

Community Safety: Through the Eyes of Our Youth

Safe Growth/Crime Prevention Through Environmental Design (CPTED)

2013 International CPTED Association Conference

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Neighbourhood Safety, City of Saskatoon



- Population of approximately 250,000
- Potash, uranium exports, major crop exporter, agriculture biotechnology
- Major employers are Saskatoon Health Region, Cameco, City of Saskatoon
- Growing very rapidly
- Influx of people, money, and jobs

Key Existing and/or Emerging Crime Issues

1. Increased Drug Trafficking: more drugs coming in from other provinces (AB & BC). East African (Somalian) groups especially active.
2. Increasing theft from construction sites including building materials and tools.
3. Perceptions of Youth on the street are poor.
4. Potential for movement of crime with the gentrification of riverside neighbourhoods.

Neighbourhood Safety Program

- It is a collaborative, multi-faceted approach to reducing opportunities for crime, improving community perceptions of safety, and strengthening community bonds
- emphasizes the relationship between the immediate physical environment and social behaviour related to crime



What is the Neighbourhood Safety Program?

Five Components:

1. Creation of neighbourhood safety plans in conjunction with LAP program;
2. Neighbourhood Safety recommendation implementation;
3. CPTED Review Committee;
4. Ad hoc requests; and
5. Program Support.



Creation of New Neighbourhood Safety Plans

- Typically safety is one of the top issues identified in neighbourhood Local Area Plans;
- Historically completed through a separate study and budget. (Pleasant Hill, King George, Nutana, Sutherland, Caswell Hill)
- Currently the neighbourhood safety activities are completed inside the LAP process (Riversdale, City Park, Westmount)



Planning and Safe Growth

These safety concerns are directly linked to physical environmental design factors and the appropriate activity support.

The Neighbourhood Safety program has helped Saskatoon become a safer and more sustainable community.



**A Kid's Guide to Building
Great Communities:**

A Manual for Planners and Educators



Canadian Institute of Planners /
Institut canadien des urbanistes



“It is because you are a very small animal that you will be Useful in the adventure before us.”

Piglet was so excited at the idea of being Useful that he forgot to be frightened anymore, and....he was so eager to begin being Useful at once.

-Winnie the Pooh

Planners Working With Kids

Built environment education includes any that brings into the classrooms valuable knowledge about the built environment and its affect on people, human events and history.

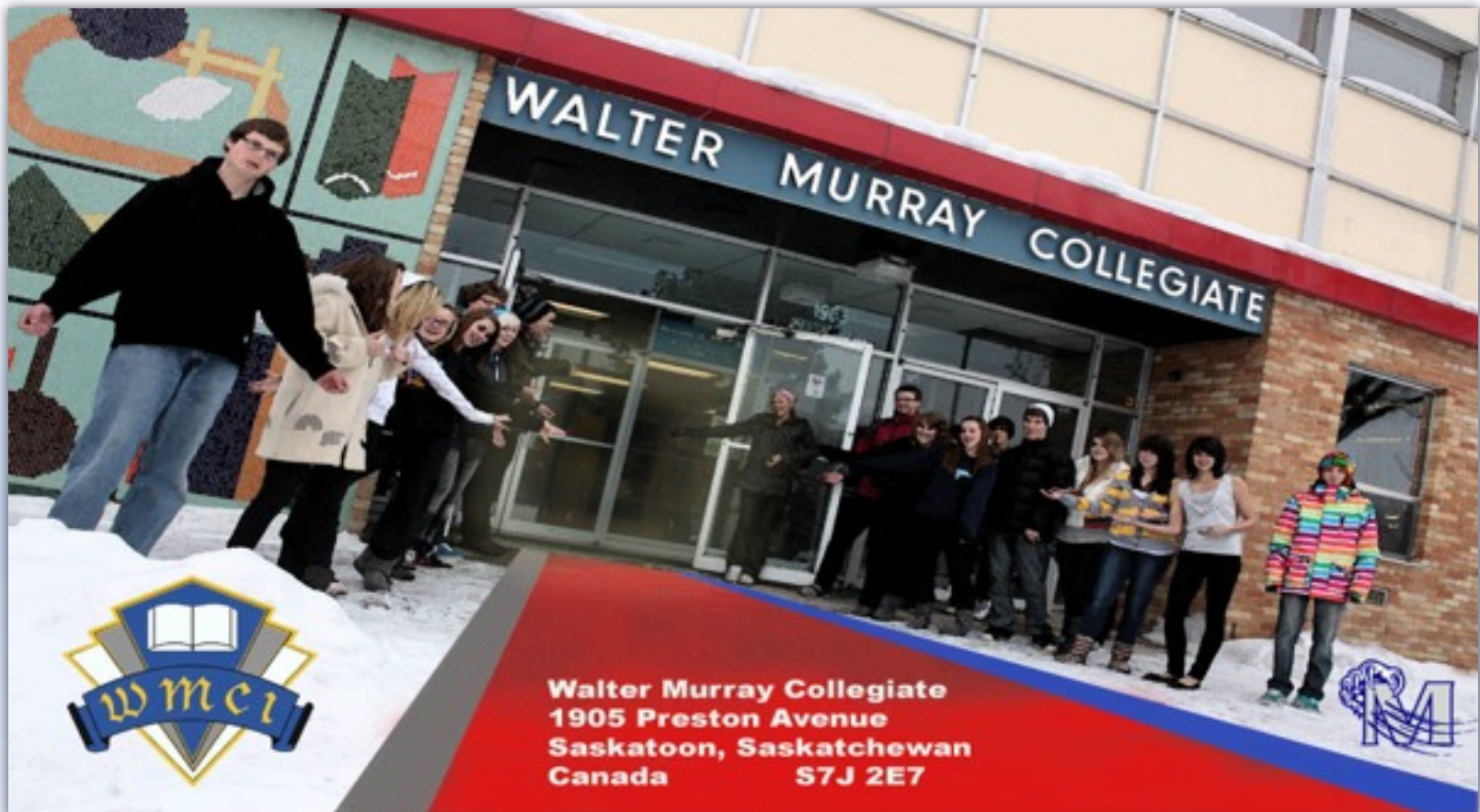
For children who must live and work in a modern industrialized society, this knowledge is critical if they are to be thoughtful and active citizens.

Programs for built environment education are not additions to the curriculum, they are the curriculum. They provide a vehicle, a thematically unified way of delivering the content and the skills of existing curriculum.



This manual seeks to meet the following goals

- to help children develop into adults that have an appreciation for how their communities develop and grow;
 - how to become "good" citizens with a sense of responsibility for their communities;
- emphasis is not on encouraging kids to pursue a career in planning;
 - to influence planners to become more involved in working with kids as part of their day-to-day work.



Diverse student population of over 1,300

- French Immersion
- Advanced Programming

- Woods Construction
- Electronics
- Welding

- Machining
- Commercial Cooking
- Interior Design

Dan Worden Park

City of Saskatoon

Printed: January 8, 2013
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- WMCI holds a student forum each year to provide students with a voice in the direction of the school and student concerns;

- Student Teacher Advisory Group (STAG) is the group that leads this;



- Dan Worden Park was identified as a safety concern by numerous students for a number of years;

- STAG felt the issue was not going to go away unless they involved others from outside the school community as this was a public park.



- Grade 10 student wrote a letter to the ward councilor in hopes of raising awareness of the student body issues;
- Councillor Loewen met with the students and then made contact with other work units in administration who might support their work;
- November 30, 2012, Neighbourhood Safety met with STAG to discuss how we might help.



What We Offered

Our goal was not to do for the students but to show them what could be done and help them:

- Decide what they wanted to do;
- Identify an action plan that they could commit to;
- Identify who else needed to be involved;
- How to get others involved;
- Figure out a schedule that fit with their busy schedules.

Dan Warden Park - Walter Murray Student Group (STAG)

Park Safety Action Plan December 2012

So Far.....

Action Plan Established

#	Item	Action	Participants	Date
1	Name for Project	<ul style="list-style-type: none"> Choose a catchy name for the project. 	Students	December
	Comments	Choosing a name for the project will provide a greater sense of ownership for the project, and a better promotional/marketing tool.		
2	Contacting Stakeholders	<ul style="list-style-type: none"> Identify Stakeholders Draft letter to Stakeholder Groups 	STAG Committee, Alex will draft letter	Dec. 17
	Comments	Letter will inform groups not within the school that the current initiative is taking place to address issues in Dan Warden Park. It will notify them who is taking the initiative, and who to contact to get involved and invite them to join this community activity.		
3	Review of Letter/Response Time	<ul style="list-style-type: none"> Letter is reviewed by STAG safety group Letter is officially sent to identified stakeholders 	STAG group and Elisabeth and Ian to review letter	Dec. 21
	Comments	Letter inviting stake holder groups to participate or become involved will be sent out before school Christmas Break. This will allow enough time for stakeholders to respond over the next month, as final examinations occur during the end of January.		
4	Collect Information & Data	<ul style="list-style-type: none"> Collect Information Collect any useful data 	STAG Committee Members/City's Planning & Dev. Branch	Dec. - Feb.
	Comments	Collect information on who is using the park, why?, when?, and a general overall community and school information regarding movement patterns. Users concerns will help frame the picture of what is occurring in this area. Decide how to do this. How to collect info from students and other stakeholders.		

So Far...

Action Plan

#	Item	Action	Participants	Date
5	Crime Statistics	<ul style="list-style-type: none"> • Collect Detailed Crime Statistics • Analyze Crime Statistics 	STAG Committee Members/City's Planning & Dev. Branch	Dec. - Jan.
	Comments	Analyzing crime statistics will help identify where crime incidents are occurring, including time of day, week, month, and how this relates to the site.		
#	Item	Action	Participants	Date
6	Design Intercept Survey	<ul style="list-style-type: none"> • Design Intercept Survey for users of the site • Conduct Intercept Surveys of park users 	STAG Committee Members	Jan.
	Comments	Designing a survey to get information directly from users of the site will give a better idea about the perception of the site. Conducting intercept surveys of local residents, employees, students, or anyone using the site will allow the information to be used in evaluating improvements.		
#	Item	Action	Participants	Date
7	Surveys	<ul style="list-style-type: none"> • Choosing appropriate survey methods • Design Survey • Conduct Surveys 	STAG Committee Members/City's Planning & Dev. Branch	Feb. - March
	Comments	Choosing an appropriate method(s) will assist in conducting and collecting information from other stake holder groups. Examples used in the past have been Mail-out questionnaires, map identification surveys, online surveys, surveys on perceptions, neighbour-to-neighbour surveys. What shall we do? What do we have time and resources for?		
#	Item	Action	Participants	Date
8	Safety Audit	<ul style="list-style-type: none"> • Conduct Safety Audit 	STAG Committee Members/City's Planning & Dev. Branch/ User Groups	April/May
	Comments	<p>A safety audit is an on the ground walkabout in the area. Users of the park, residents, local police, CPTED practitioners conduct daytime and nighttime audits to collect perception data about problems and solutions on the specific site.</p> <p>Safety Audit will have to wait until the leaves are out on the trees so this depends on weather.</p>		

So Far...

Action Plan

#	Item	Action	Participants	Date
9	Recommendations	<ul style="list-style-type: none"> Collaborate as a group, use consensus building to identify recommendations 	STAG Committee Members/City's Planning & Dev. Branch/Parks Branch	April
	Comments	Identify what recommendations and/or design features that can be implemented based on Actions 1 - 8.		
#	Item	Action	Participants	Date
10	Implementation Strategy	<ul style="list-style-type: none"> Implementation Strategy Funding/Budget Options 	STAG Committee Members/City's Planning & Dev. Branch/Parks Branch	April
	Comments	An Implementation strategy consists of looking at funding options, an assessment of what can be accomplished, time lines for recommendations, and which groups can take responsibility for each recommendation.		
#	Item	Action	Participants	Date
11	Budget Monies	<ul style="list-style-type: none"> Brain storm....Where does implementation monies come from? 	STAG Committee Members/City's Planning & Dev. Branch/Parks Branch	May
	Comments	Who can be approached for funding? City Council, City of Stoon Parks, School Board, Community Association, Residents, Businesses. <i>How do we approach them?</i>		
#	Item	Action	Participants	Date
12	Implementation	<ul style="list-style-type: none"> Implement recommendations 	STAG Committee Members/City's Planning & Dev. Branch/Parks Branch	May - June
	Comments	Implement recommendations. Do the work and implement the changes that were identified to fulfill the recommendations.		

Safety Audit



Keeping Your Neighbourhood Safe

What is a Safety Audit?

The goal of a Safety Audit is to identify your perceptions and concerns and to improve an environment by reducing the opportunity for crime to occur and improving perceptions of your personal safety.

A Safety Audit is:

- A process that allows you and other regular users of an area to identify places that make you feel unsafe;
- A highly flexible process that can be easily adapted to meet the needs of the community;
- A way to address different issues that affect how safe you may feel in an area, such as: physical features (e.g. lighting, signs, and accessibility), attitudes and behaviour, and official and/or unofficial practices and policies;
- A tool that is based on the idea that you are the expert on your own sense of safety and experiences of being safe or unsafe in a space.

You, as an area resident or user, are considered a "local expert" because you are the most familiar with the area and what happens on a day-to-day basis. You will become directly involved in making your community safer through this process.

Residents, users, local businesses, and local government work together to find solutions to safety problems in the community using the audit results as one tool, or input, in the overall Risk Assessment of the area.

The principles of Crime Prevention Through Environmental Design (CPTED) focus on the relationship between the built environment and the social behaviour that occurs in that built environment. CPTED is an inclusive, collaborative, and interdisciplinary approach to reducing opportunities for crime, improving perceptions of safety, and strengthening community bonds. CPTED principles, now adopted by the City of Saskatoon, stem from the observed phenomenon that certain "cues" in the physical environment can prompt undesirable or crime-related behaviours, as well as perceptions of being safe or unsafe in users of that environment.

Safety Audits, perception and intercept surveys (of actual users), and site inspections all add to the understanding of what environmental cues an area exhibits and how these affect your "feelings" of safety. Without this larger picture, the appropriate solutions to a problem may not all be identified.

In Saskatoon, Safety Audits based on CPTED principles have now been applied in a number of settings including parks, streets, and buildings.

What the School and Students Did

Hundreds of students have participated in the review of the area through:

- 925+ students completed a safety survey in their classrooms;
- 30+ students through guided safety audit with our staff
- 7 classes that integrated the safety audit into their class curriculums, on their own. These included:
 - 2 psychology classes
 - 4 classes in Physical Education/Health/Carreef; and
 - 1 class of French immersion Humanities with has a sociology unit

What the School and Students Did



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Saskatoon Walks

Building Community from the Ground Up: Students Redesign a Park

Guided by: Students of Walter Murray Colligate

Date	Start Time	Est. Duration
Saturday, May 4th	10:00 AM	1 hour

This is a cooperative project between the City of Saskatoon and students from Walter Murray Collegiate and Holy Cross to redesign Dan Warden Park. Learn about the student concerns that prompted the partnership. Hear about City council's support of student-led activities.

Like Send 0 people like this. Sign Up to see what your friends like.

Tweet

[The True Citizen](#) [The Nature Lover](#)

About your walk leader:

Meeting Place:

Auditorium of Walter Murray Colligate, 1905 Preston Ave.

Look for this to find us:

Student leaders will be wearing T-shirts with a large grey peace sign.

Accessibility:

Everyone welcome

Parking Availability:

on the street

Recommendations

- Clearing some of the bluff and making it more useful for students and surrounding seniors while increasing sight lines and reducing hiding spaces;
- Research community gardens for use by seniors and students;
- Research potential for adding a tot lot for surrounding seniors to take grandchildren;
- How to integrate staff and residents of seniors health residence; and
- In general look at ways to increase a positive and complementary group of uses for the park.



How?

- Urban Design to come and work with students to design a concept plan for the area (mini charette);
- Work with Parks to cost out redesign;
- Work out a strategy, internally, to ensure the cost is covered under operating or capital budget;
- Students to approach School, School Boards and Health Region for partial funding; and
- Students to present to City Council in support of the work they have done and garner support for funding.



Project Highlights

- According to the VP, this was the first time that the Public School System and Separate School System students had ever met to work on a project jointly;
- Saskatoon Health Region, through the senior care home came on board;
- City Councillor facilitated connections as well as actively recruited surrounding seniors; and
- The level of commitment from the students, STAG, teacher advisors, and Vice Principal Karen Peterson was outstanding



Project Highlights

- A year end windup allowed the students to see that the project would not fizzle over summer;
- Students and staff updated the principal;
- Principal noted that he received a phone call from someone he often hears complaints from to congratulate the school and students on better behavior in the park; and
- An email, sent through the City councilor, identified more positive interactions and relationships with The students....she said it is “black And white” compared to last year.



What Have We Learned

- Work hard to find a way, place, and reason to engage young people....sometimes they may seem disinterested;
- Don't ask them if you have no commitment to following through;
- They are a tough crowd so don't take it personally;
- If you know some young people, tell them what you want to do and ask how you can get it;
- Acknowledge their work in reports and presentations;
- Ditch the pretentious, discipline oriented language; and
- Pizza, pop and chocolate can get you a long long way....use it.



Fun

Count off your table 1-2-1-2

1's are adults

2's are young people

1's - adults

- Brainstorm a list of reasons/
excuses NOT include youth in
a project or process
- Pick your top 3

2's – young people

- Brainstorm a list of reasons/excuses why you **DON'T PARTICIPATE**
- Pick your top 3

Together

- Brainstorm 3 ways/projects/strategies that you could use to overcome the difference and work together

Questions, Comments, Concerns

I would like to hear from you.
Please leave your brainstorming papers on the table

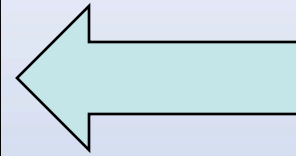


Making the land use map



This is what you learn through the collaborative decision making process.

Anecdotally.....



This is Tony
(grade 5)

Tony just graduated grade 12 and was valedictorian;

I just spoke to him on Thursday.....he still has his box that he made for Box City;

The girl he was with said she still has hers...and they were talking about that project at after-grad.....do you think this project had an impression on them?

pics



Teamwork



Problem solving



the community and the school
working together

pics



pics





SPRINGFIELD



2 new community
our community



pics



Program Support

Activities that ensure information is easily accessible and understandable.

Some examples are:

- Safe at Home Booklet
- Safety Audit Booklet;
- Neighbourhood Safety Fair;
- CPTED Training Courses (annually); and
- CPTED Guidelines publication.

