



American Clearinghouse on Educational Facilities

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ACEF Resource Guide on School Safety: Crime Prevention Through Environmental Design (CPTED)

The following resource list is intended to assist school officials in identifying and applying CPTED principles. While this resource list is extensive, it is not intended to be exhaustive. For additional CPTED information and resources please contact ACEF at acef@acefacilities.org.

A Guide to School Vulnerability Assessments

As a comprehensive publication on school vulnerability assessment, CPTED principles are highlighted including structural, maintenance, and grounds hazards.

U.S. Department of Education, Office of Safe and Drug-Free Schools. (2008). *A guide to school vulnerability assessments*. (Publication No. 04-CO-0091) Retrieved from the American Clearinghouse on Educational Facilities website:
http://www.acefacilities.org/Resources/documents/DOE/US_DOE_Guide_to_Vulnerability_Assessments.pdf

Best Practices for Using Crime Prevention Through Environmental Design

This document is a culmination of best practices provided by the National Crime Prevention Council, on behalf of the U.S. Department of Justice's Community Capacity Development Office, after providing training and technical assistance to ten communities across the United States between 2007 and 2009. The document addressed crime and community improvement through the use of Crime Prevention Through Environmental Design (CPTED) principles.

U.S. Department of Justice, National Crime Prevention Council. (2009). *Best practices for using crime prevention through environmental design*. Retrieved from
<http://www.ncpc.org/resources/files/pdf/training/Best%20Practices%20in%20CPTED%20-2.pdf>

Buildings and Infrastructure Protection Series

Within this document, current architectural and engineering design considerations are discussed with regard to school sites. Environmental design relating to property lines, school buildings, land use, site planning, standoff distance, controlled access areas, patron entry and vehicular access, signage, parking, loading, and service access were included.

Federal Emergency Management Agency. (2012). *Buildings and infrastructure protection series: Primer to design safe school projects in case of terrorist attacks and school shootings*. Retrieved from Department of Homeland Security website:
http://www.dhs.gov/xlibrary/assets/st/bips07_428_schools.pdf

Crime Prevention Through Environmental Design Guidebook

The purpose of this guidebook was to raise awareness of developers, architects, and educational facility planners on the concepts and principles of CPTED. CPTED may enhance the safety of developments and minimize the opportunities for crime to be committed. This guidebook presented information, illustrations and suggestions on how this can be done through the application of CPTED.

National Crime Prevention Council. (2003). *Crime prevention through environmental design guidebook*. Retrieved from
<http://www.ncpc.gov.sg/pdf/CPTED%20Guidebook.pdf>

Guide 4: Ensuring Quality School Facilities and Security Technologies

This guide was intended to help educators and other members of the community understand the relationship between school safety and school facilities, including technology. The guide covered the following topics:

- Crime Prevention Through Environmental Design (CPTED)
- Planning To Address CPTED: Key Questions To Ask
- Security Technology: An Overview
- Safety Audits and Security Surveys

Schneider, T. (2002). *Guide 4: Ensuring quality school facilities and security technologies*. Retrieved from the National Criminal Justice Reference Service website: <https://www.ncjrs.gov/pdffiles1/ojjdp/book4.pdf>

Prevention-Mitigation: Emergency Management for Schools Training

Authors, Akers and Kimberling, presented a training in Philadelphia, PA in 2007, which discussed emergency management for schools based on the prevention/mitigation phase of the four-phases of emergency management outlined by the U.S. Department of Education.

Akers, J., & Kimberling, S. (2007). *Prevention-mitigation: Emergency management for schools training*. Retrieved from the Readiness and Emergency Management for Schools website: http://rems.ed.gov/docs/PreventionMitigation_Philadelphia_Breakout.ppt

Safe School Design: A Handbook for Educational Leaders

This resource guide was written to help school board members and school leaders create safer schools through effective design, usage, and supervision strategies. The guide was based on principles and concepts of Crime Prevention Through Environmental Design (CPTED).

Schneider, T., Walker, H., & Sprague, J. (2000). *Safe school design: A handbook for educational leaders*. Retrieved from University of Oregon website: <https://scholarsbank.uoregon.edu/xmlui/handle/1794/3258?show=full>

Site and Layout Design Guidance

The Federal Emergency Management Agency (FEMA) provided site-level considerations for development. The intent of this guide provided concepts for integrating land use planning, landscape architecture (vegetation, landforms, and water), site planning, and other strategies to mitigate threats as identified via a risk assessment.

Federal Emergency Management Agency. (n.d.) *Site and layout design, guidance 2*. Retrieved from http://www.fema.gov/txt/plan/prevent/rms/426/fema426_ch2.txt

Student School Safety Audit: Safety in Our Schools

This document provided a comprehensive and substantive view of how vested students can be instrumental in assessing school safety issues and concerns using the principles of CPTED.

Illinois State Board of Education, Student Advisory Council. (2001). *Student school safety audit: Safety in our schools*. Retrieved from the American Clearinghouse on Educational Facilities website: <http://www.acefacilities.org/Resources/documents/Illinois%20State%20School%20Board%20Policy.pdf>

The Vulnerability Assessment Process

In this online learning opportunity, content and resources were shared to support a strategic approach to assessing matters of safety and security in school settings. Research was cited and users are directed to a broad scope of resources to support learning in this area. A variety of tools was discussed to support implementation at the local level. Outcomes from the session allowed users to activate and mobilize a call to action.

Cummins, A. (American Clearinghouse on Educational Facilities). (2011). *The vulnerability assessment process* [archived webinar]. Available from http://165.95.250.7/SiteRoots/main/User/GuestAttend.jhtml?pb=true&s_guid=0000014115e30000012ebfd474758bf7&domain=/tarleton&domain

