
1 2 **3** 4 5 UTO *Only via the main entry doors / storefront.*
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 *There are trophy cases just beyond the lobby, towards the gym.*
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 (ES) 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 Some distance to the exterior. Can see out, but monitoring is limited.

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

Cameras, live observation very limited with corners/jogs (especially south wings).

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

Main connecting corridor feels a little narrow.

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

Observations were at end of school year and such seasonal materials may have already been removed.

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

1 2 3 4 5 UTO The Art and HS corridors are lively with the painted artwork.

13. Interior corridors are attractive and cheerful.

1 2 3 4 5 UTO Depends on how they're decorated and lit.

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 South stair by Tech Ed looks particularly dim, despite the window...
wall-mounted square fixtures are a poor choice for this application.
Other older stairs also look underlit.

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 Some restroom doors are propped open, and you
can see the stalls / lavs from the corridor.

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

1 2 3 4 5 UTO Some.

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 Depends on age.

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

Drywall or plaster ceilings can't be accessed. ACT ceilings cannot reliably support the weight of a person should they try to hide up there.

12. Restrooms are in good condition.

1 2 3 4 5 UTO

Depends on age, however well-maintained.

G. Interior: Classrooms

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

1 2 3 4 5 UTO

Most (Some rooms are interior). Outside and inside windows are often covered with window treatments or paper/film/posters (see next item).

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

ES, K, PreK classrooms in particular have a variety of furnishings and short walls. Not sure how this plays out in practice.

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

1 2 3 4 5 UTO

Most locks appear to be typical "classroom" function with key only on the outside. Teacher would have to open the door to lock it.

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

A few rooms had the door left ajar but most were locked, especially after hours. Shops were consistently locked.

7. Classrooms are well lit.

1 2 3 4 5 UTO

Some rooms had fabric draping from the fixtures. Natural light compromised by window treatments.

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

Most classrooms were sufficiently decorated! "Cheerfulness" is very subjective, probably good from a teacher and student perspective as the decorations tend to be personal.

10. Classrooms are in good condition.

1 2 3 4 5 UTO

Depends on age and what elements are inspected. Good maintenance.

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

Appears to be sufficient, esp for small children.

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 Limited.

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

Some doors left open to maintain a circulation route through the school. To be fair, most schools have open commons / cafeterias but this one can be locked off or subdivided if desired.

15. The cafeteria(s) is in good condition.

1 2 3 4 5 UTO

J. Interior: Auditorium(s)

DNE

Only a small platform at one end of the cafeteria.

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) ES gym, HS gym, MPF gym. DNE

1. The gymnasium(s) is easily monitored.

1 **2** 3 4 5 UTO

MPF in particular is out of the way, but other than camera monitoring, didn't appear to have active staff monitoring.

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

Appear to be open at all times during the school day for student access.

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

1 2 3 **4** 5 UTO

L. Interior: Locker Rooms (Men/Boys)

DNE

Eval only HS lockers rooms. ES locker rooms were locked and reportedly used for storage.

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

In theory, but office windows were frosted / covered.

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

Showers were dim.

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

At the time of visit, locker rooms were not heavily used (end of school).

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

Signs indicate rooms are locked during HS lunch periods, but otherwise appear available for students all day.

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

1 2 3 4 5 UTO

Showing their age.

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

Primary entry off main lobby is very non-descript, no signage, solid doors (no glass). Secondary entry off corridor is set back and not obvious.

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

1 2 3 4 5 UTO

Visible in front of district offices.

3. Activity within the library area is easily monitored.

1 2 3 4 5 UTO

Book stacks and other furnishings may impede monitoring from office/workroom area.

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

Secondary entry was propped open.

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 Two elevators: ES and HS wings.

1. Access to elevators is limited to authorized individuals.

1 2 3 4 5 UTO

Key access.

2. Elevators are located in easy to view areas.

1 2 3 4 5 UTO

"Around the corner" and not in a lobby.

3. Elevator lobbies are well lit.

1 2 3 4 5 UTO

No lobby, just corridors.

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

No lobby, just corridors.

P. Interior: General

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

1 2 3 4 5 UTO

Just from doors at ends of corridors, and rooms along exterior. Many windows are rather small, and covered on the interior.

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

Very subjective. A little dour in some areas.

4. The organization of interior spaces is easily comprehended.

1 2 3 4 5 UTO

Good separation between ES and HS/MS, but some corridors/circulation are a bit maze-like.

5. Visitors have distinctive and highly visible nametags.

1 2 3 4 5 UTO

Green Shiocton lanyard, no photo.

6. Staff and teachers have highly visible nametags. Not consistently worn.
 1 2 3 4 5 UTO
7. Security personnel wear distinctive clothing and have distinct, visible identification badges.
 1 2 3 4 5 UTO DNE. Did see one part time sheriff officer.
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 Depends on age.
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 Age dependent.
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 ES is a bit more haphazard with open coat racks. Otherwise sufficient lockers? May be misleading as it was end of school.
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 Many corridors have artwork (temp or permanent), others are plain.
18. The temperature in interior spaces is neither too hot nor too cold.
 1 2 3 4 5 UTO Subjective!
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 Appear so (mechanical, housekeeping, etc.)
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	<u>3</u>	4	5	UTO	DNE
---	---	----------	---	---	-----	-----
2. The school is attractive.

1	2	<u>3</u>	4	5	UTO	DNE
---	---	----------	---	---	-----	-----
3. The school is cheerful.

1	2	<u>3</u>	4	5	UTO	DNE
---	---	----------	---	---	-----	-----
4. The atmosphere is uplifting.

1	2	<u>3</u>	4	5	UTO	DNE
---	---	----------	---	---	-----	-----

6. Additional Observations

Any additional observations regarding the school environment: _____

Main elevation is "inviting" and close to the street but there are no vehicular barriers other than a street curb. The Tech Ed wing in particular, with its driveway and overhead doors would typically at least be fenced off and gated but there is little room on the site for that while still maintaining the desired program. The lots that wrap around the backside of the building are unsecured and directly abut the exterior walls with no landscaping or other barrier. Although it should be noted that the interior playground area is separated from the vehicular circulation with steel gates that can be opened by school personnel if necessary for circulation or maintenance.

Unknown if any glazed entrances/exits or first floor windows have security film (or laminated glazing). Windows from the 1996 additions are residential in nature, so potentially less robust than commercial windows, and they have integral blinds that have largely stopped functioning properly.

Windows that allow monitoring of entrances, school grounds, etc. as enumerated in this document are seen as a positive from a student and staff well-being perspective, and the natural light they bring in is known to enhance learning and mood. This must be balanced with the opposite effect, that of visibility INTO the building: unless the windows are deeply tinted, students and staff could theoretically be monitored from a remote exterior location, depending on the line of sight from a public way.

While access to the one-story roofs of the building is theoretically possible with a ladder as stated elsewhere in this document, if the roof access points are normally locked there is little to gain by going on the roof.

Other than individual room entrances, there are few opportunities to close off wings or sections of the building to facilitate additional security in a "lockdown" situation. Cross-corridor door sets can be held open during normal school hours but automatically closed by a button press during a lockdown event to help section off the building. For example at the entrance to a classroom wing. Such doors would need to be located so as not to create "dead end" corridors or other egress hazards.

While there were many cameras present in the school and around the grounds, a comprehensive review should be undertaken to affirm placement for maximum coverage of sensitive areas. Other security features present were limited to proximity access card readers for normally-locked doors. Additional security infrastructure such as metal detectors, kiosks or other measures were not present. Once a visitor is "buzzed" into the building, there are no other barriers or checkpoints.

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 Farmland

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 | Mostly well-kept but modest single-family homes. |
| 1 2 <u>3</u> 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 | Hometown Cafe, nearby Church. |
| 1 2 <u>3</u> 4 5 | | |
| 5. Industrial | DNE | |
| 1 2 3 4 5 | | |
| 6. Recreational (parks, etc.) | DNE | "Prairie" |
| 1 2 3 <u>4</u> 5 | | |
| 7. Government (libraries, offices, etc.) | DNE | Village offices, FD and Library are a couple blocks away. |
| 1 2 <u>3</u> 4 5 | | |
| 8. Other Schools | DNE | |
| 1 2 3 4 5 | | |
| 9. Vacant buildings | DNE | |
| 1 2 3 4 5 | | |

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

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				

For More Information:

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