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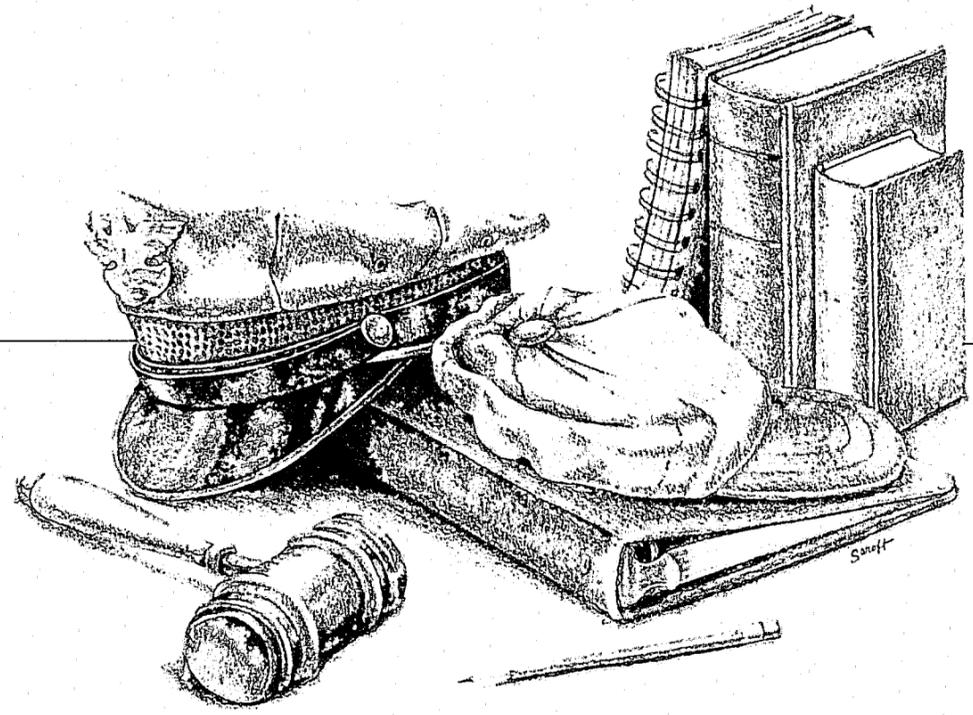
Juvenile Justice Technical Assistance Bulletin

School Safety Programs

“As long as one teacher is assaulted, one classroom disrupted, or one student is attacked, then I must and will speak out to give you the support you need to enforce discipline in our schools. I can’t say it too forcefully: to get learning back into our schools, we must get crime and violence out.”

President Reagan, speaking to secondary school principals in early 1984.

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"The problem of American education can be both understood and corrected if people and their public officials care enough and are courageous enough to do what is required."

**David Pierpont Gardner, Chairman
National Commission on Excellence in Education**

The Problem

School plays a key role in the lives of young people—primarily as a source of learning, but also as a socializing influence and environment that contributes to a healthy self-concept. A positive school experience has proven to be a major factor in young people's development into contributing members of our society. In recent years, however, our schools have all too often become the sites of disruption and crime, making learning impossible even for motivated students.

Without a safe, orderly school environment, the traditional social development function of the school declines. Truancy and delinquency result, spilling over into the neighborhood. In turn, crime in the community filters back into the school, becoming the learned behavior for the next generation.

Crime and fear of crime threaten both teachers and students, and destroy the learning environment within the school. Even students who are willing to learn cannot do so if they are afraid or distracted. In its 1984 report to the President, the Cabinet Committee on Human Resources, Working Group on School Violence and Discipline, strongly affirmed its conviction that an orderly school environment was essential to learning, and stated that disorder in some American schools was sufficiently severe to destroy the learning environment.

Recent statistics justify the Working Group's concern. A 1983 survey of Boston's public schools found that 30 percent of teachers reported being victimized at school; in 1984, 36 percent of the teachers responding to a California poll reported that they had been attacked at school and 46 percent that they were afraid during their work.

In Los Angeles alone, 60 percent of area teachers in 1983-1984 reported they were afraid on their school campus, and that attacks on teachers were perpetrated by students, intruders, and parents. Other polls of high school students show that 15 to 20 percent of them fear for their safety while at school.

According to Jackson Toby of Rutgers University:

- Students are more frequently the victims of violent crime than are teachers; male students are more than twice as likely to be assaulted or robbed as female students.
- Junior high school students are twice as likely to be victimized as senior high students, possibly because they are less able to defend themselves. In the same pattern, younger teachers are more likely to be attacked or robbed than older ones.
- Minority students are more likely to be victimized than white students, perhaps because they are more likely to be in schools with higher rates of violence.
- Overwhelmingly, crimes are committed by students rather than by intruders from the outside.

The National School Safety Center

In answering the outcry over school crime and disruption, President Reagan directed the United States Departments of Justice and Education to form the National School Safety Center (NSSC) in 1984. Funded by a 2-year grant from the Office of Juvenile Justice and Delinquency Prevention, the Center began operation on June 1, 1985, with national headquarters in Sacramento, California. It is patterned after the California School Safety Center, founded in 1980 by Governor George Deukmejian, at that time California's State attorney general.

The Center is structured in five specialized sections: Law Enforcement, Education, Legal, Research, and Communication. Collectively, these sections provide a comprehensive approach to the school safety issue. The goal of NSSC is to act as the catalyst which brings together the Nation's resources to restore our schools as safe, secure places for learning. Specifically, NSSC promotes an exchange of information related to school crime and violence prevention through a wide array of resources. The Center uses its extensive national educa-

tional/legal/criminal justice network and its experienced professional staff to:

- Promote interagency cooperation and replication of exemplary school safety techniques and programs.
- Expand training resources in school safety and delinquency prevention to provide appropriate skills development for law enforcement and other criminal justice personnel.
- Instruct educators in school safety issues, including organizational management, law in the school, child abuse reporting, and law-related education curriculum development.
- Assist schools in developing techniques to involve business, criminal justice, and community leaders in school safety and delinquency prevention.
- Collect and disseminate information on school safety and delinquency prevention, criminal law, rules, and procedures in Federal, State and local jurisdictions.

In addition, NSSC is responsible for compiling nationwide information on school safety and delinquency techniques and exemplary programs, tracking legislative trends, developing school safety resources for a computerized library system, and launching a national public service advertising campaign.

A major emphasis for the National School Safety Center is the identification and promotion of successful programs that exemplify innovative joint efforts among educators, law enforcers, and other youth-serving professionals. With their cooperative framework, these programs allow professionals to collaborate among themselves and with parents, students, and community leaders to create partnerships that will improve the campus environment and promote safe schools. The programs mentioned below are representative of the many initiatives developing throughout the country.

Students' safe school programs

In response to the President's educational goals of discipline, citizenship training, and safe, secure, and peaceful campuses, principals, student leaders, and student bodies have established a national initiative. The goal of this program, sponsored by NSSC, is to assist students in demonstrating responsibility, positive citizenship, self-governance, and pride in themselves and their schools. Activities are designed to promote improved attendance, delinquency prevention, and conflict resolution. Formal student resolutions recognizing October 20-26, 1985, as America's Safe Schools Week and the 1985-1986 academic year as America's Year of School Safety and Student Attendance have already been endorsed throughout the country.

At the forefront of this effort are six schools: Boys and Girls High School, Brooklyn, N.Y.; American Senior High School, Hiialeah, Florida; Louis W. Fox Academic and Technical High School, San Antonio, Texas; George Washington Preparatory High School, Los Angeles, California; Clackamas High School, Milwaukie, Oregon; and Whitney Young Academy Magnet High School, Chicago, Illinois. Each school will highlight a specific local school safety program and direct attention to two key national programs, Students Against Drunk Driving (SADD) and the United States Apple Corps. The Apple Corps, conceived by NSSC and patterned after the U.S. Peace Corps, will be officially introduced as a campus crime prevention program in October 1985, to coincide with America's Safe Schools Week.

For further information, contact:
Students for Safe Schools
National School Safety Center
7311 Greenhaven Drive
Sacramento, CA 95831
916-427-4600

Applying research findings

As a direct result of recommendations by the U.S. Attorney General's Task Force on Violent Crime, the U.S. Department of Justice (DOJ) and the U.S. Department of Education (DOE) are cosponsoring a pilot crime prevention and intervention project that will enable local communities to provide a safer school environment. Funded by the Department of Education and DOJ's National Institute of Justice (NIJ) and Office of Juvenile Justice and Delinquency Prevention, the pilot project utilizes incident reporting and prevention techniques identified through NIJ research conducted during 1982-1983.

Under the auspices of NIJ, the project is being tested in three school districts: Anaheim, California; Jacksonville, Florida; and Rockford, Illinois. The project is designed to improve the capabilities of local schools to address both criminal incidents and disciplinary infractions and involves the participation of parents, teachers, students, school administrators, and law enforcement representatives. By utilizing crime analysis and incident reporting techniques, the project focuses on training school administrators to address criminal activity and simple misbehavior separately. This approach allows the administrator to quantify school crime and disciplinary problems, determine the nature, time, and location where specific incidents occur, and recognize patterns of disruption and victimization, as well as identify the perpetrators.

Training and technical assistance are provided to the three pilot project sites through a grant to the National Alliance for Safe Schools (NASS). In addition to instructing school administrators in incident reporting methods and analysis, NASS trains "school resource teams" of administrators, teachers, students, and parents to analyze the incident profiling data, identify problems to be targeted during the school year, and develop specific crime prevention and intervention strategies.

A project evaluation, conducted by the American Justice Institute, examines how

the information and technical assistance provided by NASS is applied by the pilot project sites, as well as the overall relevance of the program's technique. One advantage has already been identified: The program helps schools fight crime and misbehavior in a more coordinated and informal way, without additional costs. In addition, police presence in the schools may actually be lessened, since better distinctions can be made between criminal activities requiring law enforcement intervention and simple behavioral problems.

For additional information, contact:
National Institute of Justice
633 Indiana Avenue, NW
Washington, DC 20531
202-272-6004

Office of Educational Research and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
202-254-6413



Many positive techniques have been developed for dealing successfully with school crime. I encourage schools to share their success stories with others.

Alfred S. Regnery
Administrator, OJJDP

"The top seven discipline problems in schools in 1940 were talking, chewing gum, making noise, running in the halls, getting out of turn in line, wearing improper clothing, and not putting paper in wastebaskets..."

Law-related programs

Numerous issues associated with school safety require legal expertise and direction: administering disciplinary proceedings that are both fair and effective; defining school districts' potential liability for injuries to students or staff by third parties and vice versa; and determining the constitutionality of how and when searches and seizures can be executed in and around school campuses, for example.

Thus, the legal community—attorneys, prosecutors, public defenders, judges, and their professional associations—has become an integral component of the partnership against school crime. Its impact has been strongest in the nontraditional area of promoting preventive and diversionary legal programs as professionals have assumed an active leadership role in interagency task forces designed to ensure swifter, more flexible and innovative management of juvenile justice problems.

The following brief descriptions highlight several successful efforts by the legal community in shaping program strategies and activities to enhance school safety.

- The State's Attorney's Office in Cook County, Illinois (Chicago), has joined with the community and civic organizations to initiate preventive primary care programs, including neighborhood task forces to address school problems, a crime prevention "law mobile," and a speakers' bureau. Other activities of the prosecutor's office include publication and dissemination of a drug abuse information booklet and promotion of a drug abuse poster contest. In addition, the Chicago Bar Association and the John Marshall Law School, in conjunction with the Chicago Public Schools Adopt-a-School Program, jointly developed a comprehensive program of law education for all students in the Chicago public high schools. The program culminates in a mock trial competition and awards of scholarships to John Marshall Law School.

- In San Joaquin County, California, the District Attorney's Office has assigned a deputy district attorney to serve on both city and county School Attendance Review Boards (SARB's). These interagency coalitions, consisting of representatives from schools, juvenile justice and welfare departments, police agencies, district attorney's office, parents' groups, private youth-serving organizations, and mental/public health agencies, meet regularly to consider individual cases of truant students. The District Attorney's Office plays a crucial role on these boards by providing a legal enforcement perspective. If a truancy problem is not corrected through the SARB hearing, the D.A.'s office can issue a citation to both the parents and student for violating compulsory attendance laws.

- In New York City the Federal Bar Council and the New York Alliance for Public Schools cosponsor a "mentor" program. Major law firms are paired with public schools to initiate law-related activities. Events such as field trips to courts and law firms, and classroom lectures for students in the "adopted" schools are provided to educate participants about the impact of law on their daily lives, the rights and responsibilities as citizens, the legal system of the United States, and careers in and related to the legal profession.

Youth School Watch: Miami, Florida

In the early 1980's, the Dade County, Florida, School Board responded to an increase in school crime by directing all primary and secondary school principals to develop a crime watch program. Each school selected a special problem and then designed its own response. By the 1983-84 school year, Youth School Watch programs had been formed in all 77 of the district's secondary schools and in 60 of its 176 elementary schools. The program has already produced a significant decrease in vandalism rates and graffiti.

As many of the school programs developed, the Highland Oaks Elementary School produced an especially detailed plan. The principal recognized a need for additional

law enforcement assistance and, in cooperation with the PTA, solicited both the County's Sheriff and Police Departments for assistance in developing a school safety program. The Highland Oaks Youth School Watch program integrates law enforcers and students into a positive crime prevention program that includes bicycle safety and registration, a fingerprinting campaign, care and pedestrian safety instruction, and deputizing all students to encourage the reporting of suspicious activities to school officials and parents. The principal attributes the success of the program to the excellent response and involvement of local law enforcers combined with the commitment of the PTA members and the community.

For further information about the Highland Oaks program, contact:

Ms. Virginia Boone, Principal
Highland Oaks Elementary School
20500 Northeast 24th Avenue
North Miami Beach, FL 33180
305-931-1770.

TIPS: Charlottesville and Albemarle, Virginia

In 1976, the Department of Health and Human Services (DHHS) and the Federal Bureau of Investigation (FBI) combined resources to fund a pilot project to develop a crime resistance curriculum in the State of Virginia. TIPS (Teaching Individuals Protective Strategy; Teaching Individuals Positive Solutions) was implemented in two school districts: one urban (Charlottesville) and the other rural (Albemarle).

Curriculum research and design were initiated in late 1976, and in 1979 the TIPS K-8 curriculum commenced with two specific behavior objectives: promoting and maintaining positive student attitudes and behaviors; and promoting student responsibility toward ensuring the safety and welfare of self and others. Grade-level specific plans, including classroom discussion and worksheet materials, identify important behavior issues and help teachers achieve program goals.

TIPS has positively affected students' knowledge, attitudes and behaviors toward

crime. In 1982, after an extensive evaluation, the Department of Education's Joint Dissemination Review awarded national validation status to the TIPS program. Since then, Pennsylvania schools and the Santa Ana, California, school district have adopted the TIPS curriculum and the Virginia-based TIPS office has begun curriculum consultation in every State and several foreign countries.

For further information on the TIPS program, contact:

Ms. Loreli Damron, Project Director
TIPS Program
Jefferson Building
4th Street NW
Charlottesville, VA 22901
804-293-5179

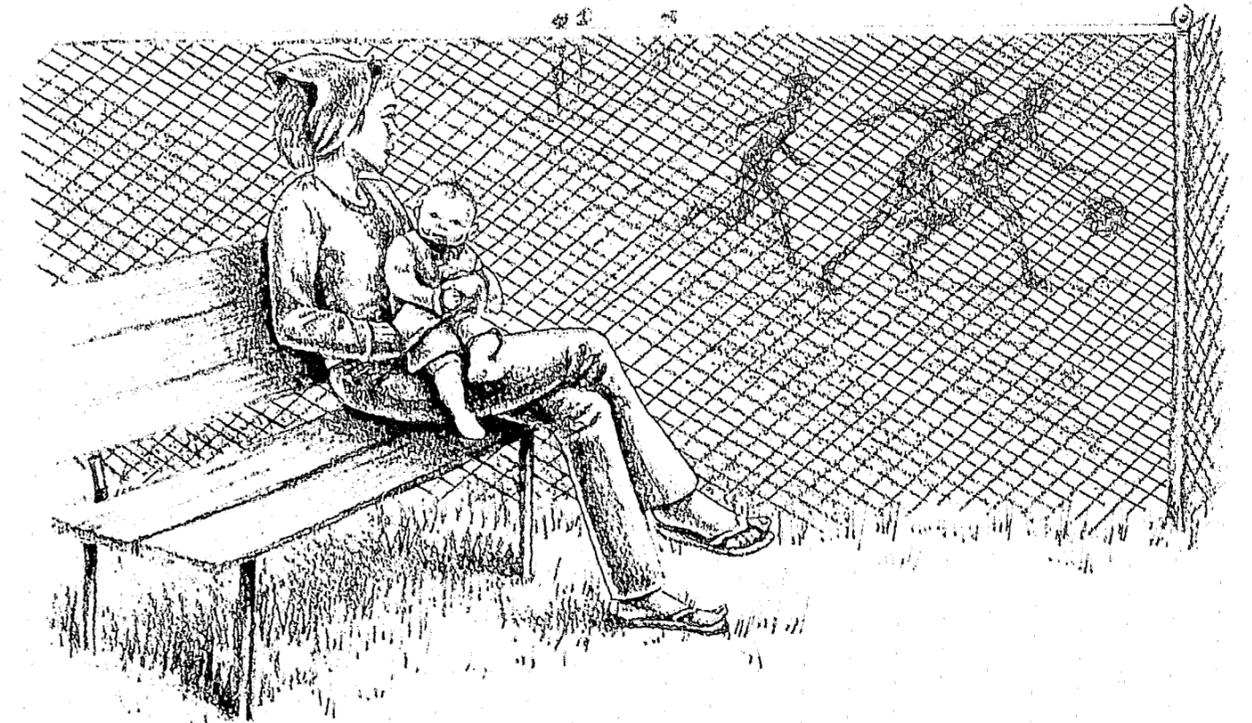
Social Development of Youth: Seattle, Washington

With the assistance of a grant from the Office of Juvenile Justice and Delinquency Prevention, the University of Washington, the Seattle city school system, and the Seattle Police Department collaborated to design the Social Development of Youth Program. Planned to increase student learning and simultaneously decrease classroom discipline problems, the program focuses on involving the home and the community in improving learning techniques and the learning process.

Approximately 290 first graders and 550 seventh graders in 11 Seattle schools par-

ticipated in the project's first year (1981). The instructors were trained to utilize the following teaching techniques:

- Establish clear classroom routines.
- Prevent minor classroom disruptions from interrupting instruction.
- Present lesson objectives in a clear manner to all students.
- Verify constantly that all students understand the lessons.
- Teach students how to master the lessons and help each other.
- Use student work teams to teach youngsters how to learn and compete in a positive manner.



In 1982, educators listed their most serious discipline problems in schools as rape, robbery, assault, burglary and arson, murder, extortion and gang warfare.

California State Attorney John Van de Kamp,
School/Law Enforcement Partnership Conference, Fresno, CA April 22, 1985

Parents of the program's elementary students were offered an 8-week course on communication and discipline, and parents of the middle school students attended classes on resolving teenage conflicts. A liaison service was established to familiarize families new to the school district with the program's activities and procedures.

In order to measure the program's effectiveness, each participating school designated a control classroom which was not involved in the project. Students in both the program and the control classes have been followed through their years in the district. Preliminary results demonstrate that as teachers improve classroom management and learn how to establish rules, expectations, and routines, students exhibit less disruptive behavior. At the conclusion of the first year, fewer seventh graders had been suspended and expelled from those classes taught by teachers applying the Social Development for Youth techniques.

As a result of this program, the Seattle community has learned that cooperative involvement in the learning process by educators, law enforcers, community members, and parents creates a stronger educational and community environment. In addition, the use of carefully defined teaching methods encourages more positive time for learning and less negative time and motivation for disruption.

For further information on the Social Development of Youth program, contact:
Dr. David Hawkins
Center for Law and Justice and
School of Social Work of Washington
4101-15th Avenue NE.
JH-30
Seattle, WA 98195
206-543-7655

Taking Charge: Mesa, Arizona

Taking Charge, a program designed to keep young people in school, was started in the Mesa Public School District in response to the unanticipated consequence of a strict drug policy: as the number of students suspended for drug-related reasons increased, so did the number of youth who never returned to school. Community members, educators, and guidance counselors, concerned about the growing dropout rate, proposed an approach to the school board for returning suspended drug offenders to school.

The Taking Charge program, which is initiated when a student receives a mandatory semester suspension for possessing, using, buying, or selling drugs on school grounds, gives the student the option of staying out a full semester or participating in the program while remaining in school. Students who elect to enroll in the program contract with the school and their parents, promising not to use or possess drugs and to attend weekly counseling sessions for at least the 8-week duration of the program. These sessions include individual and group activities aimed at helping students boost their self-esteem, discover their strengths and weaknesses, receive factual medical information on the effects of drugs, and explore the possible underlying causes for their drug use.

The Taking Charge model's success is directly related to its unique design, which incorporates interagency cooperation and planning, acceptance by youth of the consequences of their behavior, and the use of existing personnel and funds for program implementation.

For further information about Taking Charge, contact:
Byron McKenna
Director of Guidance Services
Mesa Public School District
549 Stapling Drive
Mesa, AZ 85203
602-898-7938

Statewide partnership: California

An exceptional school safety model representing a "partnership" between education and law enforcement at the State level was implemented in California in 1983. Led by the State Superintendent of Public Instruction, the School Environment Interagency Task Force was formed to promote interagency communication and cooperation in producing a comprehensive school crime and delinquency prevention plan. Representatives from the State Department of Education's School Climate Unit, the California School Safety Center, California Youth Authority, and the Governor's Office of Criminal Justice Planning participate on the Task Force which continues to operate today.

Building on this foundation, the California School Safety Center and the School Climate Unit now provide joint leadership and school safety training to education and law enforcement personnel statewide. This statewide partnership received its strongest support when the citizens of California voted in 1982 to add Article I, section 28(c) to the California Constitution. This amendment and self-executing provision mandated the right to safe schools, stating: "All students and staff of primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure, and peaceful."

Request for information

Although the specific targets and methodologies of these exemplary programs are diverse, each one endorses the widely held belief that educators alone cannot solve the problem of school discipline and violence—that interagency cooperation is the key to addressing this critical issue. The National School Safety Center is committed to the dual goals of identifying and supporting new programs that contribute to safe schools and promoting the replication of successful efforts. If your community has a program that it would like to share, or if

you would like assistance in starting a program, contact:

The National School Safety Center
7311 Greenhaven Drive
Sacramento, CA 95831
916-427-4600

Publications of the National School Safety Center

The Right to Safe Schools: A Newly Recognized Inalienable Right. K.A. Sawyer. Pacific Law Journal; McGeorge School of Law, University of the Pacific. 1983: 38p.

School Safety and Local Community. National School Safety Center. 1985: 24p.

School Safety—National School Safety Center New Journal.

School Safety Legal Anthology. National School Safety Center. 1985: 155p.

For further information or copies of these publications, contact the National School Safety Center, 7311 Greenhaven Drive, Sacramento, CA 95831.

Suggested Readings

1. *Toward Better and Safer Schools: A School Leader's Guide to Delinquency Prevention.* National School Boards Association Advisory Committee Project on School-Based Strategies for Delinquency Prevention. 1984: 236p. Availability: National School Boards Association, 1680 Duke Street, Alexandria, VA 22314. NCJ 94262

2. *Juvenile Justice Technical Assistance Bulletin: Law-Related Education.* Sponsored by the Office of Juvenile Justice and Delinquency Prevention. 1985: 4p. Availability: free paper copy from NCJRS, Box 6000, Rockville, MD 20850. NCJ 97854.

3. *Juvenile Delinquency and Its Prevention.* The National PTA. Sponsored by the Office of Juvenile Justice and Delinquency Prevention. 4p. Availability: free paper copy from NCJRS, Box 6000, Rockville, MD 20850. NCJ 90460.



4. *Violent Schools—Safe Schools: The Safe School Study Report to the Congress.* U.S. Department of Health, Education, and Welfare. National Institute of Education. 1978: 357p. Availability: NCJRS Microfiche Program, Box 6000, Rockville, MD 20850. NCJ 45188.

5. *Violence in Schools.* By J. Toby. Sponsored by National Institute of Justice. 1983: 4p. Availability: free paper copy from NCJRS, Box 6000, Rockville, MD 20850. NCJ 92643.

6. *Criminal Victimization in Urban Schools.* Sponsored by the National Criminal Justice Information and Statistics Service. 1979: 53p. Availability: free paper copy from NCJRS, Box 6000, Rockville, MD 20850. NCJ 56396.

7. *School Crime: The Problem and Some Attempted Solutions.* Sponsored by the

National Institute of Law Enforcement and Criminal Justice. 1979: 12p. Availability: free paper copy from NCJRS, Box 6000, Rockville, MD 20850. NCJ 62609.

8. *Crime and Disruption in Schools: A Selected Bibliography.* By R. Rubel. Sponsored by National Institute of Law Enforcement and Criminal Justice. 1979: 104p. Availability: free paper copy, Box 6000, Rockville, MD 20850. NCJ 56588.

Bibliographic Resources

Topical Search: Violence and Vandalism in Schools. 1984: 34p. Availability: NCJRS, Box 6000, Dept. F., Rockville, MD 20850. \$5.

Topical Bibliography: Violence and Vandalism in Schools. 1984: 175p. Availability: NCJRS, Box 6000, Dept. F, Rockville, MD 20850. \$17.50.

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