

Tabletop Exercise Crime Prevention Through Environmental Design (CPTED)

Directions: Use the images provided in the slide presentation to identify the CPTED elements outlined below.

Extension Activity: Gather several photographs of the exterior and interior spaces of your school campus. Use those images instead of the ones provided in the slide presentation to look for CPTED elements listed below.

Natural Surveillance

Consider the table below. Are these elements evident in the photographs on Slide #7? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
Perimeter fencing allows for natural surveillance of school grounds.		
Low ground cover or high-canopied trees are used around children’s play areas and parking areas and along pedestrian pathways.		
There is good visibility (sight lines) in play areas and parking lots.		
Furniture, lockers, or other objects do not compromise natural surveillance within the classroom.		
Seating is located in areas of active use (e.g., lobbies, waiting areas, courtyards).		

What else might demonstrate **natural surveillance** on a school campus?

- 1.

Territorial Reinforcement

Consider the table below. Are these elements evident in the photographs on Slide #8? If no, what might the school do to improve?

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

CPTED TABLETOP EXERCISE

Site Assessment Item Examples	Yes/No	Improvements?
Fencing surrounds the entire campus.		
Restricted areas are clearly marked.		
The organization of the school campus and interior spaces is easily comprehended.		
Interior spaces are enhanced with plants, artwork, and/or other physical means.		
The school has a safety committee made up of staff and students.		

What else might demonstrate **territorial reinforcement** on a school campus?

1.

Natural Access Control

Consider the table below. Are these elements evident in the photographs on Slide #9? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
Access to school property is controlled by gates, fencing, walls, and signs (territorial, directional, and regulatory).		
Landscaping elements do not allow easy access to roofs, windows, or other upper-level areas.		
There is access control for classrooms and non-classroom interior settings.		
Multiple stall restrooms have open zigzag entries, rather than door systems.		
Authorized adults are visible in interior corridors during class changes and monitor hallways during class.		

What else might demonstrate **natural access control** on a school campus?

1.

Management and Maintenance

Consider the table below. Are these elements evident in the photographs on Slide #10? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
The place feels cared for.		
Pedestrian pathways on school property are in good condition.		
There are no signs of vandalism.		
There is a schedule for maintenance (e.g., of outside lights, locks, sheds, windows, and exterior buildings).		
Interior features—such as clocks, displays, signs, and furnishings—are in good condition.		

What else might demonstrate **management and maintenance** on a school campus?

1.

Social Cohesion

Consider the table below. Are these elements evident in the photographs on Slide #11? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
Administrators and staff (including security and law enforcement personnel) are trained in conflict resolution methods.		
Parents are an integral part of the school's safety planning and policymaking.		
Students are represented on the safety/crisis management team and/or a safe schools advisory council.		
The school has peer mediation/conflict resolution programs that engage students to solve problems.		
Students may seek help without the loss of confidentiality.		

What else might demonstrate **social cohesion** on a school campus?

1.

Connectivity

Consider the table below. Are these elements evident in the photographs on Slide #12? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
Local businesses and other community groups are involved in the school's safety planning.		
The school has developed an effective partnership with local law enforcement.		
School safety planning reflects the neighborhood, including crime and hazardous conditions.		
Students and parents are aware of community resources.		

What else might demonstrate **connectivity** on a school campus?

1.

Threshold Capacity

Consider the table below. Are these elements evident in the photographs on Slide #13? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
The capacity of the school building supports its intended use.		
All areas of a school space are in-use.		
School spaces are used more than during the school day hours.		
There is minimal congestion during transitions such as school drop-off/pick-up, lunch periods, and class changes.		

What else might demonstrate **threshold capacity** on a school campus?

1.

Community Culture

Consider the table below. Are these elements evident in the photographs on Slide #14? If no, what might the school do to improve?

Site Assessment Item Examples	Yes/No	Improvements?
There are examples of student involvement with campus beautification such as landscape maintenance, gardens, memorials, art projects, and/or other physical enhancements		
Motivational signs, temporary or permanent, herald accomplishments, reflect student pride, give positive messages, and otherwise encourage student excellence.		
Security staff and building administration have conducted a climate survey of students, staff, and parents.		
School activities, services, and curricula reflect the characteristics of the students and the community.		
The school allows students to become involved in community service projects during school hours.		

What else might demonstrate **community culture** on a school campus?

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