

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 _____

■ Does the library or media center, if jointly used by the school and the community, have separate and secure access for school use and after-hours activities, and does it restrict access to and from other areas of the school?

Yes No Not applicable Further study

Note:

■ Is the library or media center well lit, with no dark or shadowy areas?

Yes No Not applicable Further study

Note:

■ Are the library's or media center's reception area and circulation desk located near the main entrance and positioned to control traffic in and out of the area?

Yes No Not applicable Further study

Note:

■ Do the library's or media center's reception area and circulation desk positions have unobstructed surveillance of the entire area and can all users be monitored? Low stacks (maximum 4 feet high) parallel to the librarian's line of sight help accomplish this. Shelves along walls can be full height.

Yes No Not applicable Further study

Note:

■ Are there separate, lockable areas for storing media equipment, or are other security measures in place?

Yes No Not applicable Further study

Note:

■ Are adequate theft deterrents used, such as magnetic strips in books, door readers, and alarmed exits?

Yes No Not applicable Further study

Note:

■ Are computers, printers, copiers, and other equipment secured against theft?

Yes No Not applicable Further study

Note:

■ Are storytelling areas or niches all on one level, or, they are if recessed or elevated, are they designed to prevent fall injuries or hidden activities?

Yes No Not applicable Further study

Note:

■ Is all shelving securely fastened to walls or floors or otherwise designed to keep from tipping or falling due to student behavior or natural disasters? Book shelving is a particular hazard in earthquake areas.

Yes No Not applicable Further study

Note:

■ In earthquake-prone areas, are wall- or ceiling-mounted televisions, projectors, and screens, and other heavy objects secured from falling?

Yes No Not applicable Further study

Note:

■ In earthquake-prone areas, are partitions that terminate at hung ceilings properly braced to the structure above? Heavy partitions are particularly vulnerable to strong earthquake forces because of their stiffness and mass and are prone to damage.

Yes No Not applicable Further study

Note:

■ In earthquake-prone areas, are plaster and gypsum board ceilings adequately supported and secured to structural framing?

Yes No Not applicable Further study

Note:

■ In earthquake-prone areas, are suspended lighting fixtures, suspended ceiling systems braced and provided with safety wires?

- Lighting fixtures, ceiling systems, and other overhead components or objects should be mounted to minimize the likelihood that they will fall and injure building occupants.
- Lay-in fluorescent lights should be supported independent of the ceiling grid. Spot lights and track lights should be securely attached to the structure.

Yes No Not applicable Further study

Note:

■ In high risk areas, are windows and their framing and anchoring systems designed and located to resist the effects of explosive blasts, gunfire, and forced entry? Windows overlooking or directly exposed to public streets or dangerous areas should be either minimized or protected.

- The greatest risk to occupants from an explosive blast originating near the school or even blocks away is injury from flying glass shards, so window glazing should be laminated or protected with an anti-shatter film. Glass-clad polycarbonate and laminated polycarbonate are two types of alternative glazing material.

- Bullet resistant glazing should meet the requirements of UL 752.
- Security glazing should meet the requirements of ASTM F1233 or UL 972.
- Window assemblies containing forced-entry-resistant glazing should meet the requirements of ASTM F588.

Yes No Not applicable Further study

Note:

Additional notes and comments:
