

ALASKA LEGISLATURE

2215

HOUSE and SENATE FINANCE COMMITTEE FILES, 2001 - 2002



Bullying

Bullies:

- ✧ Need to feel powerful**

- ✧ Need to feel in control**

- ✧ Have little anxiety**

- ✧ Possess strong self-esteem**

Bullies Tend To...

- **Achieve little in school**
- **Leave school early**
- **Be in trouble with the law**
- **Perform below potential**
- **Abuse their wives and children**
- **Become violent parents**
- **Female bullies become mothers of bullies**





Statistics on the Correlation of Bullying and Criminal Activity

1. Olweus, 1991:

60% of the boys identified as bullies in grades 6 to 9 had one criminal conviction by age 24, and 40% had 3 or more arrests.

2. Eron and Huesman, 1987:

Boys identified as bullies at age 8 had a 1 in 4 chance of having a criminal record by age 30.

The chance of having a criminal record for all children was 1 in 20 in their study.



Statistics on the Correlation of Bullying and Criminal Activity cont.

The bullies:

- **were convicted of more serious crimes**
- **had not achieved as well in school - more were dropouts**
- **own children were more likely to be bullies**
- **were below the non-bully group professionally and socially**

Prevalence and Location of Bullying Incidents

- **Incidents are two times as high in elementary school as secondary school.**
- **In elementary school there are 2 times as much bullying in school as on the way to or from school.**
- **In junior high there are 3 times as much bullying in school as on the way to or from school.**

From: Childhood Bullying and Teasing, Dorothea M. Ross, 1996



Victims

- **Characteristics**

Poor self image

Often smaller

**Often afraid to tell parents,
teachers,
administrators,
or police**





Victims cont.

- **Where does it occur?**

**Playground
Hallways
To and from school**

- **Signs**

**Torn clothing
Bruises
Withdrawal
Running home to use bathroom**



IT TAKES COURAGE TO:

- **Not to follow the crowd**
- **Perform acts of kindness**
- **Stand up for someone who is often the target of teasing or bullying.**
- **Control your own emotions and not lash out.**
- **Disagree with someone and risk their being mad at you or not being your friend any longer.**
- **Go against the social norm and cross the barriers to friendship between boys and girls.**

Bully Prevention Strategies

- **Awareness of problem**
- **Clear codes of conduct**
- **Active parent involvement**
- **Support and protection for victims**
- **Better playground and school supervision**
- **Serious talks with bullies & victims using a third party**





Bully Prevention Strategies cont.

Curriculum focusing on social skills:

- **Conflict resolution**
- **Negotiation**
- **Anger control training**
- **Rights and responsibilities**
- **Decision making**
- **Simple courtesy**

Bully Prevention Strategies cont.

WHAT PARENTS CAN DO

- **Talk with children**
- **Report incidents**
- **Keep written records**
- **Go to school**
- **Encourage friendships outside the home**
- **Be aware of rights and responsibilities**





A Teacher's Guide on Teasing and Bullying
for Use with Students in Grades K-3

WRITTEN BY

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1998

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Bullyproof

A Teacher's Guide on Teasing and Bullying

For Use With Fourth and Fifth Grade Students

Developed by Nan Stein

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Illustrated by Dominic Cappello

A joint publication of the Wellesley College Center for Research on Women and
the NEA Professional Library

Bullyproof

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FLIRTING OR HURTING?

A Teacher's Guide on
Student-to-Student
Sexual Harassment in Schools
(Grades 6 through 12)



Written by
Nan Stein and Lisa Sjostrom

A Joint Project of the
NEA Women and Girls Center for Change
and the Wellesley College Center for Research on Women

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NATIONAL EDUCATION ASSOCIATION
Washington, DC

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SAFER SCHOOLS

A RESOURCE GUIDE FOR ALASKANS

Produced by:
National Education Association - Alaska



NEA-Alaska

A powerful, unified advocate for public
education.

Safer Schools *A Resource Guide for Alaskans*

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FAMILIES + SCHOOLS + COMMUNITIES

Schools don't exist in isolation. As a result, any plan to make schools safer will only succeed if it involves families and communities as partners with schools. Only as partners can we Alaskans address the systemic roots of school violence and implement long-term change.

To be successful--

- School safety plans must include school staff as leaders and these key constituents as members: parents, law enforcement, child protection agencies, social service organizations, religious leaders, child advocates, business people, health services, and others.
- Community safety plans must include law enforcement agencies, elected officials, social service organizations, business people, and community representatives as leaders and parents and school staff as members.
- Family support plans must include parents as leaders and school personnel, family service organizations, community representatives, business people and others as members.

Successful school safety plans address both *prevention* and *crisis response*. They provide for:

- Legislation & local school district policy
- Crisis preparation & ongoing readiness
- Family & community outreach
- Professional development & instruction

SAFE SCHOOL LAWS

The following are Alaska Statutes that promote safer schools.

** NEA-Alaska actively lobbied and supported passage of these laws.*

AS 11.41.230 Assault definition: 1) recklessly causes physical injury to another person; 2) with criminal negligence causes physical injury to another person by means of a dangerous instrument; or 3) by words or other conduct recklessly places another person in fear of imminent physical injury.

AS 11.56.800 (a) Making a False Report: 1) gives false information to a Peace Officer with the intent to implicate another in a crime; or 2) makes a false report to a Peace Officer that a crime has or is about to occur; or 3) makes a false report or alarm that a fire or incident dangerous to life or property has or is about to occur.

AS 11.56.810 (a) Terroristic Threatening: Knowingly makes a false report that a life endangering circumstance exists or is about to exist, and 1) causes fear of physical injury to anyone; or 2) causes evacuation of a building; or 3) causes serious public inconvenience.

AS 11.61.110 (a) Disorderly Conduct: (6) with no legal justification, recklessly creates a hazardous condition for others.

AS 11.61.195 Misconduct Involving Weapons in the Second Degree: (2) Violates AS.11.61.200. (a) (1) and is within the grounds of or on a parking area or immediately adjacent to (a) a public or private preschool, elementary, junior high, or secondary school without the permission of the chief administrative officer of the school or district or the designee of the chief administrative officer.

(Prohibited Weapons include explosive, incendiary, or noxious gas, mine, rockets, bombs, grenades, silencers, automatic weapons, rifles with barrels less than 16 inches, shotguns with barrels less than 18 inches, rifle or shotgun with overall length less than 26 inches, metal knuckles, switchblades, electric stun gun.)

AS 11.81.430 (a) (2) Teachers may use nondeadly force when necessary while responsible for student supervision, but ONLY if school policy authorizing the use of force has been adopted by the school board.

*AS 14.03.080 provides that a district is not required to accept a student who is suspended or expelled from another school district.

AS 14.03.105 provides for the search of school under certain circumstances such as notice that such searches may occur.

*AS 14.03.160 provides for the expulsion of a student for at least one year for the possession of firearm. Also provides for the suspension of a student for at least 30 days for the possession of a deadly weapon as defined by law.

*AS 14.30.045 provides for the suspension from school for 1) willful disobedience or open and persistent

defiance, 2) behavior that is inimical to welfare, safety of students or school employees, or conviction of a felony school officials believe to be inimical to the welfare or education of students.

*AS 14.33.100 requires school districts to complete model school crisis response plans by July 1, 2000, and school sites to localize and complete school crisis response plans by December 31, 2000. Requires that each school have a crisis response team comprised of at least the principal, one certified and one classified staff member, and one parent. Requires that plans be reviewed annually and that annual in-service be provided to every employee.

*AS 14.33.110 requires districts to adopt written school disciplinary and safety programs in collaboration with school staff and report incidents of disruptive or violent behavior to the State Department of Education and Early Development. Prohibits termination or discipline of school employees for lawfully enforcing the school disciplinary policy.

*AS 47.10.093, AS 47.12.310(b) provide for the disclosure of certain information to school principals regarding minors with a criminal record.

AS 34.50.020 provides that a person or school district may recover loss or damage committed by a person under the age of 18 through civil action from the parent or legal guardian of the minor.

SCHOOL VIOLENCE FACTS

All statistics are from the 1999 Annual Report on School Safety, a joint report of the U.S. Departments of Education and Justice, www.ed.gov/offices/OESE/SDFS/research.html.

Homicides at school are extremely rare and are on the decline.

- School-associated violent deaths are decreasing (from 55 in 1992-93 to 46 in 1997-98).
- Less than 1% of violent deaths of children occur at school, during school events, or on the way to or from school.

The number of multiple victim homicide events at school has increased.

There were two multiple victim school homicides in 1992-93 and five in 1997-98.

Schools are much safer for children than other places.

Students ages 12 to 18 are more likely to be victims of serious violent crime away from school than at school (24 of every 1,000 away from school; 8 of 1,000 at or in transit to school).

The overall school crime rate for students age 12 to 18 has declined since 1993.

The percentage of high school students carrying weapons and fighting at school declined significantly from 1993 to 1997.

Teachers are sometimes the targets of violence at school.

- On average each year from 1993 to 1997, about 4 of every 1,000 teachers were victims of some type of serious violent crime at school.
- Teachers in urban schools (39 of 1,000) were more likely to be victims of violent crime.

Some students feel more vulnerable than others.

- More Black and Hispanic 4th graders reported feeling "very unsafe" at school (9% and 6% respectively) than White 4th graders (2%).
- About 15% of 11-, 13-, and 15-year-olds say they have been bullied because of their religion or race. Over 30% have been harassed with sexual jokes, comments, or gestures.

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REQUIREMENTS FOR ALASKA SCHOOLS

Two laws promoted by NEA-Alaska – one passed in 1999 and one in 2000 – place new requirements on school districts. Local Associations and their members, parents, and community agencies should all be involved in implementing these laws, so they work as intended to make schools safer for learning.

School disciplinary & safety programs (*House Bill 253, now Alaska Statute 14.33.110*)

This law requires the school board of every Alaska district to adopt a written school disciplinary and safety program by January 1, 2001. Teachers, parents and other school staff must be involved. The plan must include:

- standards for student behavior that reflect community standards,
- a policy about when teachers may remove disruptive students from the classroom,
- procedures for notifying teachers of dangerous students,
- standards for when a teacher or teacher assistant may use reasonable force to maintain safety,
- policies necessary to comply with the Individuals with Disabilities Education Act,
- attention to the needs of students with mental health or substance abuse problems, contributing to disruptive behavior at school, and
- procedures for regular review of the program.

Other provisions of the law protect school staff from firing and from law suits for actions they reasonably take to enforce the discipline plan. The law also requires for the first time that Alaska school districts report incidents of disruptive or violent behavior to the Department of Education & Early Development.

School crisis response plans (*AS 14.33.100*)

This law requires Alaska school districts to adopt a model school crisis response plan by July 1, 2000, and each individual school to complete a school-specific plan and form a crisis response team by December 31, 2000. School crisis response teams must include at least the principal, one certified and one classified staff member, and one parent. Districts and individual schools must consult with local social services and law enforcement agencies when they develop their plans.

These plans are to be updated annually. Annual training in crisis response is to be provided to all school district employees.

School plans must include who is in charge, names of the crisis response team and their roles, a communications plan, protocols for responding both to immediate danger and to traumatic events affecting the school, disaster and emergency procedures, and evacuation and lockdown plans.

STRATEGIES FOR SAFER SCHOOLS

In Schools

- Approach school administrators to implement safe school laws.
- Systematically evaluate and update prevention and crisis response plans. Drill crisis response plans.
- Make sure that strong anti-bullying and anti-harassment policies are in place and understood by all.
- Volunteer to serve on school safety committees.
- Invite parents and students to contribute ideas about school safety in a suggestion box.
- Hold group forums to encourage students and/or parents to express opinions and concerns about the school's safety and to ask questions about school policies.
- Devise a school reporting system to enable students, staff, and parents to report violent behavior or suspected trouble anonymously.
- Foster academic achievement.
- Have teachers, administrators, counselors, and others meet regularly as a team to discuss problems of disruptive students and plan individual strategies to help them before they become violent.
- Survey parents and offer informational classes based on their needs.
- Develop a parents' guide to safer schools in your district.
- Make it easy for parents to inform schools immediately if they suspect that their child is being bullied or victimized at school.
- Notify parents of both victims and bullies about the problem.
- Act on rumors.
- Encourage bus drivers and custodians, who are good sources of information about scheduled fights or weapons brought to campus, to report such information routinely.
- Teach students about the nature and extent of violence in society and in their community.
- Prevent hate crimes by discussing and rejecting stereotypes of minority groups, by encouraging interaction with members of different cultures, and by encouraging an appreciation of diversity. Also ensure that educational materials reflect the many cultures of this society.
- Teach students about the damaging effects of sexual harassment, sexual assault, and bullying.
- Instruct students in laws that affect juveniles and the consequences for breaking these laws.
- Make sure students understand the school district's weapons policy and penalties for carrying guns or other weapons.
- Teach critical analysis of media involving violence.
- Teach both elementary and secondary students to avoid gang activities and provide them with alternative programs to meet their social and recreational needs, including after-school programs.
- Teach problem-solving skills in both academic and social settings.
- Tell students that anger is an acceptable feeling, but that acting on anger in violent ways is unacceptable.
- Offer assistance in finding jobs.
- Teach students social skills such as how to use self-control.
- Talk with students about being "good sports" to discourage the disruptive and sometimes violent behavior that can break out at school athletic events.

In Families

- Talk with your child about the violence he or she sees – on TV, in video games and elsewhere. Help your child understand the real-life consequences of violence.

- Reassure your child that feeling anger is normal & OK. Help your child show anger and solve arguments in ways that do not involve hurting others.
- Establish "no hitting" and "no name calling" rules at home.
- When you get angry, demonstrate appropriate responses to your children. Talk with them about your feelings and choices.
- Teach your child to avoid youngsters who bully others. Encourage your child to talk with you about incidents that make them feel afraid, embarrassed, or uncomfortable.
- Practice with your child assertive—not hurtful—ways to respond to bullying.
- Avoid physical punishment as a form of discipline.
- Help your child understand the value of individual differences and to appreciate differences in schoolmates.
- Discuss the school's discipline policy with your child. Show your support for the rules.
- Keep lines of communication open with your child.
- Talk with the parents of your child's friends. Discuss how you can work together to ensure your children's safety.
- Make sure that children or teens do not have access to guns in your home. Teach your children to consider every gun loaded and dangerous.
- Ask to see your school's violence prevention and crisis response plans. Offer to help if the plans need updating.
- Get more information about safer schools (see References).

In the Community

- Identify organizations and governmental agencies in the community that are concerned with youth and families, that could have an impact on school safety, and who can make change happen.
- Bring representatives of these groups together to share their view of local issues related to keeping the community's children safe.
- Host a community forum to develop a shared vision about youth safety in your community.
- Come to a shared understanding about the resources currently available and assess needs and deficits.
- Form a task force for the purpose of ensuring a coordinated approach to juvenile safety.
- Develop a comprehensive agency contact list.
- Develop a protocol for when schools contact which agencies.
- Establish a system for ongoing, consistent communications to review and support coordinated community safety efforts.

Strategies to Increase Student Involvement in Violence Prevention Efforts:

- Create a group of student leaders, representing formal and informal groups, to promote student responsibility for a safe school environment.
- Involve students in decision making on discipline, violence prevention, and crisis response plans.
- Involve students in decision making on other issues, such as student dress code, curriculum, books, and materials; after-school recreational, tutoring and mentoring programs.
- Encourage teachers to involve students in decision making where appropriate at the classroom level.
- Encourage students to establish local chapters of national safety groups.
- Establish a crime prevention club that involves reporting incidents and offering rewards.
- Teach students to be responsible for their own safety and emphasize the importance of reporting suspicious activities or people on campus.

- Teach courses in personal safety and assertiveness.
- Train students to use conflict-resolution techniques and act as student mediators for conflicts among their peers.
- Use students to teach their peers about violence prevention.
- Involve students in community service projects to improve the school and community environment and to help them learn personal responsibility.

Strategies for Creating a Safe School Building:

- Light all hallways adequately during the day.
- Close off unused stairwells and do not leave areas of the school unused.
- Install all lockers in areas where they are easily visible.
- Minimize blind spots or use convex mirrors to allow hall monitors to see around corners.
- Remove graffiti as soon as it is discovered.
- Have a policy about posters in classroom windows.
- Make sure every classroom can communicate easily with the school office and 911.
- Keep buildings clean and maintained.
- Locate playground equipment where it is easily observed.
- Limit roof access by keeping dumpsters away from building walls.
- Cover drainpipes so they cannot be scaled.
- Avoid decorative ledges; plant trees at least 10 feet from buildings.
- Trim trees and shrubs to limit outside hiding places for people or weapons.
- Keep school grounds free of gravel or loose rock surfaces.
- Ensure vehicle access around the building(s) for night surveillance and emergency vehicles.
- Design parking lots to discourage through traffic; install speed bumps.
- Mix faculty and student parking.
- Create a separate parking lot for students and staff who arrive early or stay late, and monitor these lots carefully. Make sure parking lots are well lighted.
- Establish a policy to have the school campus fully lighted or totally dark at night.
- Keep a complete list of staff members who have keys to the building(s).

RESOURCES

There is a wealth of school safety resources now available. This list is intended to get you started finding the information you need.

National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036-3290, 202-822-7700

Publications available from NEA Human & Civil Rights or from NEA's Safe Schools Home Page, www.nea.org/issues/safeschools:

- *Bullyproof—A Teacher's Guide on Teasing and Bullying to Use with Fourth and Fifth Grades*
- *Flirting or Hurting? A Teacher's Guide to Student-to-Student Sexual Harassment in Schools (Grades 6-12)*
- *Hate-Motivated Crime and Violence: Information for Schools, Communities, and Families*
- *NEA Crisis Communications Guide and Toolkit*
- *Quit It! A Teacher's Guide on Teaching and Bullying for Use with Students in Grades K-3*
- *Safe Schools Manual: A Resource on Making Schools, Communities, and Families Safe for Children*
- *Substance Abuse & Conflict Resolution: A Review and Listing of Exemplary Programs*
- *Youth Gangs: Findings and Solutions for Schools, Communities, and Families*

NEA Safe Schools Now Network – Nine national satellite broadcasts highlighting successful school and community safety programs. Information, ordering, or downloading at www.safeschoolsnow.org.

The National PTA

330 N. Wabash Ave., Ste 2100, Chicago, IL 60611-3690, 312-670-6782, www.pta.org

- *Safeguarding Your Children-- At Home, At School, In the Community*, www.pta.org/programs/sfgrdioc.htm
- *Strategies for Raising Alcohol and Drug-Free Children*, www.pta.org/commonsense
- *Violence Prevention: Programs & Action for PTA & Community Leaders*, www.pta.org/programs/crisis/media/prg2.htm
- 150 items and links are available through the PTA Web site using the Search function, key word "violence."

More titles available on the Web:

Early Warning, Timely Response: A Guide to Safe Schools

Safeguarding Our Children: An Action Guide (Implementing Early Warning, Timely Response)

Both publications are from the U.S. Departments of Education & Justice at

www.ed.gov/offices/OSERS/OSEP/

Guide for Preventing and Responding to School Violence

Published in April 2000 by the International Association of Chiefs of Police and others, the guide is available at www.theiacp.org (under Publications).

Warning Signs

Web site and guide especially for a youth audience unveiled in April 2000 by MTV and the American Psychological Association. helping.apa.org

Other publications:

"Protecting Children from Gang Influence"

Alaska State PTA, 1998. P.O. Box 201496, Anchorage, AK, 99520 1496; 907-279-9345, ak_office@pta.org

Other resources on the Web:

- Alaska Department of Education & Early Development, www.eed.state.ak.us
The Department has a School Safety Resources page that you can reach through the topic "School Health" or by searching the site on "school safety."
- Center for the Prevention of School Violence, www.ncsu.edu/cpsv/
- Education Resources Information Center (ERIC), www.accesseric.org
- Keep Schools Safe. www.keeptheshoolsafe.org
A joint initiative of the National Association of Attorneys General and the National School Boards Association, which have joined together to provide resources for school staffs, parents, and law enforcement officers.
- National School Safety Center (NSSC), www.nsscl.org
A non-profit partnership of the U.S. Departments of Justice & Education and Pepperdine University.



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For assistance: Ask for the Educational Excellence program

SAFE SCHOOLS MANUAL



A RESOURCE ON KEEPING SCHOOLS

COMMUNITIES, AND FAMILIES

SAFE FOR CHILDREN

SAFE SCHOOLS MANUAL



A Resource on Making Schools,

Communities, and Families

Safe for Children

nea

NATIONAL EDUCATION ASSOCIATION

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Washington, D.C. 20036 3290

National Education Association

The National Education Association (NEA) is a professional association-union of public school employees. Founded in 1857 and expanded in 1966 through its merger with the American Teachers Association, the NEA currently has 2.2 million members who reflect the diversity of the United States. NEA's objectives are to build broad-based support for quality public and higher education, to generate community partnerships for excellence in public schools and colleges, and to support individual and collective initiatives that create quality teaching and learning for all students.

Through the Safe Schools Program, housed in Human and Civil Rights, NEA networks with national organizations and shares information with NEA members on advocating safe schools and communities and ensuring a positive learning environment. NEA also maintains a clearinghouse, provides technical assistance to affiliates, funds state and local projects, and delivers workshops and training. Training focuses on campus and school safety, emergency preparedness, community coalitions, and positive school-community relations.

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FOREWORD

For well over a century, America's public schools have taught students to be active participants in our democracy and productive members of society. Much of this excellent work goes unreported by critics who see only turbulence in the schools. However, research clearly shows that the vast majority of America's public schools are safe places. Moreover, they are places where quality teaching and learning occur.

We should not mask the fact that there are many schools with serious problems, such as crime and violence, which not only hamper the teaching and learning environment, but place our children and educators at risk. It is for this reason that NEA Human and Civil Rights synthesized in this document the best research on how to make schools safe, and developed a broad set of guidelines or suggestions designed to help do so.

These guidelines are not intended as mandates but as a set of suggestions for making children safe in three broad areas: schools, communities, and families. There are two reasons for taking this approach. First, schools vary greatly regarding the communities and families from which they draw their student populations. Schools are not homogeneous institutions where one set of principles can resolve the problems each student is facing. School safety occurs largely one school at a time.

A second reason for this approach is the simple fact that there is nothing inherent in schools that breeds crime and violence. Violence and crime in schools are almost always the result of problems extant in communities and families. If we want to eliminate crime and violence in schools, we need to work closely with communities and families.

This manual is the product of over two years of research by NEA. Over that period, NEA has reviewed a mountain of information and discussed this data and research with analysts from other organizations. I believe you will find the suggestions contained in this manual helpful in your efforts to make all of America's schools safe.

Don Cameron
NEA Executive Director



INTRODUCTION

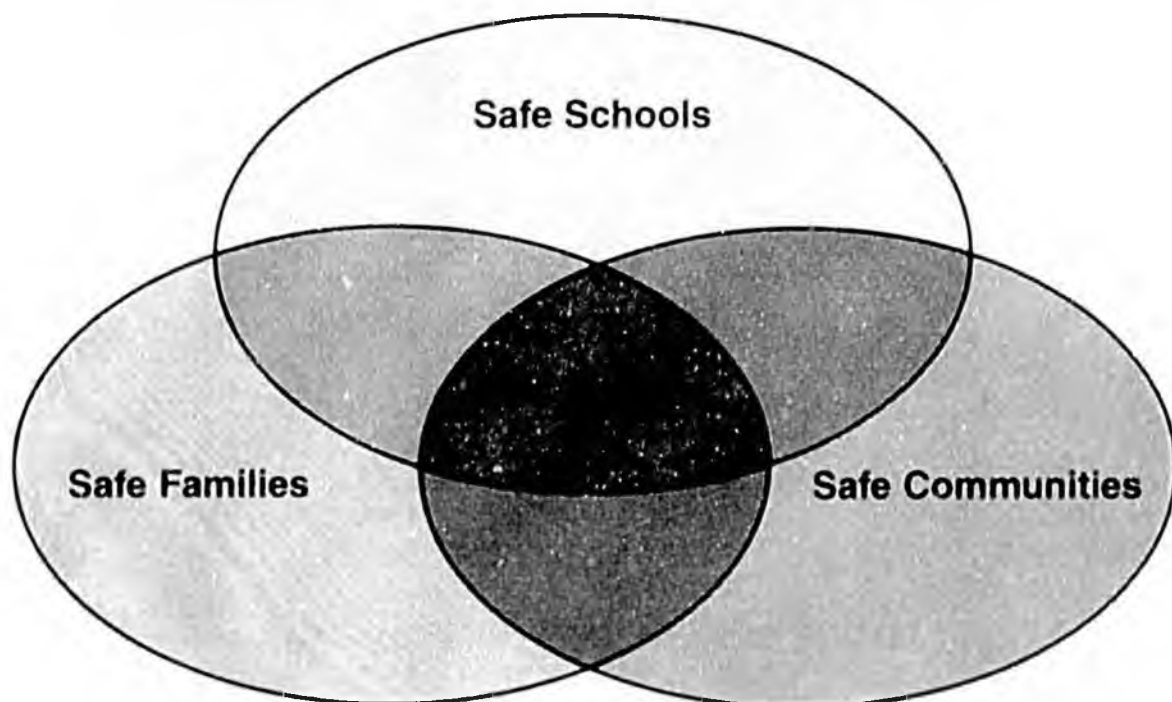
As NEA developed its antiviolence programs and this *Safe Schools Manual*, it considered a key question asked by experts who help people solve problems. That question is, "Who owns the problem?" They ask because we can solve our own problems, but we can only offer insight, advice, and help regarding other people's problems. So much introspection and personal change is involved in problem solving that, were we to step in to solve other people's problems, we would violate their autonomy. We would also generate opposition to our efforts, thus defeating our purpose. People must solve their problems themselves.

In the case of school violence, the ownership question is especially important. This is because the problem is so huge that no one feels personal responsibility for it. We can all say, "I know I'm

impatient at times..." or "Sometimes I act without thinking..." or "My marriage problems haven't been easy on the kids..." or "I work two jobs and don't have time..." but I didn't cause *that!*" In other words, we can all accept the limited consequences of our behavior, get on with our lives, feel assured that our children will turn out all right--and feel no responsibility for the enormous, complex, and frightening thing called school violence. In a like manner, whole sectors of society deny responsibility for school violence, leaving the schools with the entire problem as well as the blame for not being able to solve it singlehandedly.

As shown in the following figure, NEA believes that all sectors of society own the problem of school violence because all sectors are responsible for making children safe:

A Model For Making Our Children Safe



With its antiviolenace programs and this *Safe Schools Manual*, NEA approaches its responsibility based on the following two facts:

1. Even though students and education employees are being assaulted and sometimes killed on or near school grounds, schools are not any less safe than other similarly populated communities. As places where children congregate for up to six hours a day, schools are where violence occurs when the problems children face in the community or in their families are not resolved in those two places.
2. School violence transcends the school. In fact, school violence is a societal problem, with its roots as much in a family's dysfunctional way of resolving conflict as in a community's racism, sexism, and high unemployment. Because children are first socialized in families, they model the behavior they observe or experience in their homes. If children grow up in families which practice spousal abuse or child abuse or neglect, they will be more likely to exhibit aggressive or violent behavior in school. They may also model (or fear or become injured to) the violent and dysfunctional behavior they see in their neighborhoods.

If these facts are recognized and acted upon by all sectors of society, children can be safe everywhere. Each sector of society must take responsibility for different components of the violence problem, include representatives of the other sectors in their work, and cooperate as partners in a comprehensive antiviolenace coalition. In other words, schools take responsibility for reducing school violence, communities for reducing community violence, and families for reducing family violence.

Even though this comprehensive view of school violence is known, most who propose solutions have a limited focus. The education and community sectors are no exception. To stem the tide of school

violence, schools have proposed some specific plans focusing on gang activity, drug abuse, or sexual harassment. Some call for random searches for weapons in schools with high levels of gang violence. Others call for closed school campuses or the construction of fences around campuses to keep out gangs and other unwanted individuals.

For their part, communities have proposed and implemented teenage curfews and gun control laws. And parents have reacted to school violence in several ways. On one hand, many support school and community safety programs as the only way to solve the school violence problem. On the other hand, some deny family responsibility for their children's misbehavior. Others criticize everything about safety programs (as being ineffectual in reducing violence or for invading privacy and violating the Second Amendment). And still others criticize the public school system, pull their children out of the public schools, and join campaigns to divert public funds into private schools that they consider safer for their children.

These plans and activities have one thing in common: they fail to address the larger, systemic roots of school violence or to provide for cooperation across sectors. Indeed, if they are to succeed--

- School safety plans must include school personnel as leaders and the following as members: parents; community activists; religious leaders; businesspeople; and representatives of governmental agencies, protective and health services, and other groups concerned with violence in the community and schools.
- Community safety plans must include community representatives as leaders and parents and school personnel as members.

- Parent antiviolence plans must include parents as leaders and community representatives and school personnel as advisers.

Encouraging such a sector-based and cooperative approach to violence reduction is the purpose of this *Safe Schools Manual*. NEA members must help create and work in coalitions that seek the safety of America's children.

Organization of the *Safe Schools Manual*

Background Information. This section describes why school safety is important and reviews the research about violence.

How To Make Schools Safe. This section provides suggestions for making schools safe. Three general areas are covered: establishing a school safety committee, developing and implementing an action and a crisis management plan, and monitoring and assessing progress.

How To Make Communities Safe. This section outlines a series of activities to be taken in mobilizing the community around school violence and crime. These activities include involving key community leaders, forming a community safety committee, conducting a survey, and planning programs and evaluation criteria.

How To Make Families Safe. In this section, readers are provided with information about the family and how it can be instrumental in reducing crime and violence in the schools. Three areas of concern are briefly discussed: working with students, working with parents, and training education employees.

Appendices. The manual's nine appendices (A through I) contain examples of checklists, plans, statements, reporting forms, procedures, and guidelines.

Bibliography. This section contains a list of 28 resources about making schools safe.



BACKGROUND INFORMATION

Why it is important to make schools safe and to work with communities and families

Schools. There are at least two reasons why it is important to make schools safe. First, violence places both educators and students at risk of injury or even death. A society that values its citizens cannot tolerate a climate in which they are placed at such risk.

Second, violence impedes the teaching and learning process. Schools are not battlegrounds. They serve very specific functions for society--as places where teaching and learning take place and where our social system begins. At schools, students learn skills for later use in the labor market or in higher education, and they acquire citizenship skills for becoming active participants in society's political and social processes. And, in schools, students and adults find the prototype of the social system in which they live and learn the causes and reasons for that system. These are important functions, and violence in schools impedes this broad educational process.

Communities. It is important for public school employees to work with communities, because community dysfunctions seed school violence. If gangs and drug use and abuse exist in a community, students will bring these problems with them into their school. If unemployment is high in a community, students will carry the frustration, disillusionment, and, perhaps, the anger they live with into their classrooms.

The sole positive effect of community dysfunction will be the growth of community groups and governmental agencies with expertise in dealing with community problems. In helping to reduce school violence, public

school employees can tap into these areas of expertise and knowledge. They can also take the initiative in assembling the individuals, groups, and governmental agencies that rarely work together on resolving common problems.

Families. It is important for public school employees to work with families because, in most cases, violent behavior is learned behavior. The family stands as children's first socializing agent within the larger social system. Through the family, children learn norms of social and individual behavior. If, however, children are raised in a violent family, they will learn dysfunctional behavior that will then be applied in various social settings, including the school and the neighborhood of the family.

In fact, families are implicated in a vicious cycle of violence. Children raised in violent families are more apt, as adults, to raise their own children in a similar manner. Violent children become violence-prone adults who raise other violence-prone children--and perpetuate school violence. This cycle also perpetuates mental health problems, such as depression, social isolation, and anti-social behavior, which may severely impede children's ability to learn.

What Research Says About Violence in Schools, Communities, and Families

Schools. Generally, schools are safe places, but while there is good news, several disturbing violence issues must be addressed to make schools safer.

Injuries and Assaults--Students and Teachers.

According to *Crime in the Schools*, a 1995 report of the National Center for Education Statistics (NCES), the percentage of both white and Black senior high school students reporting having been injured with a weapon declined between 1976 and 1993. Among white students, it declined from 5 percent to 4 percent. And, among Black students, it declined from 8 percent to 6 percent.

In this same report, NCES also cites similar declines in the percentage of white and Black students who reported having been injured without a weapon between 1976 and 1993. Among white students, it declined from 13 percent to 11 percent. And, among Black students, it declined from 14 percent to 12 percent.

In contrast to actual injury, the percentage of students who reported having been threatened with or without a weapon increased between 1976 and 1993. Among white students, it increased from 11 percent to 14 percent. And, among Black students, it increased from 16 percent to 24 percent. The increase was greater among white high school seniors during this time. Among white seniors, it increased from 21 percent to 24 percent. But, among Black seniors, it decreased from 24 percent to 22 percent.

What about teachers? In 1993, according to the *Survey of the American Teacher* (Metropolitan Life 1993), 11 percent of teachers reported having been victims of a violent act. Ninety-five percent of these teachers indicated that students had been involved.

Disruptive Effects of Crime and Violence in Schools. The effect that violence has on the teaching and learning environment is significant. *The Survey of the American Teacher* shows that 33 percent of teachers indicated that teachers were less eager to go to school every day, 41 percent stated that school violence leads students to pay less attention to learning, and 32 percent indicated that students were more likely to stay at home or cut class (Metropolitan Life, 1993, 114.)

The same survey shows that about 25 percent of students felt that students were less eager to go to school every day, and about 10 percent felt that students stay home or cut class because of school violence.

Communities. Certain aspects of community violence have direct bearing on school violence.

Correlation Between Community Violence and School Violence. There is an important correlation between community and school violence. Perhaps the most important indicator of this association is the parallel between general and school violence in urban, suburban, and rural areas. Statistics show that the incidence of both kinds of violence increases the closer one comes to urban areas. As reported in *Criminal Victimization, 1993* (U. S. Department of Justice 1995, 5)--

Residents of urban areas had higher victimization rates for all personal crimes than did suburbanites or residents of rural areas. In fact, urban residents were robbed at greater than 3 times the rate of residents of rural areas (10.9 versus 3.0).

The same pattern holds for teenage victims and for school violence in general. In *Teenage Victims: A National Crime Survey Report*, the U. S. Department of Justice (1991) reports the following data on crimes of violence:

Victimization Rates per 1,000 Persons, 1985-1988

Age of Victim	12-15	16-19
Central Cities	79.7	89.2
Suburbs	56.7	68.1
Nonmetro Areas	51.8	61.3

Regarding school violence in general, the *Survey of the American Teacher* indicates that school violence was more likely to occur in urban rather than in rural or suburban schools. And a Department of

Justice report suggests that students fear violence more in central city schools than in suburban or rural schools (Bastian and Taylor 1991).

Community-School Partnerships. Working with the community to reduce school violence is an important and necessary strategy. Programs using such a strategy tend to be very successful (Newkumet and Casserly 1994). And they are successful because they are inclusive, as indicated in the following statement from *Partnerships to Prevent Youth Violence*, a bulletin of the U. S. Department of Justice (1994):

All partnerships that bring together law enforcement, officials and the community are founded on common concerns and goals and on a shared belief that everyone must play a role in preventing violence.

Families. The research on family violence and how it affects children and thus school violence is very clear. First, Americans spend most of their lives in families. Second, the modern American family has undergone tremendous change over the past 50 years--in structure, function, and roles assigned to family members.

That change, which is complex, includes family composition, function, and role. Today, many constellations of people can constitute a family. And most traditional family functions, such as education, health care, and economic support, are shared by community, business, government, and religious institutions. In addition, most traditional family roles, such as care giver and wage earner, have produced unclear and conflictual role expectations. Combined with advances in technology and affluence, these changes have contributed to family violence. Television (with its violent programming) affects every home; affordable drugs are available for the asking; and children are left alone at home while parents or guardians work, look for work, or become

demoralized for lack of work. Some results of the complex of changes and the ensuing violence are--

- *Bullying.* Children who are abused in families are apt to become bullies on the playground.
- *Feelings of Guilt and Responsibility.* Children who experience family violence often have feelings of guilt and a sense of responsibility for their mother's or father's suffering. These feelings can be generalized so that children feel responsible for whatever may go wrong in school.
- *Social Isolation.* Children who come from violent homes are more apt than others to be socially isolated: they don't relate well to their peers, they are shy, and they have trouble expressing their feelings.
- *Poor Academic Performance.* Children from violent homes tend to be poor academic performers. These children have difficulty in concentrating, behavioral problems, frequent school absences, and often a history of conflict with other children.



HOW TO MAKE SCHOOLS SAFE

In helping to create and implement a tripartite school-community-family safety program, Associations might focus first on the school component. As indicated below, NEA groups the school strategies into three basic steps, which may be viewed as guidelines rather than rules to be followed uncritically.

Steps for Making Schools Safe

1. Establish a School Safety Committee
2. Develop and implement action and crisis management plans
3. Continue monitoring and assessing data

Step 1: Establish a School Safety Committee

NEA members can facilitate violence reduction by working within their schools to form a school safety committee. They may begin by involving a core group of school employees--teachers, administrators, and educational support personnel--who will look at short-term efforts. Then they may invite the participation of community representatives, who will work with the educators on long-term efforts as part of the school safety committee. Holding two preliminary meetings of the educators core group is recommended, as follows:

First Meeting of the School Safety Committee

Educators Core Group Only

Membership. Representatives of all education employee and student groups should attend this first meeting. It is especially important to include educational support personnel--who are often excluded from school discussions even though they must deal with problems of school violence and usually possess information and insight. Students should be involved because they are privy to much of the student culture which education employees may fail to see or understand.

Agenda. Two topics might be discussed at the first meeting: (1) the school's immediate problems and (2) the composition of the School Safety Committee. In discussing immediate problems, the educators core group should identify violence problems and possible short-term solutions. In discussing the composition of the larger School Safety Committee, the core group should select parents and representatives of community groups who can help reduce or eliminate the problems identified. Care should be given to the nature of the problems the school is facing and how those community representatives can help the school reduce or eliminate school violence. A list of community groups follows.

Some Community Groups To Involve on a School Safety Committee

Government and Community Agencies and Organizations

Health department
Social service agencies
Mental health agencies
Police department
Judicial system
Fire department
Housing authority
Tribal councils
Neighborhood associations
Tenant councils

Volunteer Service Organizations

Veterans organizations
Salvation Army
Goodwill Industries
Fraternities and sororities
100 Black Men and Women
Links
National Network of Runaway and Youth Services

Clubs

Big Brothers and Big Sisters
Boy Scouts and Girl Scouts
Other Youth clubs

Professional Groups

Education associations
Medical associations
Nursing associations
Legal associations
Social worker associations
Morticians

Private Organizations

Foundations
NAACP
National Urban League
National Council of La Raza
League of United Latin American Citizens
ASPIRA of America
Churches and religious groups
Hospitals
Colleges and universities
Local businesses
Local media
YMCA and YWCA
Respected Individuals in the Community
Local athletes
Local entertainers

Second Meeting of the School Safety Committee

Educators Core Group and Community Representatives

During its second meeting, the educators core group should involve representatives of selected community groups. Together, they might address community and school crime and violence and their perpetrators; assess data about the community and school; and, if appropriate, discuss who else should be invited to join the school safety committee.

Addressing community and school crime and violence and their perpetrators. The objective of this discussion is to gain a wider view of community and family violence problems and how those problems infiltrate the school. Such a discussion can then be used to plan the next topic on the agenda--the assessment.

Assessing data about the community and school. The assessment has two parts. In the first, the group will gather data about the community and, in the second, it will gather data about schools. The data about both areas should include sociodemographic data and data on crime and violence in the community. In terms of sociodemographic data, the following are related to crime and violence:

- Unemployment
- Poverty
- Income inequality
- Ethnic and racial distribution
- Residential segregation

In terms of crime and violence, the following might be important data to collect:

- Homicides
- Robberies and thefts
- Gang violence
- Domestic violence
- Child abuse
- Hate-motivated crime

- Sexual harassment and rape
- Assault
- Vandalism

In each of the areas listed above, it is important to know--

- Who (what groups) are involved?
- What are they doing?
- When are they doing it?
- Where are they doing it?
- Why are they doing it?

In conducting the school assessment, the group is referred to Appendix A, "School Safety Checklist," and to Appendix B, "Sources of Information To Describe the Problem."

Inviting others to join the school safety planning committee. At this second meeting, members will have a better grasp of the problems with which they are confronted. That is, they should have a general sense of the nature of the problem, be aware of the groups involved, and know the views of other community members. At this point, they might engage in a discussion on the needs of the committee and whether still more community representatives should be invited. For example, should gang leaders be invited to join? Should representatives of rape crisis centers and local hospitals be part of the group?

Step 2: Develop and Implement Action and Crisis Management Plans

Action Plan

The action plan follows from the assessment. That is, programs which are to be implemented in the school address the issues and problems identified in the assessment. In making schools safe, three areas are critical: school management, curriculum, and physical environment.

School Management. School management concerns roles, behavior, and standards. In making schools safe, the school district must voice, write, and constantly reinforce certain kinds of roles and standards for behavior. Specifically, it must generate a mission statement and a disciplinary code and address four issues, as follows:

Mission Statement. The management component begins by developing an overarching mission or philosophical statement about the school's goals and objectives regarding school safety and student and staff behavior. This statement, a sample of which appears in Appendix D, "Sample Mission Statement," will set the tone for the school and for its school safety programs. In addition, it will address three principles: (1) the right of all students to receive an education, (2) the right of all individuals on school grounds to be safe from harm, and (3) the value of education to individuals and to society. The school district should make such a statement available to education employees, students, and parents. And it should repeatedly state, review, and amend the statement.

Disciplinary code. In addition to including a mission statement, the action plan should also contain a discipline code that deals with language, behavior, dress, drugs and alcohol, and guns on school premises. The discipline code should make it perfectly clear to parents, students, and staff what

behavior is expected on school grounds. Due to increased violence, especially gang-related violence, some schools require students to wear uniforms or clothes chosen from a limited line of clothing. They also have codes regarding the use of abusive language, the use and sale of drugs and alcohol on school grounds, and the possession and use of weapons on school grounds. (In terms of speech, the U. S. Constitution guarantees freedom of speech but not freedom to use language that causes harm to others. And, in terms of weapons, codes should be clear and strictly enforced; for example, guns should not be tolerated on school grounds.)

In summary, a good disciplinary code will contain certain characteristics. It will--

- ✓ Be short and easy to understand
- ✓ Have student input
- ✓ Contain enforceable rules
- ✓ Be enforced fairly and consistently
- ✓ Be reviewed and updated periodically
- ✓ Be sent to students, parents, and staff at the beginning of each year

Issues. Finally, school management must address four issues.

1. Reporting and monitoring of crime, violence, and vandalism on school grounds. School districts need to train students and education employees on reporting these kinds of activities. To facilitate the reporting, they should develop reporting forms, perhaps similar to the one presented in Appendix E, "School Violence, Crime, and Vandalism Reporting Form."
2. Open versus closed campus. In many areas, violence and crime also occur

during lunch or breaks as students are allowed to leave campus. If this is a problem, schools might consider closing their campuses during school hours, and also limiting the entrance of outsiders on campus without proper identification. Student input is crucial here because, unless students have a voice in such policy development, closed campuses may lead to other kinds of problems. Again, the intent is to be inclusive.

3. **Student participation.** It is important for students to participate in activities that make their school safe. Students can offer insight about problems that fail to catch the eyes and ears of education employees.
4. **Alternative educational environments.** In the event that a school cannot convince some students that their behavior is disruptive and in need of control, it may wish to consider alternative educational placements. The school should think hard about this alternative. A related issue is the special education student. Even though the federal law calls for a state law to be on the books for students to be expelled for possession of weapons on campus, it allows local administrators to make exceptions on a case-by-case basis. This is a sensitive subject, but one that needs to be addressed by education employees, students, parents, and community leaders.

Curriculum. The school curriculum is a second area in which school safety committees must delve. Making schools safe is not merely a matter of creating and enforcing rules and regulations. It is also a matter of inculcating in students the values and norms that lead to appropriate behavior in school as well as in their families and communities.

Some schools require students to attend peer mediation, conflict resolution, or multicultural

classes at some time during the school year. Others attempt to merge these programs into the curriculum so that students are exposed to them for a continuous period throughout their school careers.

Other programs receiving considerable attention involve student and adult mentoring. In both cases, a mentor assists troubled students with problems they might be having inside and outside school. Information on programs is provided in Appendix F, "Possible Topics for Antiviolence Seminars," Appendix G, "Programs That May Be Integrated into the Curriculum," and Appendix H, "Educational Strategies for Violence Prevention."

Physical Environment. Finally, for many schools, working to improve the physical environment is crucial. The use of metal detectors is an option in schools with high rates of crime and violence. Other options include eliminating lockers, providing better and more lighting, and improving the appearance of the school (by cleaning and painting). By asking for parent and student volunteers and by soliciting the assistance of community leaders, the school can offset the cost of some of these programs. If building new schools is the answer, districts might well consider a truly community design. A well-lit circular convenience center will enhance the ability of education employees to see students in play areas or areas where students congregate, such as hallways. In addition, since there appears to be a correlation between school size and crime and violence, school decision makers should consider building smaller schools that house a smaller student population.

Crisis Management Plan

It is absolutely crucial that schools develop and implement a crisis management plan. The plan makes it perfectly clear who does what, when, and with whom in the event of a crisis, such as a shooting on school grounds.

The crisis management plan covers the following three broad areas (but more may be added if a school so chooses): communication, facilitation, and counseling.

Communication. The communications component of the crisis management plan should address three groups.

1. *Media.* In addressing the media, the plan should speak to establishing a media room, determining who should talk to the media, and developing relationships with reporters who cover education issues for the local paper.
2. *Parents.* Parents are another group that needs to be contacted. Parents of the victim and offender should be notified and informed about the condition of their children and the status of the situation. Someone from the staff needs to be given this responsibility.

Also, parents need to be called and informed about the situation. More than likely, parents will hear, call, or even make the trip to the school in the event of a crisis. Therefore, at least two individuals should be identified to handle phone calls and to deal with parents who come to campus.

3. *Staff.* Staff members need to be identified and given the responsibility of dealing with students. First, they must enable students not involved in the crisis to be taken out of harm's way. Second, they must help develop a policy for keeping students in school or letting them out after the crisis has been contained.

And, third, they must help develop a policy for the next day. For example, some schools have a cooling-down period of one or two days and offer on-site counseling for students wishing such services. Other

schools open for regular classes the day after the crisis.

In addition, someone should be designated as the school's spokesperson, responsible for talking to community officials who arrive on campus during or after the crisis. Who will talk with these people? How much will be said? Where will such talks take place? And, who will be in charge of talking to other witnesses?

Teachers who are out of harm's way must be informed about the crisis so they can help their own students. Most often, the time spent developing the crisis plan is the best way for making teachers aware of what they are to do. Frequent reminders are also helpful.

Facilitation. A crisis management plan should outline who will help whom. Someone must stay with the victim until the authorities arrive or, if necessary, ride with the victim in an ambulance. When authorities arrive, an employee will have to assist in answering questions or completing forms.

The offender must also be assisted. Someone must stay with the offender until the authorities arrive and then speak to the authorities on behalf of the offender, if that person cannot do so. The offender has certain rights, and the facilitator must ensure that those rights are upheld.

Counseling. Counseling services might be necessary for students and employees. In the case of extreme crises, such as a fatal shooting, posttraumatic reactions might set in and counseling might be needed for students and employees.

Step 3: Continue Monitoring and Assessing Data

To reduce or eliminate school violence and crime, the school safety committee must continually monitor certain kinds of activities. Of great importance is the collection of data or indicators that would inform the committee about potential problems. Such indicators include an increase in the number of gang-related activities and changes in the distribution of ethnic and racial groups in the community.

NEA suggests two broad data gathering activities for school safety committees: community data gathering and analysis and school data gathering and analysis.

Community Data Gathering and Analysis

Sociodemographic Data. At the community level, data might be collected on selected sociodemographic traits, such as--

- Population, especially race and ethnicity
- Unemployment
- Poverty

Crime. Selected crime statistics need to be collected. Again, the focus is on indicators that the committee feels may alert it to potential problems in the school. A suggested list of crime indicators are--

- Drug arrests
- Robbery
- Vandalism
- Prostitution

Violence. Finally, data on the incidence, frequency, and kind of community violence need to be collected and analyzed because of their possible implications for school violence. A suggested list of indicators would include--

- Domestic violence
- Child abuse
- Assault
- Homicide
- Gang and drug-related violence and activities

School Data Gathering and Analysis

It is important that data gathering and analysis continue at the school building level and involve students and employees. Data collected from these groups are particularly important, as is the use of specially designed forms. The forms can yield a portrait of criminal or violent behavior that surrounds a school. Data collected on the forms can be interpreted for educational and policy implications. (See Appendix A, "School Safety Checklist," and Appendix E, "School Violence, Crime, and Vandalism Reporting Form.")



HOW TO MAKE COMMUNITIES SAFE

The second focus for Associations that want to create safe schools involves working with the community. To do so effectively, it will be helpful for Associations to address several issues, including identifying community groups with which to work, helping to form a community safety board, and giving the community control over the board. This section outlines four steps for accomplishing this process.

Steps for Making Communities Safe

1. Involve key community leaders
2. Form a community safety board
3. Conduct a community survey
4. Take stock and evaluate

Step 1: Involve Key Community Leaders

The participation of community leaders is crucial to any plan to reduce or eliminate school violence. In soliciting their involvement, make sure that key community leaders are identified and recruited; make sure that those key leaders represent the public and private sectors; and, after the whole group is in place, involve those leaders in a one-day seminar. At the seminar, try to--

1. Formulate a vision around common goals and objectives.
2. Decide whether or not to conduct a community assessment study. (If you decide to conduct such a study, proceed to design one.)

3. Determine who else should serve on the community safety board.
4. Formulate a method for selecting community (not educator) leadership of the board.

Step 2: Form a Community Safety Board

Forming the community board is an important step because it sets the foundation for community ownership of the program. As was mentioned before, the problems of school violence and crime do not originate in schools but in communities and families. And members of the board who represent those two sectors can offer insights about solutions.

In forming the community board, NEA offers the following guidelines:

- Invite community leaders (in addition to the key leaders) to join.
- Make sure that those leaders represent all segments of the community, such as representatives of protective services; health, welfare, and counseling services; parent groups; cultural groups; and media; as well as local clergy, businesspeople, and community activists.
- Schedule a series of training events to address evaluation, funding, data collection and analysis, and program promotion.
- Schedule regular meetings and a newsletter to keep community leaders informed and

feeling good about themselves and the antiviolenace endeavor.

- Elect a community leader to serve as chairperson of the board.

Step 3: Conduct a Community Survey

A third step in working with the community is conducting a community survey. The survey should take stock of selected sociodemographic and crime and violence information.

- Conduct a community assessment that will enable the community board to develop a clear, comprehensive portrait of the community. (For suggested issues, see "Risk Factors To Address in a Community Assessment Survey," on page 19.)
- Gather information on programs and data that are already available in the community.

Step 4: Take Stock and Evaluate

At some point, the community safety board will need to take stock of its efforts to reduce violence in the community and in the schools. Specifically, it will need to evaluate the programs it has implemented and, to do so, it will need to design an appropriate evaluation instrument. Training will need to be provided, unless a core group on the board has expertise in program evaluation.

In designing a training event, keep in mind the need to develop evaluation skills, develop an action plan, and focus on the three essential sectors: community,

family, and school. Make sure that participants in the training event learn how to --

1. Relate ameliorative programs to the conditions and behaviors they are intended to change.
2. Develop an action plan that contains steps for--
 - ✓ Identifying and prioritizing the most important risk factors within the community.
 - ✓ Selecting strategies that have been tested and evaluated for their effectiveness.
 - ✓ Developing goals and objectives for an action plan that responds to the problems identified in the community needs assessment.
 - ✓ Identifying obstacles to executing the plan and the resources for overcoming these obstacles.
 - ✓ Establishing appropriate program evaluation strategies.
3. Focus on the community by acquiring information about--
 - ✓ Ways to mobilize the community.
 - ✓ Policies aimed at behaviors and activities that harm the community and school.
 - ✓ Ways to educate the media about how children are placed at risk and how children may be protected. (This last activity can help build a strong community-media network.)

4. Focus on the family by acquiring information about prenatal and infant care, early childhood education, and parent training.

5. Focus on the school by acquiring information about school development and management, instructional improvements, school architecture and curriculum.

Risk Factors To Address in a Community Assessment Study

Community Factors

Drug availability

Community laws and norms that allow drug use and crime

Mobility (transients and people moving in or out permanently)

Community disorganization and low neighborhood attachment

Economic and social deprivation

Family Factors

Family history of high-risk behavior

Family management problems

Negative parental attitudes and limited involvement in children's lives

School Factors

Early antisocial behavior

Academic failure in elementary school

Lack of commitment to school

Individual and Peer Factors

Alienation, rebelliousness, and lack of bonding with peers

Antisocial behavior in early adolescence

Friends who engage in problem behavior

Favorable attitudes toward the problem behavior

Early initiation of the problem behavior



HOW TO MAKE FAMILIES SAFE

The third focus for Associations that want to create safe schools involves working to reduce family violence. This focus is necessary because the effects of such violence are often manifested in school through children's academic failure, behavioral problems, emotional disturbances, truancy, and dropping out of school (American Psychological Association 1996).

In this effort, educators and community leaders need to address the ways that adults relate to and work with children and with other adults, such as parents and education employees. NEA offers four suggestions for helping each group relate better to children and develop cooperative relationships with each other.

Suggestions for Making Families Safe

1. Model positive behaviors when educating, supervising, and parenting children
2. Encourage parental support for children
3. Make education employees more aware of parents' roles in educating children

Suggestion 1: Model Positive Behaviors when Educating, Supervising, and Parenting Children

For children to grow, learn, compete in a global society, and have positive relationships with others,

they must be free of stress caused by neglect and by physical, emotional, and sexual abuse. Even if family violence continues to be a problem, we must work to change its proportions and outcomes. The way to do this is to teach children to use positive behaviors in a community or family in which violence is the only behavior they know.

To help adults work better with children, members of school safety committees and community safety boards might consider modeling and publicizing what research describes as positive ways for all adults to relate to children. These include--

- Staying next to children when giving individual instructions or setting limits. Adults should bend down, and talk directly to them in a quiet voice.
- Being aware of your body language.
- Wording your statements positively. This draws children's attention to what they should be doing rather than what they are doing wrong.
- Defining limits on acceptable behavior by identifying what children want to accomplish. Help children develop options other than displaying aggression.
- Giving children choices, within limits.
- Differentiating between feelings and behavior. Abused youth have poor models for impulse control, generally lack vocabulary for labeling their feelings, and fail to understand what causes their feelings. Therefore, it is important to help them

identify differences between feelings and behavior, define their feelings, and learn why they have particular feelings.

- Encouraging assertiveness. Emphasize to the class, children's group, or youth group that children have personal rights. Then teach them how to assert those rights appropriately and effectively.

Suggestion 2: Encourage Parental Support for Children

Research shows that parental support is an important predictor of student achievement. For parents influence children's self-esteem and set the value that children place on education. However, for the needed kind of parental support to occur, parents must, first, know how to function as parents, be able to function as parents, or be helped to become better parents.

In an ideal, or optimally functioning family, parents or guardians balance their needs with the needs of their children. They comfort and befriend their children. And they teach their children by--

- Setting limits (while demonstrating patience and understanding until children learn their limitations and the ways of the world).
- Socializing children (so children will be able to use appropriate behavior to interact with their peers while understanding and exhibiting family values--which may differ from society's values).
- Providing role models (so children can learn from example instead of by experiencing everything by themselves in the "school of hard knocks").

Such ideal teachings may be used as yardsticks by families wanting to evaluate their parenting skills. In modern American society, parents often lack such yardsticks for a number of reasons. People who know how to function as parents often lack the support or self-confidence to do so mostly because individuals today tend to be more isolated from elders and their societies of origin than families once were. Divorce and geographic mobility have interfered with the transfer of child rearing information from one generation to another. And the increase in the number and kinds of nontraditional families, the number of mothers who work outside the home, and the number of parents who are busy climbing career ladders or establishing themselves socially have increased this isolation. In addition, changing gender roles confuse parents, as does the conflicting advice on child rearing that parents receive from experts.

Finally, some parents are parents in name only. They may love their children and want to do well for them, but they may be unable to do so. They themselves may be products of dysfunctional families that abused or neglected rather than parented their children. They may be unemployed workers coping with poverty and dangerous neighborhoods. They may be addicted to drugs or alcohol. Or they may be so absorbed in or overwhelmed by their plight or condition as to neglect their children or engulf them in chaos and violence--all of which make a successful school experience inordinately difficult.

But parental involvement in the education of children is necessary. And Associations that are helping to create safe schools are behooved to build strong family-school partnerships. This may be accomplished by working with school districts and communities to--

- Communicate regularly and creatively with parents. This might include contacting and meeting with parents before school begins; developing and mailing a regular newsletter;

sharing grade-level objectives; holding regular parent-teacher conferences; and holding brainstorming meetings to develop creative activities for helping students, teachers, and parents bond into a cohesive, supportive community;

- Develop a parent-student-teacher contract.
- Establish a homework hotline to answer students' questions, let parents know their children's homework assignments, and give advice for nonviolently getting protesting children to do their assignments.
- Mobilize parents as volunteers to help in monitoring school buses, hallways, restrooms, lunch rooms, and parking areas; and assisting in time-out rooms. This may entail providing lunch and transportation.
- Encourage parents to attend school functions, asking parents to help develop parent-student-teacher activities, and providing social activities for parents and school staff. This might require the school to identify parents who need transportation and then to provide that transportation.
- Offer a parenting skills course for all parents (and another for those whose homes are violent or abusive). Include information on conflict, problem solving, and anger management.
- Develop lists of social service agencies that can help families surmount a variety of problems and assist parents whose home life is abusive or violent. Share the lists with parents in need of help.
- Develop a public relations campaign whose message involves accepting children as they are and expressing support for them, even when the children's behavior is oppositional.

Suggestion 3: Make Education Employees More Aware of Parents' Roles in Educating Children

It is important for the community and the schools to cooperate with parent groups to support training for education employees. In NEA's view, education employees will be better able to contribute to violence reduction if they receive training in the following areas:

- Identifying children whose behavior indicates a need for an intervention by a family member and/or representative of a community agency.
- Reporting incidents of violence against children, and, without violating their privacy, reporting suspicions about children who seem troubled.
- Being an advocate for children who have experienced or witnessed violence, and helping others in the class and school understand those children's experience.
- Being prepared to interact helpfully and realistically with potentially violent parents.
- Working with all students' families, and getting them purposefully involved in the education of their children.
- Using the "teachable moment" to raise students' awareness about violence and its consequences.



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School Safety Checklist

Give your school a thorough crime prevention inspection now. Use this check list as a guideline to determine your school's strengths and weaknesses.

Organization

	Yes	No
1. Is there a policy for dealing with violence and vandalism in your school? (The reporting policy must be realistic and strictly adhered to.)	_____	_____
2. Is there an incident reporting system?	_____	_____
3. Is the incident reporting system available to all staff?	_____	_____
4. Is there statistical information available as to the scope of the problems at your school and in the community?	_____	_____
5. Have the school, school board and administrators taken steps or anticipated any problems through dialogue?	_____	_____
6. Does security fit into the organization of the school? (Security must be designed to fit the needs of the administration and made part of the site.)	_____	_____
7. Are the teachers and administrators aware of laws that pertain to them? To their rights? To students' rights? Of their responsibility as to enforcement of and respect for rules, regulations, policies and the law.	_____	_____
8. Is there a working relationship with your local law enforcement agency?	_____	_____
9. Are students and parents aware of expectations and school discipline codes?	_____	_____
10. Are there any actual or contingency action plans developed to deal with student disruptions and vandalism?	_____	_____
11. Is there a policy as to restitution or prosecution of perpetrators of violence and vandalism?	_____	_____

- | | | |
|---|-------|-------|
| 12. Is there any in-service training available for teachers and staff in the areas of violence and vandalism and other required reporting procedures? | _____ | _____ |
| 13. Is there a policy for consistent monitoring and evaluation of incident reports? | _____ | _____ |
| 14. Is the staff trained in standard crime prevention behavior? | _____ | _____ |

Existing security system

- | | | |
|--|-------|-------|
| 1. Have there been any security problems in the past? | _____ | _____ |
| 2. Are there specific staff assigned or trained in security awareness? | _____ | _____ |
| 3. Is there an existing alarm system? | _____ | _____ |
| 4. Do you have intrusion-detection equipment? Have you consulted with an expert? | _____ | _____ |
| 5. If you have an alarm system, do you as an administrator know its capabilities and limitations? Do teachers and staff understand the basic working of the alarm system, so as to prevent leaving the security areas in such a condition as to cause needless false alarms? | _____ | _____ |
| 6. Do you have an alarm response policy and does everyone involved clearly understand their responsibilities? | _____ | _____ |
| 7. Is the system centrally located? | _____ | _____ |
| 8. Is it local? | _____ | _____ |
| 9. Is it a police alarm? | _____ | _____ |
| 10. Is there a policy for consistent maintenance and testing of the system? | _____ | _____ |
| 11. Do some members of the custodial staff work nights and weekends? | _____ | _____ |
| 12. Are valuable items of property identified? | _____ | _____ |
| 13. Are valuables properly stored? | _____ | _____ |
| 14. Are high-target areas properly secured? | _____ | _____ |

- 15. Is there a visitor procedure? _____
- 16. Do students have I.D. cards or other identification? _____
- 17. Do all employees have I.D. cards? _____
- 18. Is there a policy for intruders, those who loiter or non-students on campus? (To insure a safe campus, violators should be arrested.) _____
- 19. Is there good visibility of parking areas? _____
- 20. Is there supervision in hallways, corridors and other congregating places for students between classes, at lunch, and before and after school? (Teachers and staff must participate in supervision.) _____
- 21. Is the school designed with crime prevention in mind (landscaping, fencing, parking and exterior lighting)? _____
- 22. Is there a light/no-light policy for after-school hours? _____
- 23. Whenever possible, is vandal damage repaired immediately? _____

Target hardware/perimeter

- 1. Is there proper fencing around adjacent areas and target areas? _____
- 2. Are gates properly secured with working locks? _____
- 3. Is the perimeter free of rocks or gravel? _____
- 4. Are signs properly posted as to rules and enforcement? _____
- 5. Are signs properly designed for crime prevention? _____
- 6. If there is exterior lighting, is it properly directed? Is there proper intensity? Are target areas well-lighted? Are there shadows? _____
- 7. Are all grips, window ledges, roof accesses and other equipment that could be used for climbing properly secured? _____
- 8. Are all items removed from the building area that could be used to break in or stand and climb on? (Examples: lumber, ladders) _____
- 9. Is the school designed for vandal-resistant walls? _____

10. Do the texture, color, etc., act to deter vandal activity?

Target hardware/exterior

1. Is there a key control system?

2. Are outside handles removed from doors used primarily as exits?

3. Are first-floor windows nonexistent or properly secured?

4. Is broken window glass replaced with plexiglass or other break-resistant material?

5. Are school facilities kept neat and in good repair?

6. Are school facilities sectioned off to limit access by evening users?

7. Is after-hours use of playground facilities consistently and closely monitored?

8. Are protective screens or window guards used?

9. Can any door locks be reached by breaking out glass?

10. Are your locks in good condition?

11. Are doors equipped with security locks in mind?

12. Are all doors secured by either deadbolts or chains and locks?

13. Are locks maintained regularly and changed when necessary?

14. Are doors constructed properly?

15. Are door frames pry-proof?

16. Are high-target areas (such as the shop, administrative offices, etc.) sufficiently secured?

Target hardware/interior

1. Is school property permanently and distinctly marked?

- 2. Has an inventory been made recently of school property? _____
- 3. Are school files locked in vandal-proof containers? _____
- 4. Are valuable items thieves can easily fence (such as typewriters, calculators, etc.) properly locked up or secured when not in use? (Valuable items should be stored in a security room or bolted down.) _____
- 5. Is all money removed from cash registers? _____
- 6. Are cabinets properly secured? _____

Security system

- 1. Are there specific persons designated to secure buildings following after-hours activity? _____
- 2. Is someone made responsible for overall school security procedures? _____
- 3. Do job descriptions include vandalism prevention duties? _____
- 4. Are security check lists used by school employees? _____
- 5. Through as many channels as possible, are vandalism costs made known to taxpayers? _____
- 6. Do local law enforcement agencies help and advise on vandalism prevention? _____
- 7. Are administrators, teachers, and students urged to cooperate with the police? _____
- 8. Is evening and weekend use of school facilities encouraged? _____
- 9. Do law enforcement or security personnel monitor school facilities during school hours? _____
- 10. Do law enforcement personnel, parents or students patrol the grounds after school hours? _____
- 11. Are local residents encouraged to report suspicious activity to school officials or police? _____
- 12. Do students actively get involved in security efforts? _____

13. Are there emergency procedures for incidents, including fire and bombing? _____

Alarms

1. Is the entire system checked regularly or, at least, every six months? _____
2. Is the number of false alarms kept down to below two for any six-month period? _____
3. Can selected areas of the school be "zoned" by an alarm system that will indicate which area is being entered by the intruder? _____
4. If public utility power fails, is there back-up power to keep the system operating without generating an alarm signal? _____
5. Are suitable procedures established for response and turning the system on and off? _____
6. Are the alarms the self-resetting type? _____

Source: *The School Safety Checkbook*, © 1990 by the National School Safety Center. Original Source: "School Security: Get a Handle on a Vandal." 1981. Sacramento, California: California Department of Justice, School Safety Center.

Sources of Information To Describe the Problem

Health Outcome Information

- Health department
- Medical examiner
- Hospital and emergency room
- Outpatient records
- Emergency medical service records
- School records

Information that Describes the Violent Event or Its Causes

- School records: attendance, truancy, suspensions, etc.
- Substance abuse clinics
- Police and legal systems
- Firearm sales

Opinion Information

- Discussion with community leaders
- Discussion with police, legal and health personnel, and parents
- Discussion with all types of youth in the community
- Opinion surveys of the general population
- Focus groups

Community Background Information

- U. S. Bureau of the Census
- U. S. Department of Labor
- U. S. Department of Housing and Urban Development
- U. S. and state departments of education
- Churches
- Community businesses

Action Plans for Specific School Emergencies

In addition to having a general plan for dealing with violent emergencies, schools should also develop strategies for coping with specific crises that could arise on the school campus. School safety committees can develop clearly defined responses for such contingencies, have them printed, and hand them out to all staff and faculty members. Staff and faculty should review and update these plans annually.

Civil Disturbance

1. Encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify on-site law enforcement of the disturbance and meet at a predesignated site to evaluate the situation.
3. Have on-site law enforcement personnel evaluate the situation and call a law enforcement agency for any necessary resources, such as back-up and emergency medical help.
4. Activate needed emergency plans, which may include--
 - a. Instructing school personnel to staff communications and initiate lock-down orders.
 - b. Notifying transportation personnel to bring an appropriate number of buses for evacuation or transportation.
 - c. Assigning staff to a temporary detention facility, such as a gymnasium, to secure students and log information.
 - d. Directing teachers to initiate a lockdown and immobilize the campus.
 - e. Briefing a representative to meet the media.
 - f. Assigning staff to predesignated medical treatment/triage facility.
5. Notify guidance counselor(s).
6. Convey information at a debriefing.

Assault and Battery of Staff

1. Notify the principal or his or her designee.
2. Notify law enforcement personnel.
3. Secure medical assistance as needed.
4. Identify the assailant(s) and victim(s). Isolate the assailants in a predetermined location.
5. Report incidents and injuries to the district office.
6. Notify the guidance office so it may address students' counseling needs.
7. Have a replacement ready to teach the victimized teacher's classes.
8. Meet with faculty and staff, if necessary, to defuse rumors.

Sample Mission Statement

It is the intent of the (district) to promote harmonious human relationships that enable students to gain a true understanding of the rights and duties of people in our heterogeneous society. Furthermore, it is our intent to promote the rights of equality and human dignity based to the American heritage.

Each school is responsible for creating an environment that fosters positive attitudes and practices among students and staff. In addition, the school is responsible for promoting learning and, because it is well-established that anxiety and lowered self-esteem impede learning, the school is responsible for creating and protecting an environment that mitigates against anxiety-producing or demeaning incidents taking place within the confines of the school. These incidents include, but are not limited to those targeting members of a particular race, ethnicity, religion, or sexual orientation.

Thus, rather than allowing the school system to inadvertently support unequal educational chances for some by virtue of their demographic characteristics, as well as inadvertently contributing to poor citizenship in others, it is our intent to provide an environment that further allows persons to realize their full individual potential through understanding and appreciation of the society's diversity of race, ethnicity, religion, and sexual orientation. To accomplish this objective, the district will be accountable through a visible commitment to human rights.

Source: Cristina Bodinger-DeUriarte. 1992. *Hate Crime: Sourcebook for Schools*. Los Alamos, CA: Southwest Center for Educational Equity, Southwest Regional Laboratory.

School Incident Report

School Name _____

Date/Time of Occurrence _____

- | | | | | | |
|-----|------------------|---|------------------------|---------------------|---------------------------------|
| (1) | SCHOOL LEVEL | Elementary | Middle/Junior | High School | |
| (2) | PERSON INVOLVED | Student | Non-Student | Staff/Personnel | Other Adult |
| (3) | SITE OF INCIDENT | Classroom
Gym | Hallway
Parking Lot | Bathroom
Grounds | Office
Other (specify) _____ |
| (4) | CONSEQUENCE | Suspension Alternative
Other (specify) _____ | | Suspension | Expulsion |
| (5) | ARREST | Yes | No | | |

Circle one number under category/incident and one number in each corresponding subcategory, if options are given.

CATEGORY/INCIDENT	SUBCATEGORY I	SUBCATEGORY II
(1) ALCOHOL/DRUGS	1. Tobacco 2. Alcohol 3. Other Drug(s)	1. Use/Possession 2. Sale
(2) ARSON		1. < \$300 2. > \$300
(3) ASSAULT	1. Battery 2. Fight 3. Verbal Assault/Intimidation	1. Injury
(4) BREAKING AND ENTERING	1. Vehicle 2. Building	1. < \$300 2. > \$300
(5) DISRUPTIVE BEHAVIOR	Circle only when no other offense is involved.	
(6) EXPLOSIVE DEVICE	1. Threat 2. Device Found	
(7) HOMICIDE		1. Negligent 2. Non-negligent

(8)	LARCENY/THEFT	1. Personal Property 2. School Property	1. < \$300 2. > \$300
(9)	MALICIOUS HARASSMENT ASSAULT	1. Verbal 2. Physical 3. Religion 4. Sexual Orientation	1. Race 2. Ethnicity
(10)	OBSCENITY	1. Language/Gestures	2. Materials
(11)	ROBBERY	1. Personal Property 2. School Property	1. < \$300 2. > \$300
(12)	SEXUAL BATTERY/ MISCONDUCT	1. Attempt 2. Actual 3. Child Molestation	1. Sexual Battery 2. Indecent Behavior
(13)	TRESPASS	Circle only when no other offense is involved.	
(14)	VANDALISM	1. Graffiti 2. Personal Property 3. School Property	1. < \$300 2. > \$300
(15)	VEHICLE THEFT	1. Theft of Vehicle 2. Theft from Vehicle	1. < \$300 2. > \$300
(16)	WEAPONS	1. Firearm 2. Other Weapon	1. Injury
(17)	OTHER (Please Specify)		

Source: C. Hammond, 1992, *School Incident Report*. Tallahassee, FL: Florida Department of Education.

Possible Topics for Antiviolence Seminars

- Social and other problems contributing to school crime and violence
- Understanding diverse cultures
- Implementation of disciplinary policies and procedures
- The law and school security
- General security of the school plant
- Laws regarding search and seizure
- The criminal justice system and the juvenile justice system
- Victims' rights
- Sexual harassment and assault
- Date rape
- Illegal drugs on campus
- Gang awareness
- Managing a confrontation
- The evolution of a confrontation
- Intervention in fights
- Crowd management at athletic and special events
- Bomb threat procedures
- Discipline techniques for more responsive and positive interactions with misbehaving and troubled youth
- Effective classroom management
- First aid and CPR
- Unarmed self-defense
- Identification and reporting of child abuse
- Referral of drug and alcohol use problems

Source: Stefanie Kadel and Joseph Follman, 1993, *Reducing School Violence*, Tallahassee, FL: SERV.

Programs that may be Integrated into the Curriculum

- Conflict Resolution
- Drug Education
- Impact and Consequences of Violence
- Multicultural Education
- Peer Mediation
- Sexual harassment
- Social and Individual Responsibility

Educational Strategies for Violence Prevention

- Teach students about the nature and extent of violence in society and in their community. This is especially important for young people who have a natural tendency to believe they are immortal and who need to adopt an "it can happen to me" attitude. Complement discussions of violence with instruction on how to avoid becoming a victim of crime.
- Prevent hate crimes by discussing and rejecting stereotypes of minority groups, encouraging interaction with members of different cultures, and encouraging an appreciation of diversity. Also, ensure that educational materials reflect the many cultures of this society.
- Use existing courses to teach safety topics. For example, social studies or current events classes can discuss social unrest and resulting violence in society, English classes can write essays on self-esteem or interpersonal conflict, and art classes can design antiviolence posters.
- Teach students about the damaging effects of sexual harassment and sexual assault. From an early age, children can learn the difference between "good touching" and "bad touching," and that "no means no." Older students can have group discussions about dating and relationship expectations.
- Instruct students in laws that affect juveniles and the consequences for breaking these laws. Take students to visit a jail--to observe incarceration firsthand and to talk to prisoners about what brought them there. Encourage respect for the law by leading discussions of social contract theory and other theories about creating laws.
- Tell students about the lethal impact of guns and the legal implications of carrying or using guns. Try to counteract the attractiveness of guns to young people. Emphasize that students should not carry guns, and include a discussion about gun safety.
- Videotape television news stories that describe actual incidents involving guns, and ask students to watch and discuss the tapes.
- Teach elementary and secondary students to avoid gang activities, and provide them with alternative programs to meet their social and recreational needs. Invite guest speakers who work with gang members, such as law enforcement or probation officers, to speak to classes or assemblies. Former gang members who have "turned their lives around" may also tell stories that inspire students to keep away from gangs.
- Teach problem-solving skills in both academic and extracurricular school settings.
- Tell students that anger is an acceptable feeling, but that acting on anger in violent ways is unacceptable. Teach children how to express their anger nonviolently or to confront the source of their anger with plans to "work it out" through peaceful, problem-solving discussions.

- Offer assistance in finding jobs, especially to students who are at risk of dealing drugs or joining a gang because they feel they have no legitimate way to make a living and take care of themselves.
- Teach students social skills, such as how to use self-control, communicate well with others, and form and maintain friendships.
- Talk with students about being "good sports" to discourage the disruptive and sometimes violent behavior that can break out at school athletic events. Encourage coaches, teachers, parents, and other adults to set good examples.

Source: These strategies have been reproduced in many sources. See Cristina Bodinger-DeUriarte and Anthony A. Sancho. 1992. *Hate Crime*. Los Alamos, CA: Southwest Center for Educational Equity, Southwest Regional Laboratory.

Suggestions for Schools To Promote and Make Use of Community Support

- Solicit advice from community residents on addressing school problems that they identify.
- Invite members of the community to visit the schools and discover ways in which they can become involved.
- Develop a resource file of influential community residents--movers and shakers--who are known for their ability to shape public opinion, keep these people informed about all school activities and projects.
- Include community representatives on the School Safety Committee; encourage them to develop a sense of "our" school, rather than "their" school.
- Use the attention that school crime and violence receive to pressure local politicians and police forces to focus more efforts on the areas in which schools are located.
- Kick off community activities for violence prevention during America's Safe Schools Week, which is observed during the third week in October.
- Ask news organizations to cover school safety activities and to emphasize the school's and community's efforts to reduce violence. Publicize violence prevention efforts through public service announcements, educational video programs, appearances on local news shows, posters, brochures, and other print materials.
- Develop a school safety fact sheet that is updated and distributed on a regular basis; include numbers and types of incidents, discipline actions taken, vandalism, and repair costs.
- Set up school information booths at local community events.
- Publish a newsletter from the principal, and distribute it widely. Include information about school and community efforts to reduce violence as well as general information about school activities.
- Use the schools and/or district's emblem and logo to present a unified image in all publications and announcements.
- Ask businesses to allow employees time off to volunteer at schools or participate in school activities. Promote Adopt-A-School programs by local businesses.
- Encourage community organizations to use the school in the evenings and on weekend.
- Ask church leaders and clergy to help with violence prevention efforts at the school and with efforts to involve the community.

- Invite local government officials to school events.
- Encourage adults in the neighborhood to create and lead after-school youth clubs, community athletic teams, and other recreational programs.
- Recruit volunteer mentors and tutors from local colleges, universities, and businesses.
- Ask community residents to volunteer their homes as "safe houses" where children can go if they are threatened while walking to and from school or waiting at the bus stop. These homes can have signs in their windows designating them as safe houses; screen volunteers carefully before including them in the program.
- Request that residents near the school take part in a nighttime school watch program and report any unusual activity at the school to the police.
- Honor a citizen-of-the-week at the school.

Source: Stefanie Kadel and Joseph Follman. 1993. *Reducing School Violence*. Tallahassee, FL: SERV.

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