



Safe at School:

**A Resource Manual for
Self-Assessment, Planning and
Training to Improve School Safety**

February 1999

DISCLAIMER

The information presented in this manual and during any training regarding its use was obtained from sources deemed to be authentic and reliable. No guarantees of results or assumptions of liability in connection with the contents of the manual or presentations by trainers are assumed. Additionally, it should not be assumed that the subject is covered exhaustively or that all procedures outlined would apply to all students. Users of this material are encouraged to adapt or substitute as circumstances, statutes, ordinances, and agency or organizational mandates/policies necessitate.

ACKNOWLEDGMENTS

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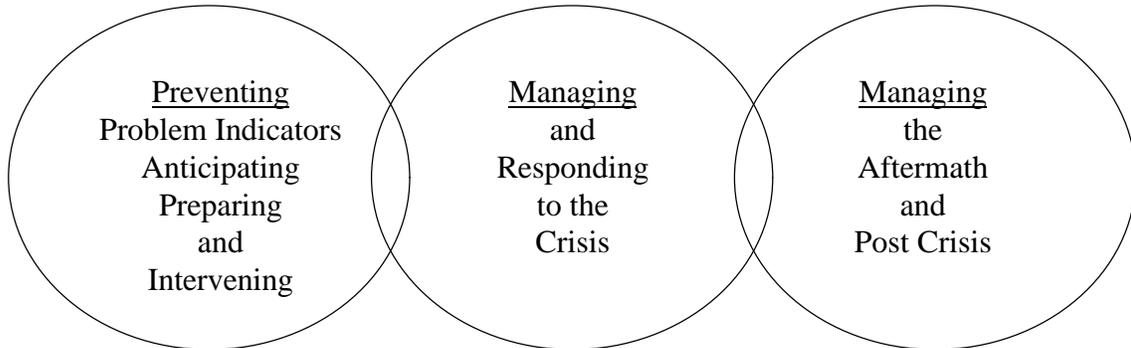
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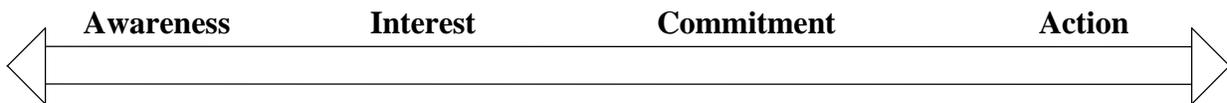
PROACTIVE SCHOOL SAFETY

PROACTIVITY: THREE INTERACTIVE COMPONENTS



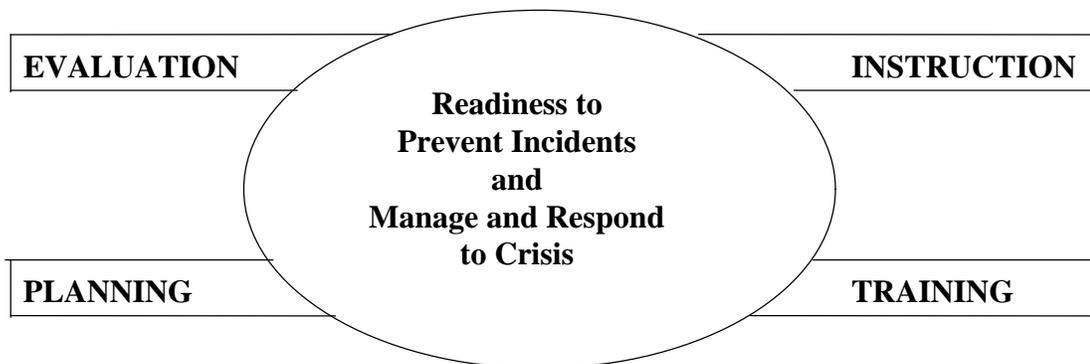
TO CREATE:

SCHOOL/DISTRICT



THROUGH

A SELF-ASSESSMENT BY SCHOOL COMMUNITY SHAREHOLDERS



SAFE AT SCHOOL: A RESOURCE MANUAL FOR SELF-ASSESSMENT, PLANNING, AND TRAINING

Local school/community personnel may use all or any part of this information for the following:

Instruction: To impart knowledge about safe school characteristics and practices.

Evaluation: To assist the school to

- Determine its preparedness to prevent violence,
- Analyze its potential for problems,
- Identify and choose interventions and preventions,
- Manage and respond to crises should they occur,
- Provide the information bases upon which to build a safe school plan.

Planning: To present a systematic process for developing, reviewing, and revising assessment-based policies and procedures for school safety.

Training: To provide a reference and materials for inservice programs for school staffs and public safety personnel.

These materials are based on the premise that the school, functioning within the parameters of district and state policies, is the appropriate focus for determining needs, choosing intervention means, and planning for preventing and managing a crisis. Further, it is assumed that school safety is enhanced by the meaningful involvement of interest groups including staff, parents, students, law enforcement, community agencies, the local board, and administrators. Finally, it is critical that the personnel who implement and are affected by plans and training, if meaningfully involved in the development of a school safety plan, are more likely to accept and perform their respective roles for a safe learning environment.

FORMAT

The materials are presented in a form that calls for responses to problems, needs, and interventions, each of which:

- is defined
- includes descriptors to cue respondents as to safe school characteristics
- calls for both quantitative and verbal assessments to determine if it is a need or problem in this school
- presents sources of further information

It should be noted that this is a voluntary, non-mandated process with users encouraged to revise and supplement as appropriate to best meet the needs of their school. The material is presented in a loose-leaf format to accommodate flexibility and a formative, developmental orientation.

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SAFE AT SCHOOL: AN INTRODUCTION TO SAFE SCHOOL PLANNING IN ILLINOIS

In December 1995, the State Board of Education adopted a "State Plan for Assuring Safety and Order in Illinois Schools." This plan originated from concern about increasing evidence of violence in schools throughout Illinois. Its provisions were based on the deliberations of educators, business and community representatives, parents, law enforcement officials and social service providers.

Although the State Plan assigned a significant number of responsibilities to the State Board of Education and other state-level entities, it recognized that the local community must be the primary focus of efforts to reduce violence in our schools. In particular, the Illinois State Board Plan called on each local school to **"conduct an audit of the school's safety and security and develop a school safety plan for addressing identified problems."**

During the spring 1996 legislative session, the Illinois General Assembly reinforced this proposed initiative by including the following statement in the Quality First legislation:

School boards, along with the parent-teacher advisory committee, are encouraged to annually review their pupil discipline policies, the implementation of those policies, and any other factors related to the safety of their schools, pupils and staff.

Although this was not a mandate, the General Assembly emphasized its concern about school safety with a new "School Safety and Educational Improvement Block Grant Program," as well as an increase in the state violence prevention/substance abuse program. These funds could be used in conjunction with the federal Safe and Drug-Free Schools funding to address issues related to school safety.

The tragic school shootings which occurred during school year 1997-98 in Pearl, Mississippi; West Paducah, Kentucky; Jonesboro, Arkansas; Springfield, Oregon; and Edinborough, Pennsylvania--and the corresponding rash of "copy cat" incidents which followed these shootings in schools throughout the nation—have elevated the issue of school safety to a top political and educational priority.

This manual has been developed to assist school districts and their community in planning how they will ensure a safe learning environment for their students. The manual is not intended to be a blueprint. Each school district must tailor its safe school planning activities to reflect the uniqueness of its own community and schools. To this end, local district officials could use one or more of the resource publications listed below. Each of these works takes a somewhat different approach reflecting the experience and knowledge base of its authors.

Blauvelt...on Crisis Management

Peter D. Blauvelt, President, National Alliance for Safe Schools

Blauvelt...on Making Your Schools Safe

Peter D. Blauvelt, President, National Alliance for Safe Schools

Safe Schools: A Handbook for Practitioners

National Association of Secondary School Principals and DynCorp

Safe Schools: A Handbook for Violence Prevention

Ronald D. Stephens, Executive Director, National School Safety Center

Safe Schools: A Planning Guide for Action (1995 Edition)

California Department of Education and the Office of the California Attorney General

Improving School Safety

James K. Nighswander, National School Services

WHAT IS SAFE SCHOOL PLANNING?

Safe school planning follows the same general steps as most commonly used planning processes--that is, problems are identified and analyzed; the desired areas of change are agreed upon; change strategies are identified, evaluated and selected; the chosen strategies are implemented; and the impact of these efforts is assessed. The cycle then begins again.

The safe school planning process starts with a safe school study or assessment, which the National School Safety Center (NSSC) describes as follows:

A school safety assessment is a strategic evaluation and planning tool used to determine the extent of... school safety problem(s). An assessment could address gangs, weapons in school, drug or alcohol abuse, schoolyard bullying, site evaluation of facilities, including buildings and landscaping, policies and procedures, compliance with local and state laws, community support, parent attitudes, student attitudes and motivation, or other emerging school climate trends.

A school safety assessment, in broadest terms, is a comprehensive review and evaluation of the education program of a school or district.

Once the safety-related problems of a school or school district are identified, a plan is developed for their resolution. However, since this process focuses on issues which are potentially dangerous, if not life-threatening, the planning cannot be a straight-line activity, with all problems identified before anything is done. It is imperative that school district officials take action to appropriately address serious problems as soon as these are determined.

In addition to the elements discussed above, the safe school planning process should include a public information component, which assures that parents and local citizens are aware of the steps being taken to assure that children are safe at school.

WHO NEEDS TO ENGAGE IN SAFE SCHOOL PLANNING?

Every school district should commit itself to safe school planning for each of its schools.

This includes districts which have not yet experienced such high-visibility problems as school shootings, gang presence, guns in the classroom, or an assault on students or teachers. The fact is that every school, no matter how small or isolated, has its share of safety-related problems, such as bullying and disruptive students. Moreover, those problems are likely to increase in number and severity, as evidenced by the following trends cited in Peter Blauvelt's book.

- Increasing numbers of behaviorally disturbed children such as those suffering the effects of maternal substance abuse.
- Increasing familial stress is producing children who are disruptive as they express anger and frustration at circumstances they cannot control.
- Continuing expansion of gangs into all parts of the country.
- Due to lack of space in juvenile detention centers, serious and habitual offenders are either being placed in neighborhood group homes or are controlled by electronic monitoring. Often, as a condition for release, the juvenile must attend school, where his or her presence may lead to fear and/or actual violence.

There probably are no schools in Illinois which have not already engaged in some kind of safe school planning. However, it is equally probable that many of these efforts have been fragmented, responsive to specific situations, and seldom revisited until another problem arises. The purpose of safe school planning is to assure that each and every Illinois school is systematic, comprehensive and current in its approach to assuring that students are safe at school.

HOW SHOULD SAFE SCHOOL PLANNING BEGIN?

Three key components are needed to begin the district's safe school planning process:

- 1) Board and administrative commitment;
- 2) A study plan, which includes scope and procedures; and
- 3) A study team or teams.

Deciding on the scope of the study is an important variable, because the range of topics and issues to be examined can be daunting. Ultimately, each district's safe school assessment should be comprehensive, including a look at how its educational program, school climate, and other

similar factors are linked to safety issues. For example, districts will want to look closely at their reading program given the research which suggests that:

Children who read poorly are programmed for school failure and worse.... A 1993 U.S. Justice Department study concluded that reading failure triggers violence by making youngsters feel worthless.

Some schools may want to plan for a comprehensive assessment, preferring to look at the whole picture. Other schools may prefer to focus first on safety concerns whose resolution could quickly improve problem management and violence prevention efforts.

The scope of each school's safety assessment and planning will also be impacted by the extent to which the study becomes a community-wide effort which looks not just at the schools, but also at circumstances in the community which promote or prevent school violence. Again, a comprehensive assessment which includes a focus on the community should be the goal, even if the initial approach is more limited.

These decisions should be made by each school, according to its own circumstances. It is expected that some schools will have a one-step study process while others will divide the effort into two or more stages.

With respect to study procedures, the State Board's "Safe School Advisory Committee" has recommended that even though the study must look at each individual school, the process should be coordinated at the district level. This will facilitate the assessment of district-wide policies and procedures and provide a foundation for coordinated problem-solving and priority-setting.

The number of study teams, their size and their composition is a school decision which should reflect the decisions described above. Crucial potential players include students, educators, parents, law enforcement personnel, judges, recreation program directors, social services providers, business and community representatives and various youth-serving professionals.

In an article in the February 1996 School Administrator, NSSC Executive Director Ronald Stephens wrote:

Safe school planning is all about the "art of the possible." It is not limited by special constraints or a set of guidelines. Each community has the opportunity to shape the school climate it wishes to create.

A safe school plan, more than anything else, is a function of community will, priorities and interests. It requires partnerships and cooperation. The components and the players are limited only by the creativity, energy and commitment of the local community.

WHAT IS THE ROLE OF THE BOARD AND ADMINISTRATION?

Clearly, safe school planning cannot be limited to school boards and administrators. On the other hand, the commitment and leadership of the board and administration will be critical to the success of safe school planning.

With the increasing levels of crime and violence in our schools, school boards and school administrators must be prepared for more than the academic challenges of teaching students to meet increasingly higher standards. They must also be prepared to create a learning environment which supports the educational process. They must do everything possible to ensure that students and teachers are safe at school.

OVERVIEW

ORGANIZING TO DEVELOP, APPRAISE, OR REVISE A SAFE SCHOOL PLAN

A preliminary step might be to appoint a steering committee such as the Safe School Committee with specific responsibilities such as:

To follow all or parts of this manual, using self-assessment and discussion to determine problems and intervention alternatives.

- To receive input through staff meetings, surveys, and focus groups.
- To determine priorities among the needs and problems identified.

To review and evaluate the intervention/prevention alternatives identified in this manual, as well as surveys, incident analysis, training attended, consultant reports, and governmental agency requirements.

- To select a Safe School Plan format such as presented here, that specifies when, what, how, by whom the plan will be implemented.
- To communicate the approved plan, publish it, and when possible, pilot it.
- To assess the plan's effectiveness through practice and continuous periodic review.
- To revise it to meet new and existing needs.

A SAMPLE PLAN FOR ACTION

Although the instrument is useful for assessing the perceptions of individuals or groups, it is perhaps most useful as a model for planning for school safety through dialogue-based assessments of problems, intervention alternatives, and decisions for implementation -- plans, policies, programs, and procedures.

Step 1: The school appoints a standing committee responsible for a safe school whose membership is comprised of law enforcement, school and community players, administrators, clergy, media, parents, students, etc.

Step 2: Each committee member individually completes all sections of the instrument. (Note: In some instances it might be desirable to invite other individuals or groups complete parts of the instrument to be used as input for the group process.)

Step 3: The committee meets routinely to review and discuss responses to the instrument for the purposes of prioritizing needs and intervention activities and for recommending policies, programs, and resources (personnel and equipment) for a safe school from a collaborative, school/community perspective.

It should be noted that this pattern might be used with the assistance of visiting resource specialists or consultants.

SAFE SCHOOL COMMITTEE

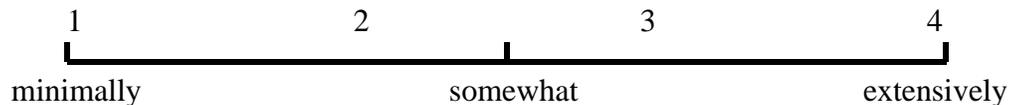
The Safe School Committee is comprised of relevant stakeholders: administrators, faculty, police, support staff, students, parents, civil authorities, etc. Its primary function is to monitor school safety needs for the purpose of identifying problems, recommending programs/policies for school safety, and assisting in crisis management and post-crisis response. It may serve as the steering committee for self-assessment and planning.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

IN THIS SCHOOL

- _____ a functional Safe School Committee and its responsibilities are defined in policy manuals and handbooks.
- _____ the committee is comprised of representatives from law enforcement, teachers, student, and emergency services, as well as secretarial, custodial, counseling, and transportation staff.
- _____ the committee meets regularly to review safety problems, needs, programs, and responsibilities.
- _____ the committee is in touch with students, and its members have sufficient rapport with students to be told in advance of potentially violent situations.
- _____ the committee has status among administrators, staff, and students.
- _____ the committee has credibility with community groups, particularly parents and law enforcement agencies and officers.
- _____ the committee has assigned responsibilities for crisis management and aftermath response.
- _____ the committee conducts, participates in, and observes school safety drills.
- _____ committee members attend and direct school safety training activities and workshops.
- _____ the committee continuously reviews, critiques, and revises safe school plans.

Upon reviewing the above, indicate the extent to which a Safe School Committee is a need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Blauvelt, *On Making Your School Safe*
Safe Schools: A Handbook for Practitioners
Safe Schools: A Planning Guide for Action
Stephens, *Safe Schools: A Handbook for Violence Prevention*

MODEL FOR A SCHOOL SAFETY PLAN

Outlined below is one model for a plan. School personnel are encouraged to use any model they deem most appropriate for their school.

ONE: PURPOSE This should be a concise statement of the major objectives of the plan.

Example

This plan was created to achieve three main objectives: one, to anticipate problems in the interest of preventing them; two, to proactively prepare personnel for managing crises should they occur; and three, to outline means for responding to crises' aftermath's. The plan is viewed as a viable one and is presented in a form to both encourage and accommodate continuous revision and updating.

TWO: BACKGROUND This should be a brief statement of the processes and personnel involved in the preparation of the plan.

Example

This plan was tailored to meet local school district needs while meeting legal and educational agency mandates. It is consistent with local school board policies and has been reviewed and approved by the board. The plan was developed by the Safe School Committee comprised of staff, parents, students, and local law enforcement officers. It was reviewed by the staff to ensure knowledge of contents and credibility.

THREE: FORMAT This should be a description of the organization and components of this school's plan.

Example

The plan is comprised of ELEMENTS, each of which is described and typically followed by recommended PROCEDURES for implementing, including what's to be done, how it is to be done, and by whom? And even though the plan is detailed, it should always be leavened with the admonition "to do that which the reasonably prudent person should do."

Note: The elements of the plan may be organized in many ways. Here are some examples:

- *preventing a crisis*
- *security of school buildings*
- *crisis interventions.*

FOUR: ELEMENTS This should be a description of each of the parts or components of the plan with responsibilities and/or procedural expectations identified. Each school will define and organize the plan's elements to meet its own needs.

Example

| |
|---|
| <p style="text-align: center;"><u>Safe School Committee</u></p> <p><u>Description</u> (Review and revise the description in this manual and tailor it to fit local school needs.)</p> <p><u>Procedures/Responsibilities</u> (Review the descriptive criteria for this section of the manual for cues as to procedures and responsibilities in this school.)</p> |
|---|

| |
|--|
| <p style="text-align: center;"><u>Crisis Plan and Emergency Procedures</u></p> <p><u>Description</u> (Revise the description in this manual as desired.)</p> <p><u>Procedures/Responsibilities</u> (Review the descriptive criteria for this section of the manual for cues as to procedures and responsibilities in this school.)</p> |
|--|

| |
|--|
| <p style="text-align: center;"><u>Access Control</u></p> <p><u>Description</u> (Revise the description in this manual as desired.)</p> <p><u>Procedures/Responsibilities</u> (Review the descriptive criteria for this section of the manual for cues as to procedures and responsibilities in this school.)</p> |
|--|

At this point it should be noted that a comprehensive School Safety Plan should be based on a systematic assessment of needs and intervention means, and should involve staff and stakeholders so as to ensure understanding and enhance the credibility of the plan. Finally, the plan should be coordinated with district level policies, disseminated through policy manuals, handbooks, etc., and complemented through training and practice drills.

INFORMATION BASES: STUDENT DISCIPLINE INCIDENTS BY TYPE AND FREQUENCY

Note: When completed by a Safe School Committee member with access to accurate information, this document can be a valuable resource/tool for the entire committee.

It is important to note that this activity is designed to create a confidential, working document to be modified as appropriate both to accommodate the needs of this school and to meet state requisites.

Instructions: Indicate the number of incidents reported this past school year for the categories below. (19__ - 19__)

| INCIDENT TYPE | NO. | | INCIDENT TYPE | NO. |
|-----------------------------------|-----|--|--------------------|-----|
| Arson | | | Hate Crime | |
| Assaults (verbal) | | | Hostage Situations | |
| Assaults - and battery (physical) | | | Insubordination | |
| Bombs/Bomb Threats | | | Intrusion/Trespass | |
| Bullying/Mobbing | | | Kidnapping | |
| Bus/Transportation-related | | | Molesting | |
| Deaths: Accidental | | | Property Damage | |
| Suicide | | | Riots | |
| Homicides | | | Robberies | |
| Demonstrations | | | Shootings | |
| Drug/Narcotic/Alcohol | | | Theft | |
| Emergency Building Evacuations | | | Vandalism | |
| Fights | | | Weapons at School | |
| Gang-Related | | | Other: | |
| Graffiti | | | | |
| Harassment: Physical | | | | |
| Verbal | | | | |
| Ethnic | | | | |
| Sexual | | | | |

**PREVENTING VIOLENCE THROUGH
PROBLEM ANTICIPATION
AND ASSESSMENT**

SCHOOL CLIMATE ASSESSMENT

School climate is defined as the social, psychological and behavioral atmosphere of the school as perceived by students, staff, parents, etc. It can be assessed through interviews, dialogue, surveys, focus groups, and observations. These views, when complemented by analysis of school discipline referrals, provide an information base that identifies feelings of fear, safety, needs, as well as the prevalence of drugs, bullying, harassment, assaults, gangs, weapons, etc., whether observed, experienced, or perceived.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

_____ periodically assesses the school climate, both formally and informally, through surveys, focus groups, and behavioral analyses.

_____ takes into account the respondents' observations and experiences with:

| | |
|--------------------|---------------------|
| _____ drugs | _____ weapons |
| _____ firearms | _____ gang activity |
| _____ bullying | _____ harassment |
| _____ other: _____ | _____ |
| _____ | _____ |

_____ seeks the views of various stakeholders _____ student, staff, parent, community, etc. in its climate assessments.

_____ designs assessments which ensure the anonymity of respondents.

_____ assesses perceptions of fear and feelings of safety about the school and grounds.

_____ seeks to identify places, times, and events in which fears, incidents, and concerns are greatest.

_____ assesses perceptions of: (check ✓ or rate all that apply)

| |
|--|
| _____ student-staff respect and rapport |
| _____ fairness of school rules and their enforcement |
| _____ staff-parent relations |
| _____ racial/gender relations |
| _____ school-community agency relations |
| _____ civility, or lack of, by students and staff |

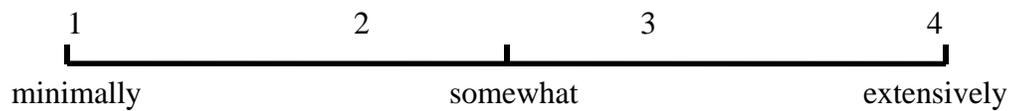
_____ surveys demographics such as gender, grade level, race of participants for purposes of analyses and follow-up.

_____ seeks to identify the willingness of students to report potentially violent incidents to appropriate staff.

_____ seeks suggestions as to the school's specific needs for improved safety.

_____ other: _____

Upon reviewing the above, indicate the extent to which climate assessments are effectively implemented in this school:



For additional information see: Stephens, *Safe Schools: A Handbook for Violence Prevention*

FACILITY-SITE SECURITY AUDITS

The facility-site audit is a systematic review of the school's entire physical plant to assess its conduciveness to security and safety and to reduce risks. Conducted routinely by school and district staff, with or without consultant assistance, it focuses on governmental health and safety mandates, potential "attractive nuisances," and predictable locations of potential incidents.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

IN THIS SCHOOL

_____ periodic systematic audits include: (check ✓ or rate those areas included)

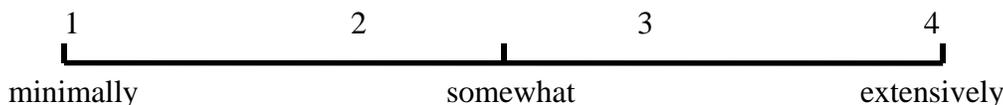
- | | |
|---|--|
| ___ athletic fields, courts, gyms | ___ utility access controls |
| ___ buildings and extra-school buildings | ___ locking buildings |
| ___ common areas | ___ parking areas |
| ___ media/library | ___ lighting |
| ___ classrooms | ___ alarms/surveillance systems |
| ___ offices | ___ buses/transportation |
| ___ laboratories | ___ school grounds/play areas |
| ___ corridors/hallways | ___ restrooms |
| ___ stairwells | ___ entrances/exits |
| ___ storage facilities | ___ climate control center |
| ___ random inspections of lockers and personal effects | ___ walking paths/routes to/from school |
| ___ furnace/utility rooms | ___ cafeteria and kitchen areas |

Other: (list and check)

- _____ the audit pays particular attention to places of violent episodes as identified in school records and incident profiles.
- _____ custodial, maintenance, security, law enforcement personnel, and consultants participate as appropriate in the audit process.
- _____ individuals are assigned specific responsibility for auditing the above elements.
- _____ signs are in place that identify all buildings and entrances.

- _____ particular attention is paid to access control, supervision-monitoring, visitor identification, and entrance security.
- _____ known student 'hang-outs' near school are monitored.
- _____ an audit was implemented this school year with or without the assistance of local law enforcement officers or consultants.
- _____ security and surveillance systems, lighting, and alarm systems are appropriately used.
- _____ student, staff, parent concerns and suggestions identified through climate surveys, interviews, and recommendations are considered in the audit process.
- _____ routine and random background checks on all employees are conducted.

Upon reviewing the above, indicate the extent to which facility-site safety audits are effectively implemented in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Blauvelt, *On Making Your School Safe*
 Safe Schools: A Handbook for Practitioners (NASSP)
 Stephens, *Safe Schools: A Handbook for Violence Prevention*

ACCESS CONTROL

Access control is a planned and purposeful means to monitor the school environment, both buildings and grounds, for school safety and violence prevention purposes. It includes elements of both physical and personnel policy such as metal detectors, identification badges, visitor entrance, sign-in procedures, etc. The main purpose of access monitoring is preventive, i.e. to reduce the likelihood of incidents or problems.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

IN THIS SCHOOL

_____ a comprehensive and continuous access control system is in place including (check ✓ all that apply):

- | | |
|--------------------------------|---------------------------------|
| ___ alarm system for emergency | ___ intercom or phone system |
| ___ badging system for | ___ metal detectors: |
| ___ students | ___ walk through |
| ___ staff and substitutes | ___ hand held |
| ___ visitors | ___ movement-activated lighting |
| ___ book bag, back-pack and | ___ parking lot patrol |
| carry-in limitations | ___ parking space assignments |
| ___ electronic surveillance | ___ security fences |
| ___ closed-circuit television | ___ visitor access controls |
| ___ dress code/uniforms | ___ corridor pass system for |
| ___ identification cards | ___ students |
| | ___ visitors |

Other: _____

_____ a badging system effectively identifies students, staff, substitutes, and visitors.

_____ visitor procedures require identification, signing-in and out, and badging.

_____ visitor procedures are known and enforced consistently and effectively by all staff.

_____ access monitoring includes both buildings and grounds including play areas, activity fields, parking areas, etc.

_____ entrances are continuously monitored and effectively supervised.

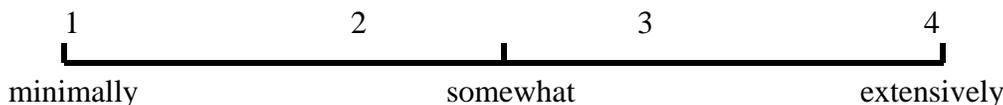
_____ personnel routinely and randomly inspect personal effects, bags, lockers, and desks.

_____ personnel routinely check entrances and exits to control entry.

- _____ exits and entrances are supervised during emergency evacuation exercises to ensure safe exiting and re-entry.
- _____ fences, gates, and barriers are adequate for access control.
- _____ signs throughout the area identify safe school zones.
- _____ the school effectively uses police officers, security personnel, staff and volunteer patrols before, during, and after school.
- _____ sites and buildings are planned or refurbished to accommodate crime prevention through environmental design.
- _____ access monitoring applies to after-school events as well as during the regular school day.

Other: _____

Upon reviewing the above, indicate the extent to which facility-site safety audits are effectively implemented in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *Safe Schools: A Handbook for Practitioners (NASSP)*
 Atlas and Leblanc, "Environmental Barriers to Crime" in
Ergonomics in Design, October 1994, pp. 9-16.

PROBLEM ANTICIPATION

The literature and authorities in the field suggest a number of indicators of students at risk for drugs, gang influence, and violence, any of which contribute to unsafe schools. Obviously, no one indicator is highly predictive; however, combinations enhance at-risk predictability. Note that anti-social behaviors at school can happen regardless of the socioeconomic status of the students, the parents, or the community, as well as the size or location of the school.

School personnel face quite a challenge: they are responsible for protecting students, staff, and the school from potential violence while ensuring the civil rights of individuals. Additionally, the school has a responsibility to identify and assist students evidencing adjustment problems and anti-social behaviors. In all instances, care should be taken to avoid labeling, stereotyping, or stigmatizing students.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

_____ has programs and personnel responsible for identifying and counseling students at risk.

_____ provides peer counseling and support groups.

_____ has home visitation, parent education, counseling, and truancy programs.

_____ offers instruction in gang intervention programs.

_____ follows up with dropouts and encourages enrollment in alternative programs and/or return to school programs.

_____ has procedures in place to communicate interactively among school, parents, police, and youth agencies as problems occur.

_____ works with community employers to secure jobs for students at risk.

_____ has formal, informal, and anonymous crime watch procedures for the identification of problem students.

_____ identifies, counsels, and provides programs and referrals for students exhibiting appreciable combinations of the following: (check ✓ or rate those in place)

A home environment that

- _____ lacks in expectations for their children
- _____ fails to monitor activities of their children
- _____ is inconsistent in disciplining their children

- ___ has a history of drug/alcohol abuse
- ___ is dysfunctional or recently broken
- ___ has had recent tragedies
- ___ is at the poverty level
- ___ is located in high crime areas
- ___ lacks adult supervision.

Students evidencing

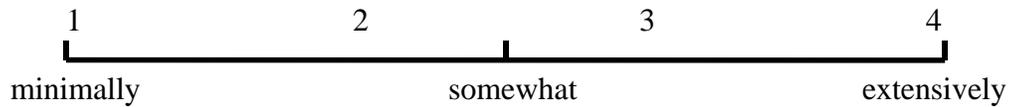
- ___ drastic behavior changes
- ___ increased tardiness/absences
- ___ falling grades
- ___ non-participation in co-curricular activities
- ___ withdrawal from school activities
- ___ changes in friends and peer group
- ___ association with those using drugs
- ___ changes in personality
- ___ anti-social and anti-school behaviors
- ___ intolerance of others' differences (race, religion, sexual preference, appearance, etc.)
- ___ changes in dress, posture, demeanor
- ___ obsession with violent, explicit music
- ___ infatuation with weapons and "survivalists" movements
- ___ fantasy talking
- ___ association with gang members and "wanna-be's"
- ___ withdrawal and aloneness
- ___ abuse -- physical or sexual
- ___ proximity to and/or involvement in fights and school violations
- ___ "hanging out" behaviors
- ___ non-interest, non-participation in classes including physical education
- ___ interest in and talk of violence
- ___ frequent harassment by bullies
- ___ unrealistic self-esteem
- ___ increases in money and material things
- ___ increased disciplinary referrals.
- ___ other: _____
- _____

Those groups evidencing significant changes such as

- ___ increased confrontations, rivalry, and behavior incidents in the community and at school

- ___ changes in places of grouping and attendance at school and after school activities
- ___ changes in group alliances
- ___ changes in group rituals, dress, demeanor, territories, graffiti, communications.

Upon reviewing the above, indicate the extent to which identification of “at risk” students is effectively implemented in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *High Risk Youth at the Crossroads* (video)
Behavioral Threats to Student Health and Educational Success
 DeBecker, *The Gift of Fear*
Preventing Interpersonal Violence among Youths: An Introduction
School Crime: A National Crime Victimization Survey Report
Violence Prevention for Young Adolescents
Early Warning Timely Response - A Guide to Safe Schools,
U.S. Departments of Education and Justice

SAFE SCHOOL POLICIES

Policies are statements of organizational positions, orientations, purpose, and postures intended to give direction for decisions and action to the school's personnel and students. Typically they are approved by the school board. Policies may be at two levels, the district and the school. The former are likely to be more general, while the latter are more procedurally and situationally specific. Regardless of the source -- district or school -- policies should communicate responsibilities for preventing, managing, and responding to crises.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL'S POLICIES

_____ effectively communicate school personnel's roles and responsibilities for managing crises of various types.

_____ are oriented to this particular school -- its uniqueness, location, demographics, and students served.

_____ have been adopted and promulgated in a manner that ensures understanding, appreciation, and commitment by staff, parents, students and community agency personnel.

_____ define procedures for search and seizure such as the use of police dogs, locker searches, etc.

_____ have been reviewed to ensure the accommodation of legal requisites.

_____ have effectively addressed procedures appropriate for this school as to: (check ✓ or rate all that apply)

___ assaults

___ discipline code(s)

___ employee background screening

___ search and seizure

___ building shutdowns

___ building evacuations

___ crisis response procedures

___ crisis command center

___ police notification

___ communication with community agencies

___ deaths, suicides, bereavement

___ crimes

___ narcotics

___ weapons

___ transportation

___ media response

___ chain of command

___ counseling

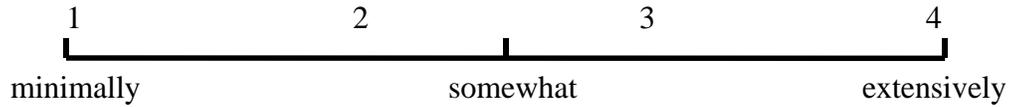
___ memorials

___ explosions

___ natural disasters

Other: _____

Upon reviewing the above, indicate the extent to which safe school policies are a need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *School Crisis under Control (video)*
Blauvelt, On Crisis Management
Safe Schools: A Handbook for Practitioners (NASSP)
Safe Schools: Policies, Procedures, and Programs
Stephens, Safe Schools: A Handbook for Violence Prevention
Weapons in Schools

**COMMON CONTRIBUTORS
TO VIOLENCE**

WEAPONS

A weapon is any instrument or device that can be used to threaten or inflict bodily harm to individuals or groups. Among the more common weapons are: firearms (handguns, long guns, dart guns, etc.); knives (switch blades, gravity, swords, pocket, straight, daggers, stilettos, razors, etc.); clubs (billy, blackjack, metal knuckles, etc.); bombs, including grenades; airguns or springguns (manufactured or home made, etc.); look-alike weapons including firearms whether operative, loaded or unloaded.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant

THIS SCHOOL

_____ has written weapon policies in place that are consistent with district policies, state, and federal laws.

_____ makes students and parents aware of the minimal one-year expulsion of students for firearm possession at or near school or at school events.

_____ has a zero tolerance policy on firearms and guns.

_____ has procedures in place upon discovery of a weapon, particularly firearms, in someone's possession for: (check ✓ or rate all that apply.)

___ automatically notifying the school office

___ automatically notifying the police

___ automatically notifying the district office

___ initiating a school lockdown

___ notifying parents and guardians.

___ other: _____

_____ makes staff aware of procedures for handling weapon-related incidents both at school and school events.

_____ uses collaboration among administrators, staff, district office, and law enforcement personnel (police, prosecutor, judicial, etc.) to develop procedures.

DRUGS AND ALCOHOL

Drug intervention activities can be defined as purposeful, planned policies, programs, and services by which problems are identified and avoided, with appropriate school and community responses. Included among school interventions and responses are curricular and instructional programs, e.g., S.A.D.D., D.A.R.E., and JUST SAY NO; counseling—student and parent; drug testing—staff and student; and well-defined, effectively promulgated policies.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

- _____ offers formal instruction on drugs and alcohol through special courses and/or integrates instruction into regular classes.

- _____ has definitive and comprehensive school policies on drug use, possession, distribution by students and staff during school hours and at after-school events, that are both understood and enforced effectively.

- _____ offers continuous and comprehensive inservice training to staff as to problem indicators, program availability, and staff roles therein.

- _____ has procedures in place to notify parents and police of substance abuse incidents.

- _____ has a close working relationship with law enforcement agencies for enforcement and special programs and instruction.

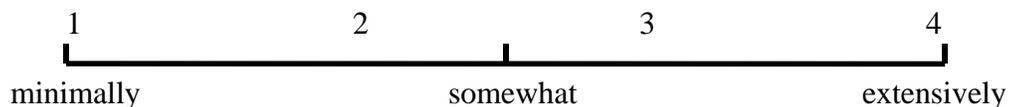
- _____ provides counseling services for students, parents, and staff.

- _____ has personnel actively engaged in community/school drug prevention programs and partnerships.

- _____ has the services of drug-resource personnel on the staff, through community agencies, and/or as consultants.

- _____ makes students and staff aware that electronic paging devices and cellular phones are prohibited unless expressly authorized by the principal and school board.

Upon reviewing the above, indicate the extent to which drugs, including alcohol, are a problem in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *Preventing Interpersonal Violence among Youths*
Resources for Preventing Violence in Today's Schools and Communities
Safe Schools: A Handbook for Practitioners (NASSP)
Safe Schools: A Planning Guide for Action
School Crime: A National Crime Victimization Survey Report
School Safety Workbook: What Works, Promising Violence Prevention Programs

GANGS

Gangs may be defined as groups of three or more persons who are committed to a common purpose, collectively and individually, and generally have definitive rituals, symbols, vocabulary, dress, and organizational structures. Gangs frequently have common ethnic and socioeconomic backgrounds with particular territorial and jurisdictional interests. Gangs frequently deal in crime, narcotics trafficking, shootings, beatings, disruptive behavior, jurisdictional confrontations, and violence.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant

IN THIS SCHOOL

_____ staff are aware of evidences of gang presence by (check ✓ or rate all that apply):

- | | |
|----------------------------------|---------------------------|
| ___ graffiti | ___ vocabulary |
| ___ anti-social school behaviors | ___ hand signs |
| ___ dress | ___ cliques/‘hanging out’ |
| ___ tattoos/symbols | ___ criminal activity |
| ___ drug trafficking | ___ group clashes |
| ___ “wanna-be’s” | |

_____ students, staff, and parents are aware that a school board must suspend or expel any student who is a member or pledge of a secret society.

_____ staff--administrators, teachers, counselors, custodial, and clerical--reflect awareness of gangs and gang-related activities if they occur.

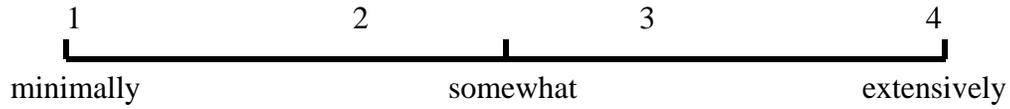
_____ inservice programs are offered to ensure staff awareness of gangs, their roles, rituals, activities, etc., should they occur.

_____ personnel understand the distinction between gang and non-gang activities to avoid overreaction to events.

_____ the following strategies are in place for coping with gangs, their presence, and activities (check ✓ or rate all that apply):

- ___ definitive policies and procedures for reporting to police, parents, and civil agencies
- ___ curriculum/instruction and counseling programs
- ___ school/parent/community agency (particularly law enforcement) partnerships to ensure community support, resources, and assistance in problem situations.
- ___ other

Upon reviewing the above, indicate the extent to which gangs and gang presence are problems in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: School Crisis under Control (video)
*Behavioral Threats to Student Health and Success:
A Report on the 1993 Chicago Risk Survey*
Gang Manual
A Report on School Violence and Workplace Safety
*Resources for Preventing Violence in Today's Schools
and Communities*
Safe Schools: Policies, Procedures, and Programs
*School Safety Workbook: Promising Violence Prevention
Programs*

INTERVENTION AND PREVENTION

STAFF COMMITMENT TO SCHOOL CIVILITY AND SAFETY

Staff is defined as all the school's employees, including teachers, aides, administrators, counselors, bus drivers, custodial-maintenance, clerical, nurses, library, special purpose personnel, etc. Commitment to civility and safety is evidenced by attitudes and behaviors that reflect sensitivity, concern, and a professional responsibility for a secure learning environment.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

IN THIS SCHOOL

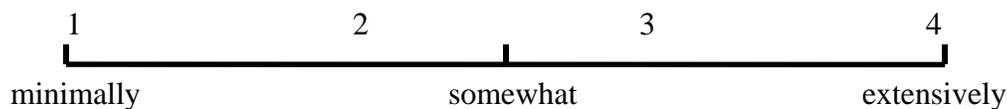
- _____ administrators and teachers are in evidence at entrances and in hallways before school, between classes, and after school.
- _____ staff shows awareness of potential problems by knowing what, when, and where to be and observe.
- _____ teachers and aides are present in play areas, the cafeteria, the playground, restrooms, commons, and special purpose areas.
- _____ staff meet buses and cars outside the building both before and after school.
- _____ staff are encouraged to supervise and eat in the school cafeteria.
- _____ teachers accompany students to/from special classes, programs, library, lunch, and at school dismissal.
- _____ staff monitor restrooms, commons areas, and open rooms throughout the day.
- _____ student/staff bonding is reflected through informal interaction beyond the classroom.
- _____ there is a caring and purposeful atmosphere where administrator and teacher presence is observed throughout the building and school day.
- _____ teachers are available and interact with students between classes and before and after school.
- _____ staff are trained to appreciate the reality that crises can occur, and understand their responsibilities both for preventing and managing violent scenarios.
- _____ teachers initiate in-class discussions and programs intended to enhance civility and school safety.

_____ staff show responsibility for implementing the school and district's policies to ensure safe schools at co-curricular events as well as during the school day.

_____ staff evidence a commitment to a school culture of civility and a non-violent and caring atmosphere for learning.

_____ administrators and teachers address students by NAME in and about school.

Upon reviewing the above, indicate the extent to which staff commitment to school civility and safety exists.



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Collier, Michael W. "Schools Are Vulnerable to Cultures of Violence." School Safety, Winter 98, pp. 9-13.
DeBecker, *The Gift of Fear*

INSERVICE AND STAFF TRAINING

Inservice and training are programs and activities designed to inform faculty and support personnel as to the school's safety plans, procedures, and staff responsibilities for maintaining a safe school and its climate. Schools should devote considerable time and resources to this school function. Among the topics and activities appropriate for staff training are the school's crisis plan; awareness of narcotic, gang, weapon, and cult presence's; respective staff roles in natural disasters; programs for conflict resolution, aggression reduction, peer mediation, and violence prevention programs; and staff responsibilities in avoiding, managing, and responding to crises.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

_____ devotes adequate time and resources for inservice training for both faculty and staff to ensure a safe, non-violent school.

_____ involves civil, law enforcement, health, fire, and emergency agencies in its inservice programs.

_____ maintains continuous awareness among staff as to respective roles, both during and after a crisis.

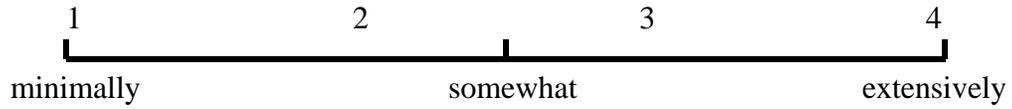
_____ orients new staff members as to safe school policies, procedures, and responsibilities.

_____ conducts drills and practices to ensure the effectiveness of the school's crisis plan.

_____ has staff who show appropriate understanding and commitment to school policies re:
(Check ✓ or rate those that are adequate.)

- | | |
|---|---------------------------------|
| _____ visitor presence | _____ staff visibility/presence |
| _____ substance abuse | _____ office notification |
| _____ kidnapping | _____ hostage-taking |
| _____ weapons | _____ incident reporting |
| _____ troubled students | _____ vandalism |
| _____ abuse: physical/sexual | _____ criminal acts |
| _____ gang presence | _____ search and seizure roles |
| _____ staff rights and responsibilities | |

Upon reviewing the above, indicate the extent to which inservice and staff training are a problem or need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Blauvelt, *On Making Your School Safe*
Safe Schools: A Handbook for Practitioners
Stephens, *Safe Schools: A Handbook for Violence Prevention*
Safe Schools: Policies, Procedures, and Programs

SECURITY PRESENCE

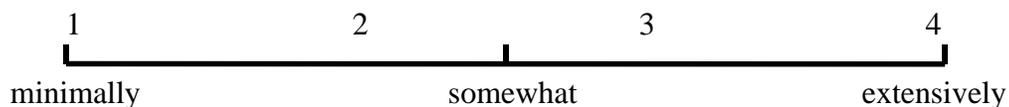
Security presence is defined as an environment that demonstrates safety consciousness and control and inspires feelings of freedom from harm and fear among personnel – students, staff, and visitors alike. This climate and ambiance of comfort reflects planned security measures in classrooms and hallways through monitoring, communication systems, surveillance, personnel identification badges, passes, visitor sign-in/sign-out procedures, and the presence or availability of security officers.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

IN THIS SCHOOL...

- _____ all personnel – faculty, staff, students, and parents – are aware and appreciative of the need for a security presence.
- _____ staff know when to call the police and what to expect when they arrive.
- _____ security assistance and personnel are readily available as needs arise.
- _____ posters, bulletin boards, and signs inform personnel, both school and visitors, of expectations and responsibilities.
- _____ personnel in and about the school are readily identifiable through passes, badges, IDs, and uniforms.
- _____ entrances are monitored and controlled through locking, supervision, and electronic surveillance.
- _____ communication systems, e.g., classroom phones, cell phones, hand-held radios, video monitoring, etc., are available throughout the school plant.
- _____ staff are continuously trained and drilled to ensure knowledge of security procedures, means, and roles in responding to crises.
- _____ other

Upon reviewing the above, indicate the extent to which security presence is a problem or need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Blauvelt, *On Making Your School Safe*
Safe Schools: A Handbook for Practitioners
Safe Schools: Policies, Procedures, and Programs
Stephens, *Safe Schools: A Handbook for Violence Prevention*
School Crisis Prevention and Response

SCHOOL/PARENT PARTNERSHIP

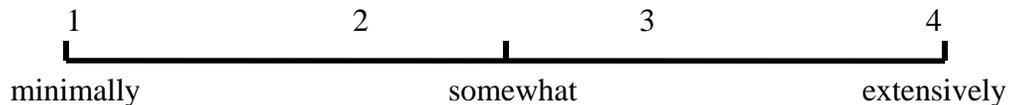
Parents show feelings of ownership and pride in the school through their support, involvement, and participation as partners in safe school activities. Examples of this partnership are parental volunteer programs – e.g., aides, safety patrols, chaperoning/monitoring, and parental education programs where they (parents) learn helping skills, receive counseling, learn about effects of violence in the home, and have access to a parent resource center.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

- _____ keeps parents informed about school safety programs, plans and procedures, as well as their (parent) responsibilities.
- _____ surveys and holds discussions with parents to determine their feelings about school safety and school-related crime (i.e., what, where, etc., events occurred).
- _____ involves parents in the development of school safety policies and membership on the Safe School Committee.
- _____ makes extensive use of parents as chaperones, monitors and aides and in safety patrols and crime watch programs.
- _____ recognizes parents as true partners in school safety maintenance through parent education, counseling, and a parent resource center.
- _____ encourages parents to assume their rightful responsibility in monitoring their child's behavior, possessions, and problems.
- _____ provides counseling services or referrals to parents of children showing potential for violence.
- _____ other

Upon reviewing the above, indicate the extent to which a school/parent partnership is a need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Blauvelt, *On Making Your School Safe*
Resources for Preventing Violence in Today's Schools and
Communities
Safe Schools: A Handbook for Practitioners
Safe Schools: A Planning Guide for Action
Stephens, *Safe Schools: A Handbook for Violence Prevention*

SCHOOL/COMMUNITY PARTNERSHIPS

School-community partnerships are defined as effective communication, cooperation, and involvement between the school and social service organizations, violence prevention programs, law enforcement agencies – police departments, courts, probation offices, emergency services, fire departments, and youth agencies – for the enhancement of school safety.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant

THIS SCHOOL

_____ includes law enforcement personnel as members of the Safe School Committee and in the development of crisis plans and responses.

_____ has emergency plans coordinated with community agencies – police, fire, medical, etc.

_____ receives quick response and appropriate surveillance at school and school-related events.

_____ uses law enforcement personnel and shares responsibilities for curriculum/instructional programs, crime prevention activities, and inservice training (check ✓ or rate all that apply) in

___ DARE

___ SHOCAP

___ V.E.G.A.

___ “Just Say No” programs

___ Positive Action programs

___ others _____

_____ partners with area agencies to ensure awareness of resources, disaster plans, assistance, etc., by all concerned.

_____ has implemented a comprehensive truancy plan.

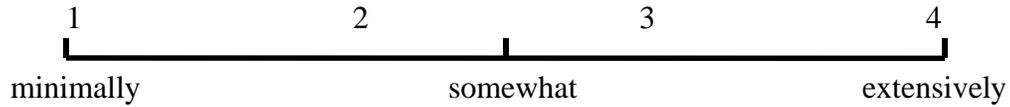
_____ sponsors and/or participates in crime watch programs.

_____ participates in a formal information-sharing plan in cooperation with police, prosecutors, and juvenile officers to cope with chronic juvenile offenders.

_____ has given the police department a layout or videotape of the school plant.

_____ makes sure that personnel and police understand their respective roles when police are called to the school.

Upon reviewing the above, indicate the extent to which school/community partnerships are a problem or need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *Safe Schools: A Handbook for Practitioners*
SHOCAP (Serious Habitual Offender Comprehensive Action Program), Illinois state statute, 1992.
Stephens, *Safe Schools: A Handbook for Violence Prevention*
Violence in the Schools: How America's School Boards Are Safeguarding Our Children

CURRICULUM AND INSTRUCTION

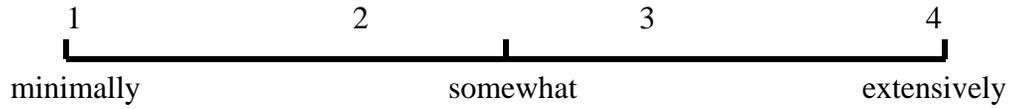
Instruction and student learning about how to cope with conflict peaceably and effectively may be implemented through courses; units in courses; topically; by teacher modeling in the classrooms; or by combinations of these through programs that may be offered for parents as well as students and staff. Instruction frequently includes communication skills, non-violent problem-solving and decision-making, empathy/caring, gang presence, negotiation and mediation skills, etc. Instructional activities range from informal to formal and from planned to situational.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

IN THIS SCHOOL

- _____ staff generally are aware and appreciative of the importance of instruction in this area.
- _____ staff has received training in these areas of conflict resolution, mediation, and related topics. (check ✓ or rate those in which trained)
- ___ aggression reduction
 - ___ character education
 - ___ conflict resolution
 - ___ gang suppression/intervention
 - ___ manners
 - ___ mediation
 - ___ other (identify) _____
- _____ parent training is offered in this area
- _____ instruction and opportunities for student learning are provided through
- ___ integration within existing courses
 - ___ modeling/demonstration by teachers in classroom instruction
 - ___ instructional units within courses and grade-level instruction
 - ___ self-standing courses
 - ___ D.A.R.E. programs
 - ___ V.E.G.A. programs
 - ___ Other (identify) _____
- _____ extended day programs (such as tutoring, mentoring, counseling, work experience, and the use of school facilities/equipment) are offered to accommodate the safety needs of students

Upon reviewing the above, indicate the extent to which curriculum and instruction in this area are appropriate to the needs of this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *Preventing Interpersonal Violence among Youths: An Introduction to School, Community, and Mass Media/Strategies*
Resources for Preventing Violence in Today's Schools and Communities
Safe Schools: A Handbook for Practitioners

STUDENT CRIME PREVENTION

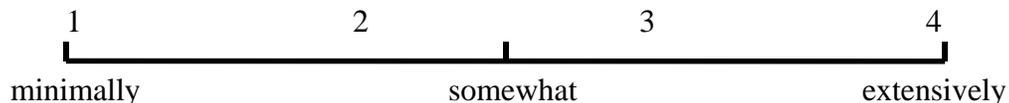
Student-oriented crime prevention activities beyond classroom instruction range from class and school projects and periodic safety campaigns to school-chartered clubs with faculty/staff sponsors. The commonality of the clubs is that they are voluntary, student-led organizations whose purpose is to reduce violence and to enhance school safety and security.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

- _____ has instructional programs in place to ensure student awareness of their roles and responsibilities in a safe school.
- _____ seeks to change the view that students must not tattle to an awareness of their responsibility to inform in life-threatening situations.
- _____ has a chartered student club (check ✓ or rate all that apply)
 - ___ that conducts informational activities, poster and video contests, and anti-vandalism campaigns;
 - ___ that sponsors assembly speakers, films, and literature distribution;
 - ___ that seeks to control graffiti;
 - ___ that helps in supervising school activities/events.
- _____ has a student crime watch program.
- _____ has an anonymous tipline or procedure for receiving warnings of impending problems.
- _____ uses trained students to assist in monitoring entrances, hallways, buses, etc.
- _____ has staff who support safety programs through instruction, activity sponsorship, and appreciation for student prevention activities.
- _____ other

Upon reviewing the above, indicate the extent to which student crime prevention/watch is a problem or need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: Blauvelt, *On Making Your School Safe*
Safe Schools: A Handbook for Practitioners
Stephens, *Safe Schools: A Handbook for Violence Prevention*
Violence in the Schools: How America's School Boards Are
Safeguarding Our Children

INCIDENTS AND THREATS INVOLVING BOMBS, SUSPICIOUS DEVICES, CHEMICAL AND BIOLOGICAL SUBSTANCES

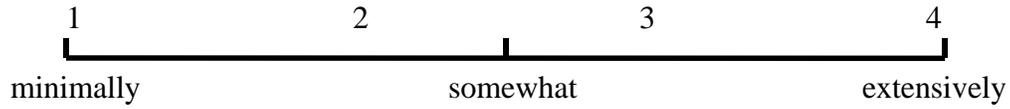
The possibility of mass injury, deaths, and property damage resulting from explosives and chemical-biological agents, however remote, is a reality that schools should address. Agents of delivery include bombs, chemical and biological substances planted in the buildings and personally or mail delivered. Effective coping with these problems require close cooperation between the schools and civil agencies—police, fire, ERS—in preventing and responding to incidents and threats.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL...

- _____ makes staff aware of whom to notify if suspicious devices and phone threats are identified (e.g., persons, agencies, phone numbers, etc.).
- _____ treats all suspicious packages, devices, parcels, and threats as if they are real.
- _____ has procedures in place to secure and evacuate locations where suspicious packages and devices might be discovered both during school as well as at extra class events.
- _____ works closely with law enforcement and community agencies in developing procedures and implementing training for handling threats and suspicious packages/devices.
- _____ makes secretarial, custodial, cafeteria, and support staff aware of bomb threat procedures (calls, E-mail messages, parcels, and suspicious devices).
- _____ has protocol in place for obtaining caller information as to: (check or rate those in place)
 - _____ kind of device
 - _____ location of device
 - _____ appearance of device
 - _____ explosion time
 - _____ call time
 - _____ description of the caller's voice (e.g., tone, accent, gender, familiarity, age, and background noise, etc.)
- _____ staff is aware of the threat of mail bombs and biological-chemical agent packets.
- _____ has procedures which clearly define responsibility for locating, securing, and removing threatening devices.
- _____ staff understands when not to use electronic devices (cell phones, etc.) that might detonate the explosive devices.

Upon receiving the above, indicate the extent to which the school is prepared for bombs, chemical-biological agents and threats.



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see:

Illinois State Police Unified Emergency Contingency Plan for Schools

Safe Schools: A Handbook for Practitioners (NASSP)

Trump. Practical School Security: Basic Guidelines for Safe and Secure Schools

For additional information see: *Illinois Center for Violence Prevention, 220 S. State, Chicago, IL (312)986-9200*

Allan Creighton and Paul Kivel. *Helping Teens Stop Violence: A Practical Guide for Counselors, Educators and Parents*. Alameda: Hunter House, 1990.

Los Angeles Commission on Assaults Against Women. *In Touch With Teens: A Relationship Violence Prevention Curriculum For Youth Ages 12-19*. Los Angeles: LACAAW, 1992.

Susan Klaw, et. Al. *Preventing Family Violence: A Curriculum for Adolescents*. Massachusetts Department of Public Health, Office of Violence Prevention, (617) 727-1246.

**MANAGING AND RESPONDING
TO CRISES**

CRISIS MANAGEMENT

Crisis management plans are school-specific and comprehensive procedures for coping with emergencies, both during them and in the aftermath. They are known by the entire school staff. The roles and responsibilities of personnel during and after the crises are detailed, as are relations and roles of the central office staff. Among the crises that this plan should cover are accidents, shootings, kidnapping, hostage situations, weapons, fires, bombs and bomb threats, natural disasters, death, suicide, gang activity, demonstrations/riots, intruders, etc.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

_____ has a current plan in place, familiar to the staff, and rehearsed through periodic drills, that identifies (check ✓ or rate all that apply)

- ___ types of situations covered and accommodates the unknown
- ___ communication means to notify the Office of the Principal
- ___ means and signals to alert staff
- ___ personnel assignments for implementing specific aspects and responsibilities
- ___ sites for relocating students
- ___ evacuation procedures with situational alternatives
- ___ personnel accounting means for both students and staff
- ___ emergency agencies and phone numbers
- ___ parent notification and student transportation means
- ___ policy and procedures for dealing with the media
- ___ record-keeping responsibility during the event
- ___ other _____

_____ has a comprehensive plan that covers most unsafe scenarios that might occur: (check ✓ or rate all that are covered)

- | | |
|-------------------------------|------------------------|
| ___ arson | ___ hate crimes |
| ___ assaults | ___ hostage situations |
| ___ batteries | ___ insubordination |
| ___ bombs - threats & devices | ___ intruders/trespass |
| ___ deaths - students, staff | ___ kidnapping |
| ___ drugs/alcohol | ___ mass disturbances |
| ___ fights | ___ molesting |
| ___ gang-related | ___ natural disasters |
| ___ harassment | ___ robberies |

Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *School Crisis under Control* (video)
Blauvelt, *On Crisis Management*
Safe Schools: A Handbook for Practitioners
Stephens, *Safe Schools: A Handbook for Violence Prevention*

EMERGENCY/CRISIS PROCEDURES: A QUICK REFERENCE

(School Name)

- Incidents to activate these procedures _____

- Signal to activate procedures _____
- Crisis Manager _____ Back-up _____
Emergency/Offices/Phones: 911; _____ Police; _____ Fire; _____
Ambulance; _____ District; _____ Nurse; _____ Other _____
- Automatic responses --- What and Who
 - + Classroom doors closed, classrooms secured (teachers) _____
 - + Crisis Management Team convenes at (place) _____
 - + Meets parents to pick up students (person/places) _____
 - + Notification of victims' parents _____
 - + Meets emergency vehicles _____
 - + Goes to hospital with victims _____
 - + Provides emergency units school/plant layout _____
 - + Supervises entrances-exits (who-where) _____

 - + Turns off bell system _____
 - + Turns off utilities: gas _____ water _____ electric _____
 - + Informs staff/students of situation _____
 - + Coordinates/manages media _____
 - + Notifies district office _____
 - + Patrols hallways/stairways/corridors (who-where) _____

 - + Breaks out emergency kits (who-where) _____

 - + Contacts staff CPR and first aid-trained persons (who-where) _____

- Command Center and Alternative(s) _____
 - + Personnel who man center(s) _____
- Alternative evacuation sites _____

- All Clear Signal (what & by whom) _____

Other: _____

- NAMES AND LOCATION OF FIRST AID AND CPR TRAINED STAFF:

- LOCATIONS AND CONTENTS OF EMERGENCY KITS:

| | | |
|---|---|--------------------|
| <i>Locations</i> | <i>Contents, e.g.</i> | |
| _____ | flashlight | cellular phone |
| _____ | bull horn | hand-held radio |
| _____ | whistles | first aid supplies |
| | masking tape | rubber gloves |
| <i>Person(s) responsible for monitoring contents:</i> | name tags | blankets |
| _____ | markers | |
| _____ | copy of emergency procedures with phone numbers | |
| | other: _____ | |
| | _____ | |

- MEMBERSHIP ON CRISIS MANAGEMENT TEAM:

- STAFF RESPONSIBILITIES -- TEACHING AND SUPPORT

| | | |
|------------------------------|--|--------------------------------|
| <u>In Class</u> | | <u>Out of Class</u> |
| + take control of your class | | + monitor building as assigned |

- OTHER: (Describe special considerations such as events, etc.) _____

- THESE PROCEDURES WERE REVIEWED OR PRACTICED ON:

| | | | |
|----------------|----------------|----------------|----------------|
| ____/____/____ | ____/____/____ | ____/____/____ | ____/____/____ |
| date | date | date | date |

Note: Upon completion, this is to be laminated and placed in all offices as well as public and instructional areas.

POST-CRISIS MANAGEMENT

The school's response in the aftermath of a crisis is particularly critical in the process of healing and the potential for politicalization. Within this emotional context, speculation, second guessing, and sometimes villain identification may emerge as to "what might have been done?", "why didn't they ...?", and the like. Any of these reactions may delay healing and/or induce division within the school community. Unfortunately, in the aftermath individuals and groups all too frequently seek validation for their views and support for their interests.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL

- _____ prepares principal and administrators to take control and secure the school in the event of a crisis.

- _____ makes personnel aware of the need to provide accurate information to parents, staff, students, community, and media as soon as possible after the event.

- _____ makes administrators aware of both the need and their role in coordinating the media.

- _____ is committed to reopening school at the earliest possible time after the crisis.

- _____ employs safe school teams in planning and implementing activities such as: (check ✓ or rate all that apply)
 - ___ visiting the injured and aggrieved;

 - ___ establishing ceremonies, symbols, open houses to help in the grieving/healing process.

- _____ has as it highest priorities protecting student well-being -- emotionally and physically -- as well as the school's image.

- _____ shows awareness of the importance of public relations in its policies and planning.

- _____ has leadership who appreciate the importance of engaging local ministerial personnel and agencies in incidents that have resulted in death or severe trauma.

- _____ makes personnel aware of area response teams' availability for assistance.

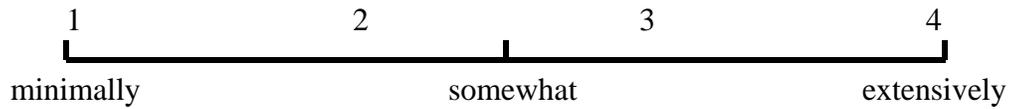
- _____ is aware of, and amenable to, the importance of securing professional counseling for students, teachers, and staff.

_____ shares leadership and cooperates with community agencies and interest groups including religious, legal, media, and service agencies.

_____ maintains a list of approved counselors for post-crisis assistance with a staff person assigned responsibility to coordinate counseling.

_____ other _____

Upon reviewing the above, indicate the extent to which crisis management planning is a need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *Blauvelt, On Crisis Management*
 Safe Schools: A Handbook for Practitioners
 Safe Schools: Policies, Procedures, and Programs

MEDIA COORDINATION

Working with the media can be a most difficult task both during and in the aftermath of violent episodes. The media have a responsibility to get the story out, sometimes at a high cost to organizations and personnel, while school officials have a responsibility to protect students, the learning environment, the school's image and its personnel, particularly the victims and the suspects. If not handled properly, the result can be a mostly adversarial relationship with the press, reflected in negative coverage of the school. Achieving an appropriate relationship with the media is mainly the responsibility of the school administrator or designee.

Indicate the extent to which each of the following is in place:
1--not at all; 2--somewhat; 3--effectively; NR--not relevant.

THIS SCHOOL'S

- _____ designated media coordinator is responsible for communicating with media persons, arranging press conferences, and providing interviews and press releases.

- _____ media coordinator, or his/her designee, is the only person to meet with the media during and immediately after the event.

- _____ coordinator meets with the media immediately after the event or as soon thereafter as possible.

- _____ media coordinator communicates procedures for school/media interaction including media locations and interview limitations, i.e. students, staff, times, places, location of media vehicles.

- _____ media coordinator secures school facilities and protects students and staff from intrusion by camera crews and reporters.

- _____ has a policy that prohibits the release of names of victims or suspects prior to parent notification and releases by civil authorities.

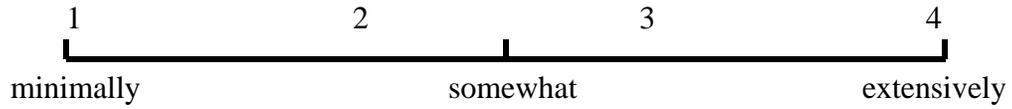
- _____ coordinator appreciates the interests and role of the media; seeks to accommodate their interests; and is candid, consistent, and fair with the media.

- _____ coordinator assumes or assigns responsibility to prepare, clear, and disseminate periodic news releases.

- _____ personnel continuously work to build and maintain good relationships with the media through cooperation, candor, and involvement.

- _____ other

Upon reviewing the above, indicate the extent to which media coordination is a need in this school:



Describe what you feel are this school's greatest needs (if any) in this area: _____

For additional information see: *Safe Schools: A Handbook for Practitioners*

READINESS FOR SCHOOL SAFETY

ASSESSMENT OF EXISTING POLICIES/PROCEDURES FOR COPING WITH INCIDENTS WITH CRISES-PRODUCING POTENTIAL

(CHECK ✓ AS APPROPRIATE)

| <i>Incident Type(s) *</i> | <i>Are procedures in place to effectively cope?</i> | | | <i>Are staff aware of and consistent in the implementation?</i> | | | <i>Are stakeholders, particularly students and parents, aware?</i> | | |
|-----------------------------|---|-----------|----------|---|-----------|----------|--|-----------|----------|
| | <i>Yes</i> | <i>No</i> | <i>?</i> | <i>Yes</i> | <i>No</i> | <i>?</i> | <i>Yes</i> | <i>No</i> | <i>?</i> |
| Arson | | | | | | | | | |
| Assaults: Student and Staff | | | | | | | | | |
| Bombs, bomb threats | | | | | | | | | |
| Bullying, mobbing* | | | | | | | | | |
| Deaths: homicides, suicides | | | | | | | | | |
| Demonstrations, riots | | | | | | | | | |
| Drugs, including alcohol* | | | | | | | | | |
| Fights | | | | | | | | | |
| Gang-related* | | | | | | | | | |
| Harassment | | | | | | | | | |
| Hate crimes | | | | | | | | | |
| Hostage situations | | | | | | | | | |
| Intruders, trespass | | | | | | | | | |
| Kidnapping | | | | | | | | | |
| Molesting | | | | | | | | | |
| Natural disasters | | | | | | | | | |
| Property damage | | | | | | | | | |
| Robberies | | | | | | | | | |
| Shootings | | | | | | | | | |
| Theft | | | | | | | | | |
| Vandalism | | | | | | | | | |
| Weapons* | | | | | | | | | |

**Indicates incidents presented in more detail elsewhere.*

SAFE SCHOOL INVENTORY

Instructions: Review these intervention activities by which safety in this school might be enhanced in terms of need: 1 -- need is minimal 2 -- moderate need 3 -- need is great

- | | |
|--|--|
| <input type="checkbox"/> anonymous tip hot line | <input type="checkbox"/> parent education program |
| <input type="checkbox"/> access control | <input type="checkbox"/> parent volunteer program |
| <input type="checkbox"/> alarm systems | <input type="checkbox"/> parent resource center |
| <input type="checkbox"/> alternative programs/schools | <input type="checkbox"/> school lockdown |
| <input type="checkbox"/> book bag elimination | <input type="checkbox"/> school/police partnership |
| <input type="checkbox"/> building/facility/site audits | <input type="checkbox"/> school security - resource officers(s) |
| <input type="checkbox"/> building identification signs | <input type="checkbox"/> school uniforms |
| <input type="checkbox"/> building evacuation plans | <input type="checkbox"/> security lighting |
| <input type="checkbox"/> building evacuation drills | <input type="checkbox"/> staff training/in-service |
| <input type="checkbox"/> climate assessments | <input type="checkbox"/> search and seizure - random locker |
| <input type="checkbox"/> closed campus | <input type="checkbox"/> searches, canines |
| <input type="checkbox"/> counselors and social workers | <input type="checkbox"/> student safe school team |
| <input type="checkbox"/> codes of conduct | <input type="checkbox"/> surveys/focus groups: parent, students, staff |
| <input type="checkbox"/> crime prevention/watch | <input type="checkbox"/> transportation security procedures |
| <input type="checkbox"/> crisis management plan | <input type="checkbox"/> visitor screening, registration |
| <input type="checkbox"/> crisis management team | <input type="checkbox"/> warning signs |
| <input type="checkbox"/> crisis response (aftermath) team | <input type="checkbox"/> weapon-free policies |
| <input type="checkbox"/> curriculum/instruction programs (e.g., aggression, conflict, peer mediation, DARE, etc.) | <input type="checkbox"/> zero tolerance |
| <input type="checkbox"/> drug testing | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> electronic surveillance | _____ |
| <input type="checkbox"/> emergency kits | _____ |
| <input type="checkbox"/> employee screening | _____ |
| <input type="checkbox"/> fences and barriers | _____ |
| <input type="checkbox"/> hall-corridor passes/badges | _____ |
| <input type="checkbox"/> identification cards/badges | _____ |
| <input type="checkbox"/> incident profiling | |
| <input type="checkbox"/> identification of high-risk personnel | |
| <input type="checkbox"/> identification of students/personnel at risk | |
| <input type="checkbox"/> intercom, radio, cell phones, etc. | |
| <input type="checkbox"/> lock/security systems | |
| <input type="checkbox"/> metal detectors | |

RESOURCES

VIDEOS

Breaking the Cycle of Violence. Bloomington, IN: A guide for facilitating workshops and developing action plans to stem youth violence. Available from National Education Service Foundation, 1994. Phone: (800) 733-6786

Instructions and materials including two videotapes, a facilitator's guide, and workshop handouts are provided for both one-half and full-day workshops. The workshop purposes are to encourage school and organization representatives to work collaboratively to develop methods of violence prevention and reduction among youth. The shorter workshop is targeted toward representatives of a single, cohesive unit or school, while the longer workshop is oriented toward a variety of agencies, organizations, and schools working together to combat violence.

The short workshop is awareness-oriented with limited detail as to what/how about specific programs.

Conflict Resolution: Peer Mediation. Research Press, Champaign, IL. Phone: (217) 352-3273

This video describes the six-step peer mediation process with high-school-age students demonstrating the six steps. The workshop consultants introduce the process and do commentary on the various steps. Another student triad demonstrates the process without facilitator commentary.

The tape seems appropriate to create awareness and to train facilitators and students in the process. (28 minutes)

Creating the Peaceable School. Research Press: Champaign, IL, 1995. Phone: (217) 352-3273

This video presents alternatives to violence that have to be taught. The peaceable school environment is built through mediation, negotiation, and group problem-solving, all of which utilize a six-step mediation process: opening and agreement to participate; information gathering; interest focusing; creating solution options; evaluating the options; and agreement by the parties involved. The processes and steps are described by project consultants and illustrated by students demonstrating the processes. (40 minutes)

High-Risk Youth at the Crossroads. Encino, CA: Pepperdine University, National School Safety Center. Phone: (805) 373-9977

A most impressive documentary on youth drug abuse that speaks to students, educators, parents, and civil authorities alike. It presents real-life profiles, commentaries by adult authorities, and models. It profiles many of the risk factors indicating potential drug problems while reminding the viewer that drug abuse is no respecter of socioeconomic status. (22 minutes)

Recognizing, Containing and Eliminating Gangs: Strategies for Educators. Distributed by United Learning, Inc., 6633 West Howard Street, Niles, IL 60714. Phone: (800) 424-0362.

A five-person panel of experts on gang-related activities discussing gang definitions, misconceptions, characteristics, requirements, high-risk kids, girl membership, drug trafficking, recommended school responses/roles, community cooperation, foundation involvement, with recommendations for schools first experiencing gang activity. Has an instructor's guide – useful inservice for staff, particularly administrators. (48 minutes)

School Crisis under Control. Encino, CA: Pepperdine University, National School Safety Center. Phone: (805) 373-9977

A 25-minute video that opens with vivid school shootings, bombing, a hostage situation, and weapon responses that call attention to the need for crisis planning and management. A panel of school administrators and stakeholders of schools experiencing violent crisis situations presents its experiences and recommendations from four aspects: prevention, preparation, managing the crisis, and its resolution. Some 25 specifics are presented including security measures, visitor screening, emergency signals, crisis role/responsibilities, personnel accounting procedures, media response, re-opening school, rituals, symbols, counseling, and more.

Excellent for workshop readiness. (25 minutes)

Straight Talk ... Getting Straight. Attainment Company, P.O. Box 930160, Verona, WI 53593. 1992. Phone: (800) 942-3865.

Perhaps should be titled “Staying Straight” as it presents testimonials from students who did drugs, saw violence and gang activity, but subsequently stayed clean. Students discussed life in treatment centers, half-way houses, foster homes on the way to staying straight, and the positive aspects of their new lives. Successes included college, jobs, marriage, and family life. It concludes with testimonials of the experiences of those less fortunate. (30 minutes)

Teens Confronting Violence. AIMS Multimedia, 9710 DeSoto Avenue, Chatsworth, CA 91311. Phone: (800) 367-2467.

This video is oriented to students and how they can protect themselves from violence. Hostage taking, shootings, weapons, assaults, robbery, and gang and drug/narcotic attractiveness is presented within a context of school- and community-related violence. Complemented by a teacher guide. (24 minutes)

PUBLICATIONS

Addressing Community Gang Problems: A Model for Problem Solving. Washington, D.C.: Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice, January, 1997.

This monograph is designed to assist local communities in addressing gang problems through a comprehensive strategy for use by law enforcement agencies and public or private organizations. It presents a four-stage problem-solving process: scanning, analysis, response, and assessment (SARA). Among its contents are sections defining gang-related problems, barriers to addressing gang problems, understanding and solving gang problems, and a problem-solving worksheet.

Behavioral Threats to Student Health and Educational Success: A Report on the 1993 Chicago Youth Risk Survey. Chicago, IL: Board of Education of the City of Chicago, 1994. Phone: (773) 553-1000

This monograph reports findings of a survey developed by the National Center for Chronic Disease Prevention and Health Prevention administered to Chicago youth in 1993. It reports the health risk behaviors among Chicago youth re: homicides, suicides, pregnancies, sexually transmitted disease, etc., and involvement in fights, carrying weapons, using alcohol, drugs, and other at-risk behaviors.

Blauvelt, Peter D. *Blauvelt...On Crisis Management.* P.O. Box 1068, College Park, MD 20741. The National Alliance for Safe Schools. Phone: (301) 935-6063

A loose-leaf notebook with sections on the elements of a crisis management plan, a crisis management checklist, recommendations for contents of a crisis management manual, event management, and workplace violence. (36 pp.)

Blauvelt, Peter D. *Blauvelt...On Making Your School Safe.* Lanham, MD 20706: National Alliance for Safe Schools, 1996. Phone: (301) 935-6063

A user-friendly, application-oriented, loose-leaf notebook prepared by a former police and school district officer in a metropolitan area. This manual contains sections on incident profiling, infraction and crime types with intervention suggestions; security resources; techniques for search and seizure; and suggestions for developing crisis plans, office arrangements, safe teams, and event management. (122 pp.)

Breaking the Cycle of Violence. Bloomington, IN: A guide for facilitating workshops and developing action plans to stem youth violence. Available from National Education Service Foundation, 1994. Phone: (800) 733-6786

Instructions and materials including two videotapes, a facilitator's guide, and workshop handouts are provided for both one-half and full-day workshops. The workshop purposes are to encourage school and organization representatives to work collaboratively to

develop methods of violence prevention and reduction among youth. The shorter workshop is targeted toward representatives of a single, cohesive unit or school while the longer workshop is oriented toward a variety of agencies, organizations, and schools working together to combat violence.

The short workshop is awareness-oriented with limited detail as to what/how about specific programs.

DeBecker, Gavin. *The Gift of Fear: Survival Signals That Protect Us from Violence*, Little, Brown and Co., 1997.

The author starts with a premise that “violence is a part of America ... our species ... around us, and it is in us.” He proposes that our safety is enhanced by honoring the gift of fear, the highest order intuitive signal. DeBecker discusses several messengers of intuition such as fear, apprehension, suspicion, and gut feelings and reminds us of the myth that violence comes out of nowhere. He identifies several risk factors for predicting future criminality, e.g. child abuse, poverty, humiliation, neglect, violence witnessing, and drug abuse. He offers a telling challenge for educators: “I have learned that the kindness of a teacher, a coach, a police officer, a neighbor, or the parent of a friend is never wasted.”

Early Warning Timely Response: A Guide To Safe Schools. U.S. Departments of Education and Justice.. August 1998. Available at: <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>

This guide presents an overview of the research on violence prevention and crisis response in schools. Among its suggestions to school/community stakeholders—administrators, staff, students, parents, professionals—are:

- What to look for—early warning signs
- What to do—action steps and interventions
- Uses of the guide for developing a prevention and response plan
- Tips for parents
- Tips for students
- Characteristics of a safe physical environment

Frederick, Doris Cortes. Improving School Safety Resource Guide, National School Services, Wheeling, IL. Phone: (800) 262-4511

This publication identifies resources by title, author, publisher, material type, topics included, contact person, address, phone, etc., with descriptions in 14 areas: alternative programs/schools/classroom management; conflict resolution; counseling; gang prevention; parent involvement; peer mediation; school climate; school security programs; social responsibility; substance abuse prevention; truancy prevention and reduction; violence prevention and intervention, and weapons. This book is a supplement to Improving School Safety, also published by National School Services.

Gang Manual. P.O. Box 452, Santa Rosa, CA 95402: National Safety Training Institute, LLC. Phone: (707) 545-6600

This eighty-plus page monograph presents a comprehensive overview of gangs including gang types, names, symbols, rituals, origin, vocabulary, ethnic orientations, history, etc. It suggests rules and responsibilities of schools and means by which schools, civil law enforcement and community agencies might work together in resolving problems. It includes sample policies, letters, forms, educational program descriptions and guidelines by which schools might respond to gang presence.

Garrity, et al. *Bully-Proofing Your School*. Distributed by Sopris West, 1140 Boston Avenue, Longmont, CO 80501, 1994-95. Phone: (800) 547-6747

A comprehensive book for educational practitioners with graphic summaries of bullying behaviors, intervention means, victims and victim types, conflict resolution activities, etc. It presents goal-oriented lessons for various elementary grade levels. Additionally, it includes references – articles, films, videos, and books for students (by grade level), teachers, and administrators – and reproducible exercises for instruction and training with high quality graphic illustrations.

Hoover, John, and Ronald Oliver. *The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors*. National Education Service, Bloomington, IN, 1996. Phone: (800) 733-6786

A comprehensive treatment of bullying from the perspective of the school and its personnel. Topics include definitions; nature and extent thereof; mobbing; reasons for; assessment means; intervention strategies, i.e., observing-anecdotal; interviewing; surveying; staff training; and classroom activities. The monograph is supplemented effectively by extensive research, bibliographic references, exercises, and assessment means.

Nightswander, James K. Improving School Safety, 1997, National School Services, Wheeling, IL (800)-262-4511.

This publication is loose-leaf bound in five sections. The Introduction provides both an overview to the problem and program goals. Unit 1 presents a six-step process for getting started, including collecting and analyzing data and establishing priorities. Major topics addressed in Unit 2 include codes of conduct, the school management plan, classroom management plans, monitoring and reporting, and compliance. Unit 3, “The Search for Solution,” encapsulates strategies and considerations for improving school safety in an easy-to-follow format. “Program Implementation, Evaluation, and Maintenance,” as the title suggests, provides information, from general to specific, about determining the effectiveness of the formulated plan. Unit 4 includes checklist and activities pages, as well as an extensive list of references and resources with sample surveys.

Peacing it Together—A Violence Prevention Resource for Illinois Schools. Illinois Council for the Prevention of Violence, Chicago, IL, 1996. Phone: (312) 986-9200

This resource guide summarizes the work of the Peacing it Together Project and is a tool for schools to use in developing strategies for creating a school/community environment that promotes non-violent, pro-social behaviors. It includes:

- An overview of the role of schools in addressing violence.
- A guiding framework for developing a comprehensive approach to violence prevention in the schools.
- Guidelines for planning and evaluating school-based violence prevention programs.
- A guide to model violence prevention programs.
- Training resources for school-based violence prevention programs.
- An annotated bibliography of recommended violence prevention curricula and other resources for schools.
- Violence prevention planning and evaluation forms.

School personnel can use this resource guide to begin discussions about ways that the school can become a significant part of community-based violence prevention activities.

Preventing Interpersonal Violence among Youths: An Introduction to School, Community, and Mass Media Strategies. U.S. Department of Justice. National Institute of Justice Practices, 1994. Phone: (708) 571-4710

This monograph describes a context of a “culture” of violence characterized by readiness to use violence and the availability of weapons. Within this background it describes and discusses resolution strategies; school-based programs (curricula); community-based violence prevention projects; and mass media programs (campaigns). It is effectively supplemented by statistical information, bibliographic references, and specific programmatic information.

A Report on School Violence and Workplace Safety. Illinois Federation of Teachers, A Teaching Conference, 1994. Phone: (800) 942-9242

A 30-page monograph that reports results of an Illinois survey to which some 5,000 teachers from 1,000 schools responded as to the nature and extent of violence, gang and drug-related problems. The booklet also includes recommendations for schools and the legislature, a suggested reading list on school violence, and a compilation of violence prevention resource groups and agencies.

Resources for Preventing Violence in Today’s Schools and Communities. Oak Brook, IL. Midwest Regional Center for Drug Free Schools and Communities, North Central Regional Educational Laboratory, December, 1994. Phone: (800) 866-2170

This publication provides catalog-like descriptions of conflict mediation and site-based curricula, gang intervention programs including an extensive annotated bibliography, and brief descriptions of some 30 violence prevention resources.

Safe Schools: A Handbook for Practitioners. Reston, VA: National Association of Secondary Schools, 1995. Phone: (703) 860-0200

This is a comprehensive, user-friendly, cross-referenced planning manual of 200+ pages. The manual approaches school safety from two perspectives – climate, i.e., context, incident profiling, program, personnel with roles, etc. and security, i.e., physical facility areas, transportation, etc. Sample climate surveys, including student, teacher, law enforcement, tools and hints are presented. It includes checklists for assessing climate improvement in the areas of parental involvement, student/staff identification, principal's visibility, attendance, and a well-maintained school. There are checklists for risk reduction including: types of incidents, property-crimes – what, when, where (buses, open areas, outbuildings, halls, restrooms, cafeteria, and special rooms), and by whom – students, outsiders, and staff. Additionally, there are recommendations for response to such incidents as arson, weapons, bombs, fights, trespassing, etc.; guidelines for building design/monitoring; programs for students and parents; building security – alarms, closed circuit TV, locks, metal detectors, staff screening, etc. Finally, there is a section that describes in catalog fashion, sources for security systems hardware – screening, locking, detectors, and alarms.

Safe Schools: A Planning Guide for Action. California Department of Education, 1995. Phone: (916) 323-0823

This State Education Agency booklet is oriented to California's laws, mandates, and policies. However, it is useful to schools across the nation for its presentations on the safe school committee, prevention programs, intervention efforts, and a general safe school planning process model. It is supplemented by questionnaires, planning sheets, specific school responses, and resource references.

Safe Schools: Policies, Procedures, and Programs. Bowling Green, KY: Warren County Board of Education. Phone: (502) 781-5150

This is a resource notebook of approximately 175 pages of safe school policies and programs developed in 1996 for the use of Warren County school administrators. It includes policy statements, each formatted as follows: Policy Summary, Procedures, References, and Support Materials. It also includes program descriptions and forms for the policies, programs, and their implementation.

Among the policies presented are:

- building access
- assaults and fights
- bus safety
- search and seizure
- sexual harassment
- curriculum
- DARE
- disciplinary options
- dismissal
- expulsion
- gangs
- media
- weapons

School Bullying and Victimization. Malibu CA: Pepperdine University, National School Safety Center, January, 1995. Phone: (805) 373-9977

This publication presents an overview of definitions, causes, characteristics of victims, and intervention means, with a bibliography and a series of newspaper articles on bullying.

School Crime: A National Crime Victimization Survey Report. Oak Brook, IL: U.S. Department of Justice, Distributed by Midwest Center for Drug Free Schools and Communities, 1991. (708) 571-4710

This is a report on the findings of a survey using the “National Crime Survey, School Crime Supplement” form included in the monograph. Among the categories of the survey are victimization, e.g., assault, robbery, injury of students and teachers; stealing; drugs including alcohol; gang presence; fear, in and outside of school; fighting; disrespect/insubordination; weapons; etc.

School Crisis Prevention and Response. Malibu, CA: Pepperdine University, National School Safety Center, January, 1994. Phone: (805) 373-9977

This short research paper presents real-life violence scenarios, school security issues, legal issues, prevention strategies, school responses, crisis aftermath, etc. It is complemented by a bibliography and relevant resource agencies.

School Safety Workbook: What Works, Promising Violence Prevention Programs. Malibu, CA: Pepperdine University, National School Safety Center, 1996. Phone: (805) 378-9977

This notebook identifies and briefly describes safe school programs of national, state, community and educational agencies, school, and special projects. The projects/programs are presented in categories: Conflict Resolution, Gang Prevention, Social Responsibility, Substance Abuse, Truancy Reduction, Violence Prevention, and Weapons Prevention.

Additionally, there is a section titled “Violence Prevention Resources” that includes agency, addresses, and phone numbers for each of 79 groups with interests in school safety.

Sexual Harassment in Schools: What It Is, What to Do – A Policy Guide. Alexandria, VA: National Association of State Boards of Education, 1993. Phone: (703) 684-4000

This brief bulletin presents an overview of sexual harassment including acts, what it is, the importance of policy, and the results of a 1993 survey; a case study of sexual harassment; recommendations for action by states; sample state and school district policies; teaching strategies for sexual harassment; and a bibliography. (28 pp.)

Stephens, Ronald D. "Planning for Safer and Better Schools: School Violence Prevention and Intervention Strategies," School Psychology Review, Vol. 23 (2), 1994, pp. 204-215.

Stephens, Ronald D. *Safe Schools: A Handbook for Violence Prevention*. Bloomington,, IN: National Education Service Center, 1995. Phone: (800) 733-6786

This is a comprehensive resource guide complemented by examples of sample assessment questionnaires, checklists, and forms. Sections of the manual include An Overview, Establishing the Safe School, Legal Considerations, Safe School Strategies, Plan Implementation, Guidelines for Policy Development, and Policies.

Violence in the Schools: How America's School Boards Are Safeguarding Our Children. National School Boards Association, 1993. Phone: (703) 838-6722

This booklet is one of a series of "Best Practices" in school districts sponsored by the National School Boards Association. It discusses the problems of school violence and the role of school boards in maintaining safety. There are sections dealing with the extent of violence and school responses, project descriptions by school and state with contact persons and phone numbers, and the identification of school districts by state with addresses cross-referenced to earlier project descriptions.

Violence Prevention for Young Adolescents: A Survey of the State of the Art. Published through a program of the Carnegie Foundation (Monograph), 1991.

This 1991 monograph describes 11 programs designed for violence prevention among adolescents in states including Kansas, Massachusetts, California, Georgia, New York, and Washington. Each program is presented by descriptions of goal(s), intervention (program description), evaluation, with comments. Among the program thrusts are conflict resolution, violence prevention curricula, gang prevention and alternatives to gang membership, stress control through stress management, and viewpoints training. Some 70 other programs are identified by title and place with addresses and phone numbers for further contact.

Weapons in School. Malibu, CA: Pepperdine University, National School Safety Center, August, 1993. Phone: (805) 373-9977

A 30-plus page "NSSC Resource" paper that briefly discusses the extent of the weapons problem, definitions of weapons, intervention strategies, news reports of cases, and a bibliography.

RESOURCES: NATIONAL AND STATE

National

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| American Association of School Administrators (703) 528-0700 | National Association of Secondary School Principals (703) 860-0200 |
| Center for the Study and Prevention of Violence (313) 577-6690 | National Committee for Prevention of Child Abuse (312) 663-3520 |
| Children’s Defense Fund (202) 628-8787 | National Crime Prevention Council (202) 466-6272 |
| Cult Awareness Network (312) 267-7777 | National Organization for Victim Assistance (202) 232-6682 |
| Interventions Behavioral Health System Management Corp. (312) 663-0817 | National School Safety Center (805) 373-9977 |
| Just Say No Foundation (800) 258-2766 | Office for Victims of Crime (800) 627-6872 |
| Mothers Against Drunk Driving (MADD) (214) 744-6233 | Safe School Program (202) 514-6235 |
| National Alliance for Safe Schools (301) 306-0200 | U.S. Department of Education (202) 260-3954 |
| National Association of Elementary Principals (703) 684-3345 | Other: _____ |
| National Association of School and Law Enforcement Officers (540) 788-4966 | _____ |
| National Association of School Resource Officers (561) 554-4903 | _____ |

State

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|--|---|
| Illinois Association of School Administrators (217) 522-4479 | Prevention First, Inc. (217) 793-7353 |
| Illinois State Board of Education (217) 782-2221 | Regional Institute for Community Policing, Illinois State Police (217) 786-0029 |
| Juvenile Serious Offender Comprehensive Action Program (SHOCAP) (217) 782-0043 | School Safety Tip Line (800) 477-0024 |
| Illinois Principals Association (217) 525-1383 | Illinois School Counselors Association (708) 371-3600 |
| Illinois School Boards Association (217) 528-9688 | Illinois School Psychologists Association (630) 307-1148 |
| Illinois Violence Prevention Authority (312) 814-2796 | Illinois Association of School Social Workers (847) 658-8223 |
| Illinois Attorney General (217) 782-1090 (312) 814-2503 | Illinois Center for Violence Prevention (312) 986-9200 |

