

Use the following questions to think about ways of increasing safety and security in your school. For more information, see *Mitigating Hazards in School Facilities*, <http://www.ncef.org/safeschools/index.cfm>.

Location _____ **Date** _____

1. Corridors

■ Are corridor sight lines maximized for natural surveillance and safety?

Yes No Not applicable Further study

Note:

■ Are corridors well lit with artificial or natural lighting and have no dark or shadowed recesses?

Yes No Not applicable Further study

Note:

■ Are corridor lighting controls protected from unauthorized use?

Yes No Not applicable Further study

Note:

■ Are recesses, niches, or blind corners visually exposed with windows, convex mirrors, chamfered (angled) corners, or surveillance cameras? Are they shallow enough in depth not to serve as hiding areas or sealed off against illicit use?

Yes No Not applicable Further study

Note:

■ Are lockers, vending machines, trash containers, fire extinguishers, display cases, cabinets, and water coolers mounted flush with walls to avoid injury and allow natural surveillance, or do they have a low enough profile not to provide hiding places?

Yes No Not applicable Further study

Note:

■ Do otherwise hidden corridors and stairwells receive visual surveillance through the placement of windowed administrative offices or other spaces occupied by adults or through the use of video surveillance equipment?

Yes No Not applicable Further study

Note:

■ Are freestanding objects that could be toppled intentionally or fall during earthquakes or other natural disasters adequately secured?

Yes No Not applicable Further study

Note:

■ If corridors double as lockdown or emergency shelter locations, can windows be readily blocked with shutters?

Yes No Not applicable Further study

Note:

■ Are decorative materials, streamers, and fabrics flame resistant?

Yes No Not applicable Further study

Note:

■ Is wall space used well, with interior glazing to improve surveillance? Are walls (but not interior windows) covered with or made of materials that make it easy to display student artwork and posters as a means of promoting territoriality, ownership, and connectivity? Note that Section 14.7.3.3 of NFPA 101, Life Safety Code, 2003, prohibits teaching materials and artwork from covering more than 20 percent of the wall area.

Yes No Not applicable Further study

Note:

- Are corridors wide enough to prevent crowding and provide adequate room for maneuvering wheelchairs?
 - Corridors are usually cited as the second most common indoor location for school fights (cafeterias are first), primarily because of crowding. Wide corridors prevent crowding and jostling.
 - During class changes, corridors also serve as commons areas, and spacious corridors help reduce undesirable behavior.
 - North Carolina recommends the following corridor widths:
 - a) Corridors serving classroom feeder corridors and large-group spaces such as cafeterias, media centers, gyms and auditoriums: elementary and middle schools, 10 feet; high schools, 12 feet.
 - b) Classroom corridors serving more than 2 classrooms, 8 feet.
 - c) Classroom corridors serving more than 8 classrooms, 9 feet.
 - d) Corridors with lockers along one wall, add 2 feet; with lockers along both walls, add 3 feet.

Yes No Not applicable Further study

Note:

- Are exit signs well maintained, easily seen, and pointing in the right direction?
 - The maintenance program for corridor, stairwell, and exit sign lighting should ensure functioning under normal and emergency power conditions.
 - Expect state or local building codes to be updated to require floor proximity signs, which are needed when heat and smoke drive occupants to crawl along the floor to get out of a building; signs and lights mounted high on the wall or on the ceiling may be of little or no benefit in such situations.
 - Consider glow-in-the-dark technology.
 - Good quality, consistent exit lighting is cost-effective in the long term and worthwhile from a maintenance perspective.
 - Using different exit lighting at different doors makes it harder to efficiently stock, keep track of, and replace parts.

Yes No Not applicable Further study

Note:

- Are clear and precise emergency evacuation maps posted at critical locations? Are they customized or posted to match their positions in the building and protected from vandalism or removal?

Yes No Not applicable Further study

Note:

- Are water fountains wheelchair accessible?
 - Water fountains should be located on an accessible path.
 - The spout should be at most 36 inches off the floor, with at least 27 inches of clearance for wheelchair users' legs beneath the apron of the fountain.
 - Avoid foot-operated fountains, which don't work for wheelchair users. Push-bar or lever designs work well.

Yes No Not applicable Further study

Note:

- Do water fountains impede traffic flow or lead to overcrowding or conflicts? Options include:

- Fountains placed in gathering areas that are typically monitored, or in an area of natural surveillance.
- Fountains placed in recessed areas that can be closed off by a roll-down security grill.

Yes No Not applicable Further study

Note:

- Are water fountains vandal resistant in materials and placement, solidly mounted, and well secured. Are splash guards made of soft, bendable material?

Yes No Not applicable Further study

Note:

■ Are small water fountains integrated into sinks in classrooms? This keeps students from leaving the classroom for water and reduces the avoidable expense of supplying paper cups adjacent to sinks.

Yes No Not applicable Further study

Note:

■ Are vending machines and public telephones located in well-monitored activity areas rather than in isolated areas?

Yes No Not applicable Further study

Note:

■ Are vending machines recessed flush in alcoves that do not provide hiding places?

Yes No Not applicable Further study

Note:

■ Do vending machines and public telephones impede natural surveillance or cause foot traffic conflicts?

Yes No Not applicable Further study

Note:

2. Interior Doors

(See related assessment guide: CLASSROOMS)

■ Does door hardware allow staff to quickly lock rooms from the inside without having to step into the hallway? Dual cylinder, ANSI F88 locksets are recommended for all classroom doors. They allow doors to be locked from either side to prevent entry into the classroom from the corridor side, but they cannot be locked (in accordance with building and fire code requirements) to prevent egress from the classroom. The capability to quickly lock the door from either side is the fastest solution for “lockdown” situations. Additionally, F88 locksets meet all ADA requirements. Installation costs are a few hundred dollars per door.

Yes No Not applicable Further study

Note:

■ Do door access devices such as master keys or proximity cards allow staff to gain quick entry to any room where students have secured themselves?

Yes No Not applicable Further study

Note:

■ Does door hardware permit criminals or vandals to lock or chain corridor doors as a way of significantly slowing down security officers in pursuit?

Yes No Not applicable Further study

Note:

■ Can classroom doors always be opened from the inside for emergency egress purposes?

Yes No Not applicable Further study

Note:

■ Are recessed door entries angled or chamfered? Chamfered door entry recesses are inset at 45 rather than 90 degrees to reduce opportunities for concealment and to minimize pedestrian collisions and conflicts.

Yes No Not applicable Further study

Note:

■ Do recessed doors project more than 7 inches into the corridor? Section 1005.2 of the International Building Code does not permit a fully opened door to project into a corridor (a path of egress) by more than 7 inches.

Yes No Not applicable Further study

Note:

- Are doors sized and arranged to reduce congestion and avoid crowding?
 - Multiple single doors reduce congestion and are recommended over double doors.
 - Wider-than-normal (oversize) doors accommodate movement of large items and are recommended for accessible areas, music rooms, vocational development spaces, kitchens, and receiving areas.

Yes No Not applicable Further study

Note:

3. Lockers

- Are lockers locked with school-owned padlocks or electronic pass cards? If locks are used, does the school retain ownership?

Yes No Not applicable Further study

Note:

- Do locker locations and designs cause crowding or security problems? Options to consider are:
 - Lockers are easiest to supervise if they are in controlled classrooms, such as homerooms.
 - Lockers in hallways should be mounted flush to the wall so that they don't narrow the hallway.
 - Single lockers lead to less conflict than over and under designs.
 - Spreading lockers out can help avoid congestion and conflict.
 - Unused lockers should be locked.
 - If the supply of lockers is excessive, locking every other locker can help avoid congestion.
 - Locker bays should not block natural surveillance into or around the bays, or the bays should be electronically monitored.
 - Metal mesh doors allow natural surveillance into the lockers.
 - Locker bays should be well lit and allow ample room for circulation.
 - Lockers should be bolted in place.

- Assign locker privileges selectively and revoke them for related abuse, such as for storing contraband.
- If nothing else works, consider removing or locking all lockers against any use, even temporarily.

Yes No Not applicable Further study

Note:

Additional notes and comments:
