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Special Report
Safe Schools: A Technology Primer

Columbine has become synonymous with the Nation's most infamous school shooting. But school resource officers (SROs) and other law enforcement professionals know that in spite of the notoriety received by the shootings at Columbine and other schools, they must deal daily with such "lesser" crimes as knifings, beatings, fistfights, and bullying.

Eight school shootings in 1998—a year before Columbine—prompted Congress to create the Safe Schools Initiative. This initiative directs the National Institute of Justice (NIJ) to "develop new, more effective safety technologies such as less obtrusive weapons detection and surveillance equipment and information systems that provide communities with quick access to information they need to identify potentially violent youth."

NIJ responded to this mandate by searching for ways that existing or emerging technologies could make the Nation's schools safer and by creating new applications for those technologies that target school safety. Four years later, NIJ's School Safety Program continues to work with other government agencies, oversees research and development projects, and offers technology assistance as part of an effort to provide SROs and others in the field with tools to help them deal with criminal activity.

Ray Downs, past manager of NIJ's School Safety Program, says a more peaceful school environment should reduce the probability of violent crime. "You reduce motivation for weapons to get in. You shouldn't just be looking at homicides alone, but at what can be done to make students safer overall. You need to prevent students from being intimidated, bullied, and insulted."

NIJ is helping schools create more peaceful environments by developing, testing, and evaluating technologies to ensure that they are safe, effective, appropriate, and affordable. Downs notes, however, that schools and SROs need to keep in mind that technology only complements the nontechnical components of a comprehensive school safety program: planning, policy, and procedures; committed and trained SROs and other school security staff; information sharing; and crisis management planning and training. The NIJ School Safety Program applies a three-pronged approach to school safety, using needs assessment and partnership development; technology research, development, and evaluation; and technology assistance.

When Congress called on NIJ in 1998, it also called on other government departments and agencies, primarily the U.S. Department of Education, to participate in the Safe Schools Initiative. Staff from the Department of Education's Safe and Drug-Free Schools Program and NIJ's School Safety Program routinely exchange information and jointly participate in safe school meetings and conferences.

In addition, NIJ formed a relationship with the U.S. Secret Service early in the development of the safe schools program. Following Columbine and other school shootings, the Secret Service and the Federal Bureau of Investigation received many calls from schools looking for advice and technical assistance. NIJ provided funding for a report by the U.S. Secret Service National Threat Assessment Center in collaboration with the Department of Education. That report, *An Interim Report on Prevention of Targeted Violence in Schools,* was published in October 2000. *The Final Report and Findings of the Safe School Initiative: Implications for Prevention of School Attacks in the United States* came out in 2002. This work led to another joint publication of the Secret Service and the Department of Education, *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates.*

NIJ's School Safety Program also seeks input from the more than 100 local, State, Federal, and international criminal justice professionals who make up the National Law Enforcement and Corrections Technology Centers' (NLECTC's) Law Enforcement and Corrections Technology Advisory Council (LECTAC). NIJ staff periodically brief LECTAC members on school safety initiatives and ask for their ideas on technology use, research needs, and

school safety issues. NIJ then uses these ideas to help identify and assess problems faced by SROs and others in the field.

The technology research, development, and evaluation component of the NIJ School Safety Program also has three components: crime prevention, information and communication, and incident management. Many of these projects build on NIJ's established technology-related initiatives for law enforcement, corrections, and the forensic sciences.

NIJ is exploring and evaluating crime prevention technologies that include concealed weapons detection, drug detection, and surveillance cameras. Information and communication technologies include "swipe" and other identification cards; language translation devices; school-police information sharing networks; and software for incident reporting, mapping and analysis, critical incident planning, and self-paced, computer-based training. In the area of incident management, NIJ awards have given private companies the chance to develop or enhance interactive learning tools that simulate real-life events and train SROs and other school safety personnel on how to handle them.

NIJ is now in the early stages of feasibility testing for two new technology applications that involve biometrics for access control. One uses iris scan technology; the other, facial recognition technology. Biometrics may have advantages over card systems. There is no chance of forgetting to bring cards and staff monitoring requirements may be reduced. The technologies being tested are non-invasive and present no health risks.

New incident management tools in development include templates for vulnerability assessments and incident planning that any school can use. "This will give schools tools, put together by experts, that they can use to customize a plan that will best fit their individual needs," Downs says. "If they already have a plan, they can use this to evaluate or improve it."

Sandia National Laboratories in Albuquerque, New Mexico, is updating the NIJ publication, *The Appropriate and Effective Use of Security Technologies in U.S. Schools.* A planned second volume will cover drug and alcohol detection, sensors and alarms, bomb threat awareness, deterring false fire alarms, communications for crisis response, and deterring crime.

School bus security is an area of increasing public and parental concern. Technology can now produce checklists of students who have boarded buses and instantly transmit those checklists back to school offices. Technologies that track the locations of buses and trains for public transit systems also can be applied to school buses.

NIJ recommends that school systems begin their efforts to improve school safety by assessing the level of risk and deciding whether a small, focused effort might be enough to make the schools safer. "If your patient isn't bleeding to death, you don't need a tourniquet; that is, if your school situation isn't that bad, you don't need x-ray machines and metal detectors," Downs says. "Maybe you should consider an ID card system. Some ID systems could also make it easier to take attendance and keep truancy records. If the kids are bringing guns and knives and razors to school, you need more."

According to Downs, most schools already have conducted safety assessments as part of crisis management planning for fires or natural disasters. Also, the "No Child Left Behind" legislation requires that school safety plans include a crisis management section. Because most school districts have limited resources, they need guidelines on how to build the most effective school safety and security plan. NIJ's School Safety Program includes the following components that can provide detailed technology assistance:

- The School Security Technologies and Resource Center (SSTAR) at Sandia National Laboratories serves as a national school safety and security technology resource for schools and police agencies. SSTAR tests and evaluates technology and provides technology assistance.
- All NLECTC system facilities have a staff member designated as a school safety resource. NLECTC–Southeast is the lead center for school safety, but all centers provide technology assistance on school safety and several have participated in specific efforts.
- The NIJ School Safety Program cosponsored a School Safety Conference in January 2002. Conference topics included current research, existing commercial technologies, and case studies of successful approaches used by schools.

For more information about NIJ's School Safety Program initiatives, log on to www.ojp.usdoj.gov/nij/sciencetech/sst.htm. Or, contact Steve Schuetz, NIJ program manager, 202–305–8697; e-mail schuetzs@ojp.usdoj.gov.

Cause for Alarm

At Washington Irving High School in New York City, a weapons detection system detects a razor blade hidden inside a student's mouth. Had the blade gone undetected, it might have been used in another student slashing. To prevent more slashings, the New York City Police Department (NYPD) and the city's school district teamed up with the National Institute of Justice (NIJ) and its National Law Enforcement and Corrections Technology

Center (NLECTC)–Northeast in Rome, New York, to identify equipment to detect razor blades and other small cutting instruments and keep them out of schools.

In 2000, NYPD began receiving weekly calls that reported slashing incidents with possible connections to gang activities, says Osborne Frazier, administrative manager of NYPD's School Safety Division. "My team and I started to investigate the reported incidents."

Twenty to 30 student slashings a month were occurring in schools citywide. Razor blades, knives, and other weapons were sneaked into schools, threatening safety.

Early detection of these weapons was of primary importance. The School Safety Division evaluated current technologies that could detect weapons at a safe distance. Standard metal detectors used in high schools had high sensory levels that led to false detection, requiring more hand searches. Belt buckles, watches and other jewelry, and coins were being detected instead of razor blades and other weapons. Because razor blades have a small quantity of ferrous metal (metal that is attracted to a magnet), students with razor blades often bypassed the metal detector.

To help combat the rise in student slashings, NYPD asked NIJ if any of its research and development projects would detect those weapons from a safe distance, Frazier says. (NLECTC–Northeast has a Memorandum of Understanding with the NYPD School Safety Division to facilitate transfer of technologies to detect concealed weapons.)

"NLECTC came to our aid in more ways than one: They served as our consultants, helped with our concepts, and obtained what we needed—The SecureScan 2000," Frazier says. The SecureScan 2000 looks only for ferrous metals. Its computer interface shows the exact location of the metal weapon, and it can be operated remotely.

"After the first month of use, it already proved extremely beneficial," Frazier says. The device does not react to jewelry, has an increased effectiveness, and does not give false alarms. Deployment of the SecureScan 2000 helped to cut slashings in half. "The possibilities are endless. NLECTC truly came through for us by pushing the device to its full capabilities."

"On one occasion, we were sending students through the SecureScan 2000 and suddenly the alarm sounded and the computer screen indicated that there was something in a student's mouth," Frazier says. "We conducted a thorough check and found that he had hidden a 4-inch razor blade in the upper palate area of his jaw. This incident showed us what this sophisticated device could really do."

The technology behind SecureScan 2000 was developed by the U.S. Department of Energy's Idaho National Engineering and Environmental Laboratory, with funding provided by NIJ. It also has been evaluated in other law enforcement settings.

For more information about the SecureScan 2000 evaluation project, contact Chris McAleavey, National Law Enforcement and Corrections Technology Center–Northeast, at 888–338–0584 or chris.mcaleavey@L-3com.com.

A "Normal" School Day

Responses to past criminal acts committed by elementary, middle, and high school students against classmates, faculty, and staff have taught law enforcement that communication and early detection and intervention are key in heading off future school shootings and other violent incidents.

"The National Law Enforcement and Corrections Technology Center (NLECTC)–Southeast and the National Institute of Justice approached the issue with their sleeves rolled up," says Gary Speers, assistant chief of police in Normal, Illinois. "They funded the School-Based Virtual Private Network (VPN) and chose our department here as a test site." The network is a secure, limited-access e-mail network that allows authorized users, such as local schools, law enforcement, and other agencies that serve young people, to share information.

"NLECTC designed and engineered the software and provided advanced technology to help support the system," Speers says. "Working alongside NLECTC with the VPN has been a tremendous success. The network links school to school and agency to agency, ensuring timely and secure sharing of school safety information among designated school and agency staff."

This system's effectiveness was shown in September 2000, when a Normal student with access to weapons threatened other students, according to Speers. The threats became known to a VPN participant and were disseminated on the network to the pertinent agencies, which took appropriate action.

"The School-Based Virtual Private Network enables us to bring all players to the table and do proper intervention," Speers says. "With the help of technical experts, we have been able to link numerous pieces of existing equipment (hardware and software systems), which has allowed for its success. I believe that this type of [secure] e-mail system can be used to decrease the escalating amount of school violence because it can be used for early intervention and prevention of incidents."

For more information about the School-Based Virtual Private Network project, contact Bill Nettles, National Law Enforcement and Corrections Technology Center–Southeast, at 800–292–4385 or bnettles@nlectc-se.org.

Making an SRO

School-based policing is one of the fastest growing areas of law enforcement. The key figure is the school resource officer (SRO), a police officer assigned full-time to a school. SROs play three roles. They are policemen whose beat is the school. They visit classrooms and make presentations on school safety, traffic laws, general law, and crime prevention. They confer with students, parents, and family members on legal problems and crime prevention. According to NASRO's Executive Director, Curtis Lavarello, a former SRO with 20 years' experience, school-based policing is "the best example of community policing that exists today."

With more than 9,000 national and international members, the National Association of School Resource Officers (NASRO) is the Nation's first, largest, and most recognized organization of school-based law enforcement officers. Since its founding in 1989, NASRO has trained SROs to do their jobs better. The organization offers basic and advanced training for SROs and managers and specialized training in legal issues affecting school safety. "We've trained well over 15,000 officers from every 1 of the 50 States and from Canada," says Lavarello. "We assist officers in making the transition from street police officer to school-based officer. We teach them what school-based law is about, help them understand what it's like to be in an educational setting, and provide them with resources, including sample lesson plans that can be downloaded from our website."

For more information, including details on how to join NASRO or register for the National SRO Conference, visit the NASRO website at www.nasro.org or call 888–316–2776.

In the Camera's Eye

When Patrick Fiel was hired as executive director of school security for the Washington, D.C., public school system 5 years ago, he became responsible for the safety of approximately 70,000 students and 11,000 teachers and administrators at 163 facilities. Almost all the school buildings are old (the average building age is 60 years). In 2001, D.C. built its first new school since the early 1970s. Add to this the district's demographics—many inner city schools, residential neighborhoods and businesses adjacent to school properties, heavy traffic, and a majority of students who walk to school—and providing safety and security on school grounds becomes a challenge.

Over the past several years, Fiel and his staff have introduced new procedures and technologies in the D.C. public schools to meet this challenge. Fiel's first task was a needs assessment. He studied incidents in and around schools to understand what was really happening in the schools and their surrounding communities. He then used that information to design a security program intended to provide every student with a safe environment.

"When manpower and resources are limited, you have to use other measures—such as technology—to secure an area," Fiel says, and technological innovations are precisely what he turned to. Budget constraints meant that new technologies were installed in only a handful of schools to start, but positive results have led to more schools receiving those new technologies each year. "Wherever we've applied the technologies, we have reduced incidents by almost 90 percent," Fiel says.

One innovative security program has been a closed-circuit video surveillance system started during the 1998–99 school year in eight high schools. The system has been expanded every year since and is now used in 85 schools.

Digital video cameras placed in public places, such as school exteriors, hallways, and stairways (never in classrooms or restrooms), provide real-time, 24-hour surveillance. Security personnel and school administrators monitor the video feed (onsite or offsite). They can respond immediately to brewing incidents or forward the video instantly to police or other law enforcement agencies that might need to see it. (Access to the secure system is by key code; approved users can view the video feed on their computer via a secure Internet link.)

Video archives go back 14 days, so Fiel and his staff can backtrack as needed to trace the origins of a disruption or event at a monitored school.

Support from the community and the students has been key to the success of these new technologies, Fiel says. "We are forming a partnership, not a dictatorship. When you start putting in cameras, you have to have buy-in [from the people who are affected: administrators, students, community members]. We also have good rapport with the metropolitan police and our city emergency management agency."

By the end of this school year, all 163 district facilities will have digital camera surveillance systems, upgraded alarm systems, and evaluations of outside lighting and perimeter fencing needs. All secondary schools will have walk-through metal detectors and x-ray machines.

"You won't find many schools around the country with these technologies," Fiel says, who adds that school administrators in other school districts have called him to learn more about the security measures in D.C. schools. Fiel welcomes such calls.

For more information, contact the District of Columbia Public Schools Division of School Security at 202–576–6962.

Finding the Pattern

A Kansas school resource officer (SRO) notes that most incidents in his school occur during the early morning. A Pennsylvania SRO identifies traits of students who participate in specific types of incidents at certain times during the school day. How do they do it?

Both officers received a free copy of "School COP," a software program that uses geographic information system (GIS) technology to map and analyze incidents in or near schools. "School COP" allows users to enter detailed information about school rule violations and crimes. It produces maps that show where incidents have occurred, graphs those incidents in a variety of ways, and stores the information in a database. The software comes with a sample database, but schools can customize codes to characterize incidents and the students or others involved. Users can search for incidents that contain a specified value or code (such as all incidents that occurred in the cafeteria) or a combination of values (such as all incidents that took place in the hallways and resulted in a student's suspension).

Using this type of search, Deputy Scott Thirkell, SRO at Southeast of Saline School District in Gypsum, Kansas, noted that most incidents in his 600-student, K–12 school occurred between 7 a.m. and 10 a.m. He then adopted a strategy to counter the problem.

"While I may have a good idea where things happen, problem areas jump off the screen when plotted on a map and highlighted in color automatically. I can then concentrate on areas of the school that I may not have before," Thirkell says. "I am quite sure it would have taken me a long time to see that trend without the use of the School COP program. Simply by making sure at least two staff members greet the students each morning, the mood of the group can be gauged and many problems solved before they get bigger. I believe School COP made that change possible."

Officer Terry M. Heydt of the Central Berks Regional Police in Reading, Pennsylvania, also has used "School COP" to make his ears and eyes go farther. "As the first and only school resource officer for both my department and the school district, I was charged with the task of developing policy and procedures for almost every aspect of my position, including reporting practices," Heydt says. "Given a shoestring budget, finding an acceptable reporting system was nearly impossible. I received a copy of the "School COP" software at the Sacramento CIS [COPS In Schools] training and, upon my return, installed and began to utilize the program. The simple, straightforward instructions made installation and data entry a breeze."

Developed by a private company with National Institute of Justice funding, more than 3,000 copies of "School COP" have been distributed to SROs and school administrators at CIS conferences sponsored by the U.S. Department of Justice's Office of Community Oriented Policing Services. Conference attendees also received the Guide to Using School COP to Address Student Discipline and Crime Problems and training on how to use the software. Nearly 30 more conferences are planned through 2004.

Copies of "School COP" can be downloaded at no cost from the "School COP" website at www.schoolcopsoftware.com. The website also offers information on features and new developments and a list of frequently asked questions. "School COP" runs on PCs (but not on Macs) that use Windows 95, 98, NT, 2000, and XP and have at least 16 MB of RAM and 20 MB of available hard disk space.

A Secure Door To Education

Door-access technology has been around for years. Many businesses and government agencies use it, as the access cards hanging around our necks attest. But school systems have not implemented this technology until recently. In 2001 the Fairfax County (Virginia) Public Schools launched a pilot program to test variations and combinations of three types of door-access systems—proximity access card readers, keypads, and video intercom devices—at 18 facilities, including elementary schools, administration buildings, and warehouses.

According to Frederick E. Ellis, Director of the Office of Safety and Security for Fairfax County Public Schools, door-access systems can be based on what you have (a key or a card), what you know (the combination to a keypad), or who you are (video intercom systems where a receptionist has to recognize you).

Ellis says door-access technology helps schools strike a balance between convenience and security. The public recognizes the need to prevent unauthorized persons from getting inside school property, especially elementary schools. Yet teachers or students who participate in extracurricular activities may need to enter the school building after hours or through doors other than the main entrance. If no provision is made for them, they may be tempted to prop doors open.

Door-access technology solves these problems. Students who need to get into the building through a back door can push a button on a video intercom and the receptionist can let them in. Teachers or other staff use proximity access cards. Workers who need to use side doors of the food service warehouse can use a keypad.

According to Ellis, the technology seems to be working well so far. "The good news is that some of this stuff works and really works well. The bad news is that some of these devices are very expensive." Keypads cost $400 to $600 apiece. Video intercom systems cost $3,000 to

$4,000 per application. Proximity access card systems are the most expensive. Installing one at a normal-sized elementary school costs from $10,000 to $20,000, including cards and readers. There also is the potential administrative burden of lost cards and forgotten passwords.

Administration is an issue. Keypad or proximity access card systems can be administered centrally or locally. For Fairfax County, which has 235 facilities, more than 20,000 employees, and 170,000 students, centralized administration would be prohibitively expensive. Local administration, on the other hand, requires a strong commitment to security at the local level.

A formal evaluation of the program is planned. The county's design and construction staff will incorporate the most successful systems into new construction and renovations. The technology could appear in new construction as early as 2003 and in existing buildings, as needs arise, in 2004.

Do these systems make schools more secure? People working in the test sites seem to feel more secure, and the systems appear to be a deterrent, according to Ellis. "These applications provide not just a sense of security but a better, more secure environment. Common sense tells you that if you can't walk up to a building and walk in the back door, that building is more secure," he says.

For more information about the door-access pilot program in Virginia's Fairfax County Public Schools, contact Frederick Ellis at 703–658–3763 or fred.ellis@fcps.edu.

Schools and the Fourth

The Fourth Amendment of the U.S. Constitution protects "[t]he right of the people to be secure in their persons, houses, papers, and effects against unreasonable searches and seizures . . . ." In *Board of Education of Independent School District No. 92 of Pottawatomie County* v. *Earls,* 122 S.Ct. 2559 (decided June 27, 2002), the Supreme Court, in a 5–4 decision, upheld the Tecumseh, Oklahoma, school district's policy subjecting middle and high school students who take part in extracurricular school activities to random urine drug testing. The policy so far has been applied only to high school students in competitive extracurricular activities. *Id.* at 2560.

Justice Thomas, joined by Chief Justice Rehnquist and Justices Kennedy, Breyer, and Scalia, held that such random drug testing does not violate the students' Fourth Amendment rights to be protected against unreasonable search and seizure. The Court concluded that the drug-testing policy is a reasonable means of addressing the school district's interest in preventing, deterring, and detecting drug use to protect student health and safety. *Id.* at 2559.

The decision relies heavily on *Vernonia School District 47J* v. *Acton,* 515 U.S. 646 (1995), in which the Court used a fact-specific balancing test to determine if students' Fourth Amendment rights were violated. The Court decided that student athletes may be subjected to random urine drug testing to detect illegal substances. Now, the Court has expanded Vernonia to include all high school students who take part in extracurricular activities.

The Court emphasized that the drug tests were conducted not to punish the students, but rather to deter drug use, promote intervention, and protect students' safety and health. The only consequence of a positive test is restriction of the student's participation in extracurricular activities. The court also emphasized the minimal invasion of privacy required for urine tests. *Id.* at 2561.

Spraying for Drugs

School security personnel are always looking for a way to detect drugs unobtrusively without the commotion and advance planning required to bring drug-sniffing dogs into a facility. With funding help from the National Institute of Justice, one company has formulated a series of sprays that can detect trace amounts of marijuana, methamphetamine, heroin, and cocaine. These sprays are being tested in one New Jersey school district.

According to Jon Gaspich, one of six substance awareness coordinators for the school district, testing with these sprays is simple. "We take a piece of paper about an inch and a half by 3 inches, and we swipe an area. Then we spray the paper with a can that's coordinated for what we're looking to detect. If the paper turns the color of the letter on the can—for example, the can for cocaine has a big cobalt-blue C on it—you know you have traces of cocaine on the paper." Administering these tests requires no special training: "It's very easy. If you can read, if you can count to 10, if you can breathe, if you have a pulse, you can do this."

Virtually any flat surface can be tested. "We test lockers, we test books, we test desk surfaces, we've even tested computer mice and come up with positive hits," says Gaspich.

The pilot program, which involves three high schools and two intermediate schools, is still in the research stage. Results are sent to the manufacturer's laboratory for verification. "We can't use the tests for disciplinary reasons at this point," he says, "but we can use them for information gathering, to give us an idea of where people who use drugs may congregate."

The sprays, Gaspich says, "are definitely more accurate, quieter, more readily available, and more easily used" than drug-sniffing dogs. "You don't have to do a big preparation to bring dogs in, and you don't have to

worry about pulling people out of classes and having them stand away from the dogs when they come through."

But, Gaspich says, dogs still have their place.

"The dogs are a great show, don't get me wrong," says Gaspich. "The dogs are great for the kids to see, because they know that we're doing something, so it keeps the drugs out of the school. But this [a detection spray] can be used in between. It's not a great commotion, and it can be done covertly and quietly."

Moreover, the tests are relatively inexpensive. The kits cost a few hundred dollars.

Perhaps the biggest benefit of these sprays, according to Gaspich, is that they can offer help to families who suspect that their children may be using drugs. Because of the accuracy, ease of use, and relatively low cost of these sprays, parents can use them at home.

For more information about this drug detection spray study, contact Jon Gaspich by e-mail at jgaspich@cs.com.

Editor's note: Prior to enacting any drug detection/testing program, seek appropriate counsel.

Resources

Because the content and organization of websites change often, the addresses, or URLs, listed usually will take users to the top-level (home page) of the site. In general, to find more specific information, users have three options: explore the site using the navigation buttons available on the home page, search the site using its search engine (usually located on the home page), or look through the site map (a page that lists all pages on the site).

The majority of the listed publications are available on the Internet at the listed addresses, in either PDF or HTML format.

Please remember that Web addresses change frequently; if a listed address no longer works, try locating the site by using a search engine such as Google™ or AltaVista®. In addition to the following resource list, which should not be considered all inclusive, numerous for-profit organizations offer consulting services, security assessments, and school security and crisis preparedness training for law enforcement professionals, school resource officers, public safety professionals, educators, and administrators. Many of these organizations have websites and can be located by using a search engine.

If you need additional assistance in locating any of these resources, contact the National Law Enforcement and Corrections Technology Center in Rockville, Maryland, at 800–248–2742, or e-mail asknlectc@nlectc.org.

Professional Associations

- **International Association of Campus Law Enforcement Administrators** (IACLEA) targets colleges, universities, campus law enforcement professionals, and municipal law enforcement professionals. IACLEA advances public safety for educational institutions by providing educational resources, advocacy, and professional development. www.iaclea.org
- **National Association of School Resource Officers** (NASRO) is a nonprofit organization that offers basic and advanced training for school-based law enforcement officers, school administrators, and school security/safety professionals and specialized training in legal issues affecting school safety. www.nasro.org
- **National Association of School Safety and Law Enforcement Officers** (NASSLEO) promotes appropriate legislation on school violence and the safe school environment, offers safety and security planning and training, and provides school districts and the public with accurate, authoritative information on issues relating to school-based crime and violence. NASSLEO members include school resource officers and police officers, school security officers, and school security consultants. http://www.nassleo.org

Government Agencies

- **Center for the Prevention of School Violence** (CPSV) has a section to inform and assist school resource officers. www.ncsu.edu/cpsv
- **Georgia Emergency Management Agency** (GEMA) has resources in its school safety section that may be useful to all law enforcement and public safety professionals. www2.state.ga.us/GEMA
- **Indiana School Safety Specialist Academy** offers training and information resources on school safety, security, and emergency preparedness. http://ideanet.doe.state.in.us/isssa/welcome.html
- **National Criminal Justice Reference Service** (NCJRS) is a resource provided by the National Institute of Justice and other U.S. Department of Justice agencies and the Office of National Drug Control Policy that has a large variety of research information, including materials on school safety and other issues relevant to the criminal justice community. www.ncjrs.org
- **National Law Enforcement and Corrections Technology Center** (NLECTC) system works directly with Federal, State, and local government agencies; community leaders; and scientists to foster technological innovations that result in new products, services, systems, and strategies for the Nation's criminal justice professionals. www.justnet.org

- **National Resource Center for Safe Schools** (NRCSS) offers technical assistance and training on violence prevention and school safety. www.safetyzone.org
- **National Threat Assessment Center** (NTAC), a program of the U.S. Secret Service, provides threat assessment leadership and guidance. www.ustreas.gov/usss/ntac.shtml
- **U.S. Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program** is the Federal Government's vehicle for reducing school violence, as well as drug, alcohol, and tobacco use, through education and prevention activities. www.ed.gov/offices/OESE/SDFS/index.html
- **U.S. Department of Justice, Office of Community Oriented Policing Services** (COPS) offers grants and programs that serve the needs of school resource officers and school safety programs. www.usdoj.gov/cops
- **U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, Office of Science and Technology, School Safety Program** is profiled in this issue of *TechBeat.* http://www.ojp.usdoj.gov/nij/sciencetech/ ssi.htm
- **U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention** (OJJDP) offers grants, funding, and resources for school safety programs and school resource officers. http://ojjdp.ncjrs.org
- **White House Office of National Drug Control Policy** (ONDCP) provides publications, resources, and grant information on school safety and related issues. www.whitehousedrugpolicy.gov

Nonprofit Organizations

- **Hamilton Fish National Institute on School and Community Violence** researches, develops, and evaluates school violence prevention strategies. www.hamfish.org
- **National Crime Prevention Council** (NCPC) is a source of information on crime prevention. Several educational materials deal with school safety and related issues. www.ncpc.org
- **National School Safety Center** provides training, technical assistance, and school safety site assessments and targets both law enforcement professionals and educators. www.nssc1.org

Publications

- ***2000 Annual Report on School Safety,*** U.S. Department of Education and U.S. Department of Justice, 2000, profiles grantees under the Safe Schools/Healthy Students initiative and offers data on the nature and scope of school crime. www.ed.gov/offices/OESE/SDFS/annrept00.pdf
- ***Approaches to School Safety in America's Largest Cities,*** Vera Institute of Justice, August 1999, profiles model programs and strategies. www.vera.org/publication_pdf/apprchs_school_safety.pdf
- ***The Appropriate and Effective Use of Security Technologies in U.S. Schools,*** U.S. Department of Justice, Office of Justice Programs, National Institute of Justice; U.S. Department of Education Safe and Drug-Free Schools Program; and Sandia National Laboratories, 1999, provides basic guidelines and strategies on the use of school security technologies. www.ncjrs.org/school/178265.pdf
- **"As Real As It Gets,"** *TechBeat,* Fall 1999, National Law Enforcement and Corrections Technology Center, discusses the Weapons Team Engagement Trainer. Since the publishing of this article, a school safety scenario has been added. www.justnet.org/pdffiles/tbfall1999.pdf or www.justnet.org/txtfiles/TBFall1999.html
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