DOCUMENT RESUME

ED 449 654 EF 005 847

AUTHOR Agron, Joe, Ed.; Anderson, Larry, Ed.
TITLE School Security Roundtable, 2000.
PUB DATE 2000-00-00
NOTE 25p.; A special supplement to "Access Control & Security Systems Integration" and "American School & University" magazines.
PUB TYPE Collected Works - General (020)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Public Schools; School Community Relationship; *School Security; *Surveys; Trend Analysis

ABSTRACT

A roundtable discussion is presented revealing what experts say about school security problems and how they are being addressed. Also included are trend data from the School Security 2000 survey revealing top security concerns, strategies, and security equipment preferences; how site surveys can be used to keep schools safe; and how creating a partnership between schools and the community can provide substantial benefits in preventing school violence. The final section provides Internet web sites devoted to school security issues. (GR)

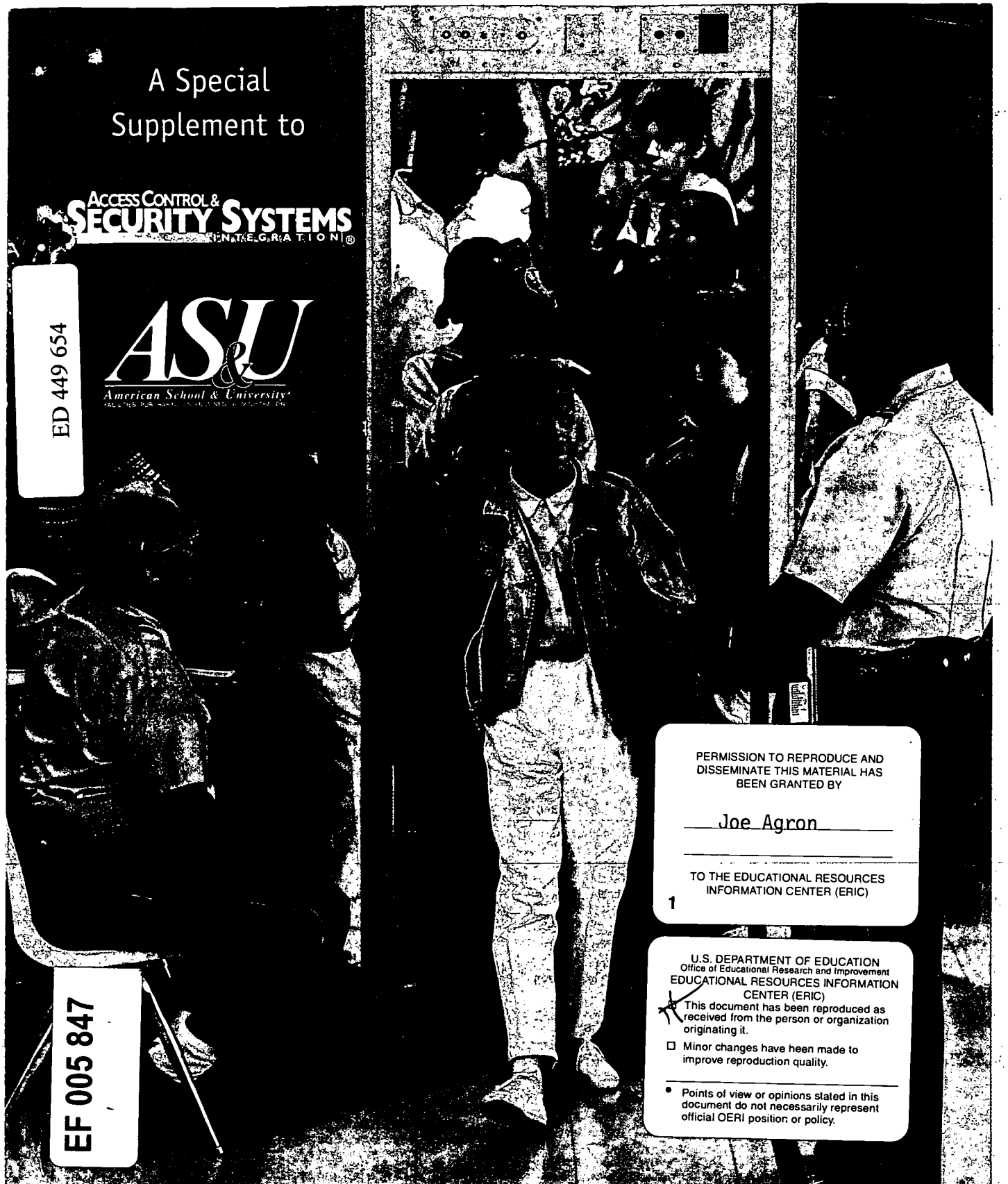
Reproductions supplied by EDRS are the best that can be made from the original document.

A Special Supplement to

ACCESS CONTROL & SECURITY SYSTEMS INTEGRATION®

AS&U American School & University

ED 449 654



PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Joe Agron

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EF 005 847

# School Security ROUNDTABLE



BEST COPY AVAILABLE

ERIC Full Text Provided by ERIC

# Ten Critical Things You Need to Know About Identity in the Digital Age

360°ID

In the Industrial Age, a company's most valuable assets were factories and raw materials. Simple photo IDs worked fine for security, because familiar, full-time employees entered and departed through the same doors every day.

The digital age presents an entirely different reality.

Talent and intellectual property are your most valuable assets. Workforces consist of full-time, part-time and contract employees who don't just walk through the front door anymore. They access your enterprise and intellectual property through the Internet and other e-channels. Also, mergers, acquisitions and economic growth have dispersed most workforces across many campuses and countries.

Managing talent and protecting assets in this environment require entirely new thinking. That's why Datacard Group has developed a new approach to identity management called 360° ID. This approach looks at identity from a visual and virtual perspective, including all the systems, processes and planning you need to conduct business securely and profitably in the digital age.

360° ID is based on more than a decade of identity leadership. During that time, we've amassed a wealth of knowledge that's critical for organizations like yours. Below is a sampling of that knowledge.

Web-enabled view to databases

To learn more about Datacard Group

Datacard Group invented digital photo ID systems more than a decade ago. Today, Datacard® systems and solutions outsell all other brands. Prominent corporations, government agencies, colleges and universities around the world use these solutions to create secure working and learning environments.

For more information

Phone: 1.877.273.3368 Ext. 6503
Email: info@datacard.com
Web: www.datacard.com

## KEY IDENTITY ISSUES

1. **Digital ID is today's technology.**
Film-based IDs worked in the 1980s. Not today. Digital IDs offer tamper-evident security and greater durability. They're also faster to produce and cost less than film-based IDs. Plus, digital ID systems let you store images and information in a central database, which can be accessed for ID verification, online directories, personnel files and more.

2. **Visitors don't just enter through the front door anymore.**
Today, online access makes intellectual property extremely mobile and instantly downloadable. Our digital systems protect these assets better because they incorporate new technologies such as biometrics, smart cards and digital imaging that enable visual and virtual identification.

3. **Security and asset management have merged into one.**
The role of the security department has expanded as the value of intellectual property has skyrocketed. New asset tracking responsibilities require centralized access to real-time information you can only get with a digital identity management system.

4. **Mergers and acquisitions raise critical new identity issues.**
With a merger or acquisition, the need for a strong, consistent corporate identity is obvious. But what about individual identity? Who is authorized to enter a facility? Remove property? Without a digital image database, you have to trust the judgement of receptionists and security personnel who are only familiar with limited areas of your enterprise.

5. **Security guards need more than visual ID to do their jobs.**
More temporary employees, more turnover and more outsourcing create a sea of unfamiliar faces. These new employment paradigms require a digital solution. A central image database allows global access and positive identification—anywhere in your enterprise.

6. **Everyone benefits from a central image database—not just security.**
While security often takes the lead on new identity solutions, most organizations quickly discover that a central image database also empowers people in risk management, real estate, information technology, human resources and marketing.

7. **Multi-application smart cards will change your life. Very soon.**
Early adopters are using smart cards to create all-in-one enterprise IDs and using them for visual ID, online authorization, facility access, vending, parking, benefits management and more. If you're creating a security plan, you need a solid understanding of multi-application smart cards and how they relate to a central image database.

8. **Biometrics and ID cards are merging as you read this.**
An authorized user is thousands of miles from the home office with a laptop. He or she wants to access highly confidential data on your network. Do you trust a password? Not if you want the information to be secure. Part of the answer is biometrics. Authorized users simply slide a smart card into a reader and place a finger or hand on a portable scanner to gain secure access.

9. **Identity is central to the success of your brand.**
Too often, key elements of enterprise identity, including logo usage and badge design, are handled at a local level. Even with clear guidelines, local execution often varies from site to site. This inconsistency can erode your identity and your brand. A digital identity solution can help eliminate inconsistencies and strengthen an enterprise's image.

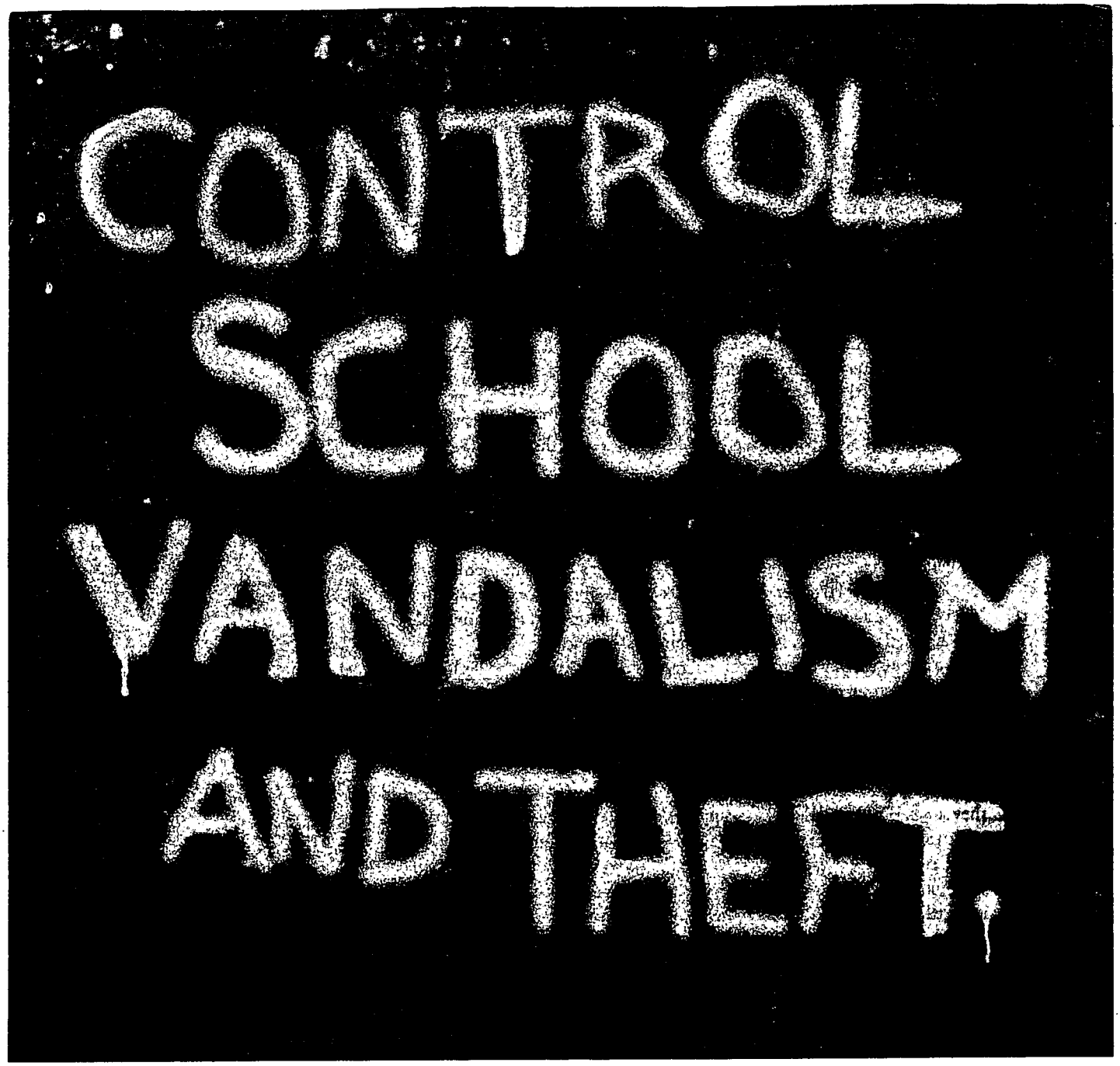
10. **It all starts with a plan.**
Visual and virtual identification have become central to protecting people, property and profits—and consequently, going digital has become an absolute necessity. The key to success is a solid plan and an experienced, trusted partner.



DatacardGroup

©2000 Datacard Corporation. All rights reserved.

Circle No. 295 on reader service card




## The writing is on the wall...schools are using their networks for cost-effective security and facilities management.

Do an audit of how much your school district spent last year repairing vandalism. Then add in your total asset loss. Still think that a digital video monitoring and recording system is too expensive for your budget?

March Networks DVR solutions centralize security and operations monitoring across the entire school campus and the entire school district to:

- Enhance existing security installations
- Control operational costs
- Improve emergency response mechanisms
- Reduce false alarm fines
- Stretch security dollars

Call March Networks for a Certified Solution Partner in your area. Or visit our web site see how much video you can store and access immediately using the "Digital Video Storage Calculator" at www.marchnetworks.com.

MARCH networks

**www.marchnetworks.com**

**1-888-483-5394 (North America)**

**1-613-591-8181 (International)**

**Circle No. 297 on reader service card**

## A Message from the Editors

# School security insights from those on the front lines

In Jacksonville, Fla. , two seventh-graders, ages 12 and 15, are questioned by authorities relating to an incident in which rat poison is sprinkled on salsa and ingested by 34 students at Paxson Middle School. Hospital authorities say the students apparently ingested small amounts of Talon-G, a rat poison fatal to humans only in large, repeated doses. Packets of the poison were spread around the school to control a rodent problem.

In Miami, a 13-year-old honor student shoots and kills his English teacher after the student is suspended for 10 days for throwing water balloons. The student, who had dreamed of being a Secret Service agent, retrieves a .25-caliber semiautomatic pistol he stole from his grandfather's house and returns to the school. "I thought I'd never catch up at the beginning of the next year," he says. "All of my friends would leave me behind. I thought my future was ruined." He is being tried as an adult, facing life in prison if convicted.

We're sure you have seen news coverage of these stories — and others ranging from the unusual to the tragic to the just plain scary. The media is full of accounts of the latest strange behavior by students, teachers and parents, all centering around what we have traditionally considered safe havens of learning — our schools. That almost anything can happen at school these days doesn't come as a total shock — schools, after all, tend to reflect the societies they serve. But the burden of preventing the unpredictable, of keeping students safe in a time when the most bizarre antisocial materials are only a mouse-click away, seems greater each day.

In our continuing efforts to prepare education and security professionals to do battle against the darker elements of school society — and even to deal with the everyday ways that students can step out of line — we present the School Security-2000 Roundtable. In this third installment of a collaboration between AMERICAN SCHOOL & UNIVERSITY magazine and ACCESS CONTROL & SECURITY SYSTEMS INTEGRATION magazine, we go to the experts for guidance in dealing with school security problems. Our roundtable of school professionals takes on diverse topics and offers new insights into the problems of security at street-level, so to speak. These participants speak from experience, and their words shed important light on the topic at hand.

Also in this special supplement, being published in both magazines this month, we offer more trend information from our exclusive School Security 2000 survey (see page SS12). We also provide several informative sidebars, including a list of school safety and security-related Web sites.

As always, we welcome your comments about what the supplement includes — and what it doesn't, especially if the omissions point to opportunities to include information in future supplements.

Stay safe.

Joe Agron
*Editor in Chief*
AMERICAN SCHOOL & UNIVERSITY

Larry Anderson
*Editor/Associate Publisher*
ACCESS CONTROL & SECURITY SYSTEMS INTEGRATION

School Security 2000 ROUNDTABLE

## Contents

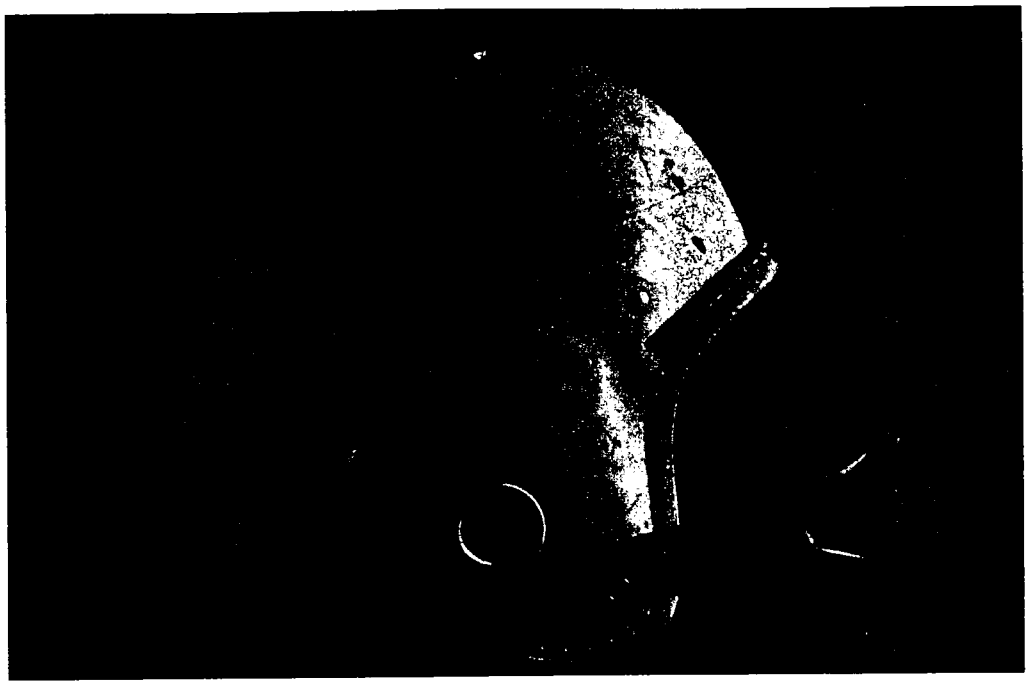
SS6
**School security 2000 roundtable**
A panel of prominent school administrators discusses key security concerns and how they are being addressed.

SS11
**Site surveys: Useful tools for securing schools**
State emergency management agencies can help systems to look at the big picture.

SS12
**Trends in school security**
Graphic depiction of insights to be gained from exclusive research by AMERICAN SCHOOL & UNIVERSITY and ACCESS CONTROL & SECURITY SYSTEMS INTEGRATION magazines.

SS21
**Community involvement**
Creating a partnership between schools and the community can provide substantial benefits.

SS22
**Click on it!**
Here are some Web sites that might prove helpful in the effort to provide school security.



# This should be all the protection your students need.

The truth is school violence is a real issue. As an administrator, it is your job to provide the first level of protection. The education of your faculty and staff is critical as a deterrent to violence on your campus.

The Law Enforcement Television Network and the Professional Security Training Network, leaders in providing cutting-edge content directly into the workplace since 1986, offer the training your faculty and staff need to provide a secure campus. A few of the many video-based titles include:

**Crisis on Campus**

**How to Handle Bomb Threats**

**Identifying Gang Members**

**Effective Crisis Intervention**

## What are you going to do to protect your students?

*For your FREE information kit on Campus Security and Law Enforcement Training, please call 1-800-568-9111.*

LETN® Law Enforcement Television Network

www.letn.com

AFFILIATES OF PRIMEDIA WORKPLACE LEARNING

PSTN® Professional Security Training Network

www.pstn.com



Circle No. 298 on reader service card

# School Security ROUNDTABLE

**School security is a critical issue for today's administrators. With recent high-profile incidences of school violence, parents and communities want to know what schools are doing to protect students and staff. American School & University and Access Control and Security Systems Integration recently brought together a panel of prominent school administrators to discuss key security concerns and how they are being addressed.**

By Joe Agron and Larry Anderson

**Q: How have recent events impacted your schools' security preparedness?**

**Ron Jandura, Burlington Area School District, Wis.:** About five months prior to Columbine, five students at my school put together a plot to kill 15 to 16 students, staff and administrators. The students actually used the district's crisis plan as a mechanism to implement their plan, and had we not had a student step forward and contact the police, I'm convinced the plan could have succeeded.

When the shootings at Columbine occurred, it was devastating to our staff and students because they had literally walked through a dress rehearsal of what could have happened at our school.

Similar to what happened at Columbine, the incident spurred phenomenal media pressure. We were lucky enough to have a decent set of procedures in place. One of the things that really helped was our communication with law enforcement. All of our radios are monitored by the police dispatch center, so as far as instant communication with the police department, it's right there. In the aftermath, we focused a lot more on the preventive aspects and improving staff communication.

**Robert Van Zanten, Yorktown Central School District, Westchester County, N.Y.:** In June of last year, we had a bomb threat in our high school. A device was found taped onto a window that looked like a stick of dynamite with a clock attached to it. We thought we were really prepared for this type of incident. We had a plan of action, an emergency management plan. But boy did we learn that we didn't know anything about what was about to happen.

While the device was not real, it really mobilized us to address it. Most of the district's buildings were wide open until that happened. There was no security in the buildings, there was no one really at the front door, and all the doors of most of the buildings were accessible. Since the bomb scare, we've changed that drastically. Now we have a single point of entry to our buildings, and someone stationed at the front door.

When the incident occurred, we not only evacuated and checked the building, we also had the county police dogs go through and check every space; every locker. It was a scary situation, and from my perspective it was even scarier because I thought that we had arranged for emergencies in a way that everyone advocated. Little did we know that within 20 minutes of the bomb threat happening, the radio station was announcing that this had taken place and parents were rushing to the school to pull their kids out. To further complicate the situation, half of the students had not arrived yet at the school because it happened at the very opening of the school day. Shortly after that, we had television news helicopters flying overhead and a reporter on campus interviewing people.

I think the biggest mistake we made was how we dealt with students on the outside of our building, with their classes and their teachers, when in fact they didn't evacuate the building together. When the teachers went out with whatever kids were in the classroom, and the other kids were coming onto the campus, we weren't able to effectively control the situation. That was a real test for us.

One of the things that we never thought about was who would enter the building under a situation like this. The custodians didn't want to go into the building to help search. The fire department was a volunteer fire department and they didn't want to go into the building to help search. The police department, of course, was ready to go, but they didn't know the building. So we ended up taking administrative staff to go into the building and help search. And when the administrative staff was in the building, there were no administrators out on the campus. So things that you didn't think of, the type of control that you would automatically want or expect to be there, really wasn't there.

**Kelvin Lee, Dry Creek Joint Elementary School District, Roseville, Calif.:** We had a bomb threat at one of our sites and ran into a similar situation. The local sheriff's department and fire department said that because they didn't know the complete area of the school, they wouldn't enter the campus without our site administrators working with them. On top of that, they required every one of our students to leave their book bags, everything, in the buildings.

So not only did we have to go through with an officer and check every building, but we had to check every one of the book bags as we went through the school building. While we were able to get everybody out in our fields protected, we had no capacity to go back in and help the officers search.

**Marilyn Layman, DeSoto Unified School District, Kan.:** What

## Meet our panel of experts:

**Clockwise from top left: Kelvin Lee**, superintendent, Dry Creek Joint Elementary School District, Roseville, Calif., a fast-growing K-8 district of 5,200 students just outside Sacramento.

**Arlis Swartzendruber**, superintendent, Waterloo Community School District, Iowa, an 11,000-student urban district with a high percentage of children in poverty.

**Ron Jandura**, superintendent, Burlington Area School District, Wis., a rural, 3,500-student district about 45 minutes outside of Milwaukee.

**Marilyn Layman**, superintendent, DeSoto Unified School District, Kan., a rapidly growing rural district of more than 3,000 students on the western fringe of metropolitan Kansas City.

**Robert Van Zanten**, superintendent, Yorktown Central School District, a 4,000-student suburban school system in Westchester County, NY.

**Gary Burton**, superintendent, Wayland School District, Mass., an upscale, 2,800-student district about 13 miles outside of Boston.

Columbine and some of the other events did for us was trigger the need to redo our crisis plan. And I agree with you — you're never quite ready — you just know that it's not going to happen in the best of circumstances, that you'll probably never be totally prepared. But in the process of redoing our crisis plan and involving teams in each of our buildings, teachers began to say, 'I'm going to go back in and search for that bomb?' 'Who said I am responsible for that?' 'Where does it say that in my contract?' Because depending on where the device is located — outside, inside a trash can — maybe you're taking kids right into it. There has to be some method of checking first before you send kids and teachers into an area to ensure they are safe.

**Gary Burton, Wayland School District, Mass.:** That's correct. You're not sure anymore whether you are taking children from an unsafe location to a safe location.

**Van Zanten:** That's scary, because in one incident kids were sent out through a fire drill and there were people sniping at them from the outside. Now, our teachers were never asked to go into the building, but we did ask the custodians to go in because normally they know what's out of place. In our emergency management plan, we do have a provision that speaks to when you leave your room — take a quick look around to see if anything is out of place, that you just don't recognize, and report that to an administrator once you get out of the building.

**I think that, for most parents, they'd like to see the dollars invested on prevention; it's the most effective.**

***—Ron Jandura***

**Burton:** We've had no bomb scares of late, but we've had numerous administrative discussions on whether we are properly prepared for an emergency.

Working with our local police-department officials and a bomb-threat manual published by the Boston Bomb Squad, we've come to realize that in the case of a fire drill, alarms go off, bells ring, lights flash on and off, and people immediately rush out of the building. You leave everything behind and exit the building as fast as you can. For a bomb threat, however, the alarms don't go off and we ask everyone to carry as much of their personal belongings out of the building as they reasonably can. And, more importantly, we want the teachers and other staff members to go back into the building and check their rooms to tell us what's out of place.

We assume that if the children and staff carry out their own belongings, there's less to search. We're told that if you bring in a trained bomb squad, it could take up to three or four days to properly check a building depending on its size. This is largely because the bomb squad officers have no idea what's out of place. So with a bomb threat you literally have to have everyone carry as much out of the building as possible. I know this sounds illogical, but it is, we're told, the most logical response to a bomb threat. The custodians then have to go in and check the boiler rooms, the cooks have to go in and check the cafeteria and kitchen, the librarians check the library, and so on. They're the only people who can then point to something and say 'that's out of place, that shouldn't be there.'

**Layman:** From the staff perspective, we're just trying to encourage folks to look at their area, and take action if a suspicious or unknown package that doesn't belong there in the usual course of events appears there.

**Burton:** Every book bag is suspicious.

**Van Zanten:** How do you know what's in those book bags when the kids take them outside? We had a problem where a youngster left a book bag inside a hallway and all of a sudden that became the focus. Is that the device? So it's really a Catch 22.

**Arlis Swartzendruber, Waterloo Community School District, Iowa:** There needs to be preparation for the extreme examples that we talk about. But school violence is actually on the decline. Schools today are safer than our children's living rooms.

We address the types of incidences that could occur with a common-sense approach. For example, having a single point of entry, name tags for all staff members, and the list goes on. With bomb scares, we work with our police department and have implemented a tracking system that can locate a call and have a squad car at the call source within three minutes. Besides requiring staff drills and training, the bomb scares have required a realignment of our phone system. Since we have implemented the procedure, we have not had a bomb threat. Prior to the tracking system, we were responding to a threat via phone calls all over the district. We'd have to evacuate; and then we'd have to deal with book bags and lockers.

I think there's a hysteria that emanates from some of these incidents. Let's put it in perspective and consider the overall safety and then how we prepare for those unique situations. There are some situations where isolated incidences of violence are far more dramatic and more serious than ever before. But overall, actual violence, fighting, expulsions and suspensions for violence have dramatically declined.

**Q: How does public pressure impact the way in which you deal with security?**

**Van Zanten:** We had quite a to-do about what our reaction would be to an actual bomb threat. New York state had advised us that we would be able to do a number of things in order to avoid having to evacuate a building. One of the things that they mentioned was that you could sanitize a building if you searched the building before anybody came in, and if you would then check book bags as youngsters came in during the day. Then, if a bomb threat were to be called in, you would not have to evacuate the building. You could also sanitize a certain area, put the youngsters there, search the rest of the building and then go back to your normal day.

When we announced at a board of education meeting that this is how we were going to handle it, there was an uproar in the community and the board said that they wanted the building evacuated whether or not it was a hoax. They wanted to make sure that the building was checked without youngsters in that building. So here was public pressure giving us direction as to where they wanted us to go.

**Jandura:** Our situation was just the opposite. We've got an excellent relationship with our police liaison program. Every bomb threat is evaluated with police involvement and we take action from there. In some cases we ignore it and some cases we take action, or someplace in between. The board was aware of the procedure and they supported it. But you're right, I think every response has to be unique.

**Layman:** I think we do have to respond to the hysteria that comes as a result of these other events. The community pressure for us to install metal detectors and security cameras was amazing. But we want a calmer approach. Several years ago our district committed to high schools no bigger than 1,000 students, middle schools at 750 and elementary schools no larger than 550 — fully understanding the financial commitment of this decision. This way there will be a competent, caring, qualified adult to connect to those kids in a smaller school population. We've not yet gone to security cameras or metal detectors.

**Lee:** We build a new school about every 18 months, and most of them are associated with the community park. They're open campuses, there are no fences, no single entry points. It was the desire of the community and the trustees to build schools that would be used seven days a week, 24 hours a day. And in a larger sense of things, they felt that ownership of the school would reduce the number of violent incidences, vandalism and the other unlawful acts. That has, in fact, been the case. We've had very few acts of vandalism, and very few acts of violence.

When an incident of national importance raises the issue of security in our community, there is little debate about trying to close our school campuses. And I hate to say this, but often there is a false sense of security, that it wouldn't happen here.

But a number of our staff and community members have talked about things that we can do. We've instituted a crisis-response plan. We instituted photo identification badges that are state-of-the-art, and everybody wears them.

Our school district operates on a multitrack year-round schedule, so we always have children in the community that are "off-track." When you see a child out in the community during the week, that child may not be truant. That child may be on vacation. So we have student-body cards with track colors along with their pictures, so law-enforcement officers know when a child is out of school legitimately.

But the impact of certain high-profile school violence raises the concern of our community, so we have to deal with it. I think the one thing that's caused a secure feeling amongst our constituents is the fact that we do have plans, we do practice them, and we do really want to make it very public.

**Van Zanten:** We always had open schools, where people could just walk in at any time. There was no person even at the door checking in a visitor unless he went to the office to sign in. Since the bomb scare, our parents did some heavy-duty pushing, trying to force the district to assign a security person at the front entrance of each building. And since we did go to single point of entry, every building up to the middle school has someone there.

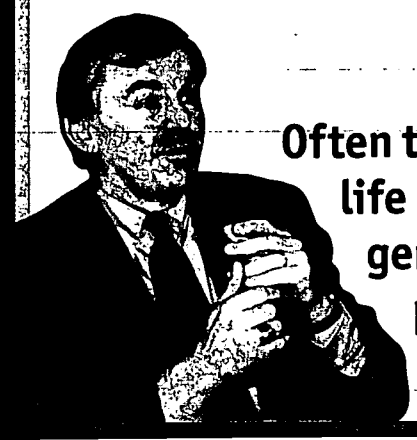
**Jandura:** We had a situation recently where limited access to the building worked against us. The kids are all out on the playground at noon. A couple of kids thought they saw

someone with a gun in a car. Well, the teachers wanted to get the kids off the playground, but there's only one door — and who's got the key? So actually it was the limited access in that case that worked against us.

**Q: What are some of the things you are doing, and what type of systems are you implementing, to address security?**

**Jandura:** There are some things that can be done with new construction projects to address security. We just completed a new high school and a new elementary school. Both buildings were designed with an eye to security. One of the things we did was to design the offices in both buildings so that once the day started you could not enter or leave the school without going through the office. This wasn't a big construction cost. It's a design item, and it was tremendous.

One of the things that we did put money into was a communication system. Everyone has access to a phone. Something we discovered is that cell phones that are no longer used still have to be activated for 911 calls. So working with our cell-phone people, we were able to make sure that every classroom that didn't have a telephone had a usable cell phone or a radio for communication. That went a long way for staff to know that they could get help immediately.



**Often the difference between life and death in an emergency is whether you panic or not.**

***—Gary Burton***

**Layman:** Some of our neighboring districts have begun to require, or have talked about, having a pager available. Every teacher, every employee would have a pager in the event of an emergency. But one of the things that came out of Columbine was that the cell phones, pagers and other communication devices were scrambled. You couldn't get through. The system was overloaded with all of the people trying to get into the system. So you could have had the most sophisticated pager or cell phone and it wouldn't have been much help.

**Jandura:** Our radios are monitored by the police department.

**Lee:** We have a radio system that has a special channel, and it is proprietary. It connects our administrative staff, each of our schools, our transportation services and all the district vehicles. So if everything else breaks down, including loss of power, we can continue to operate for about eight hours on our own. The only problem is it isn't connected to an outside source, so we really can't use that radio to call law-enforcement officials.

**Jandura:** That sounds like a similar system to what we have. We added a designated channel that we know is always monitored by the police dispatch center, so that solved that particular problem for us.

**Burton:** We don't have anything that elaborate. We've talked about this at staff meetings, and asked our staff to question and/or challenge any school visitors in the building who don't appear to belong there. Our secretaries are trained to hit *59 if they get a threatening phone call of any kind, which locks on to where the call came from. We're more concerned about an irate parent threatening violence and that a secretary has any way of communicating to someone else in the area that she feels intimidated or threatened.

**Jandura:** At one of our smaller schools outside of town, an irate parent came in looking for a teacher, and a comedy of errors occurred. The person came in looking for the teacher, saw the teacher in the principal's office and proceeded into the principal's office, calmly kicking in a door. While that's happening, someone's calling 911; someone else is calling my office. Within two minutes the police arrive. But the individual is driving out of the parking lot as the police pull in.

*Continued on page SS14...*

# Site surveys provide tool to keep schools safe

School officials sometimes rely on site surveys conducted by their state emergency management agency officials to ensure that schools have a proper safety plan in place.

For example, the Georgia Emergency Management Agency (GEMA) conducts site surveys for schools throughout the state. In 1998, the Georgia state legislature mandated that each school have a site survey conducted annually. Site surveys consist of bringing a group of local emergency response agencies together with school officials to walk through the school facility and grounds to identify safety issues.

"It focuses on the physical layout of the building, issues regarding the fire code, and items of a non-structural nature," says Karen Franklin, represetative of GEMA's school safety division.

According to Paul Timm, vice president of RETA Security, Lemont, Ill., site surveys can vary from state to state.

"Some states bring a team in to look over the building and then make recommendations about what the school could improve on. The survey gives school officials an idea about safety issues," says Timm.

Timm's company offers information and strategies for schools to improve their safety and security.

Deb Gardner, training and technical assistance specialist for the National Resource Center for Safe Schools, says about one-third of the 50 states have central centers charged with providing school safety initiatives and site surveys.

"You see a lot of different approaches. Some focus on facilities, others work with children about how to get along with one another," says Gardner. "Our organization stresses taking a broad approach and looking at everything."

The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence. The resource center is operated by the Portland, Ore.-based Northwest Regional Education Laboratory and was established with funding from the U.S. Department of Education and U.S. Justice Department.

Gardner says combining building security with programs to enhance the development of the student is the most practical and the best way to foster security in schools.

Several states have offices that focus their attention on school safety either via on-site analysis or through enrichment programs, such as violence prevention, drug prevention, and resource development for school system personnel. Included among these states are California, Colorado, Florida, Indiana, Kentucky, Mississippi, Missouri, New York, North Carolina, Ohio, Pennsylvania, Tennessee, and Texas.

In Georgia, site survey officials consist of a school administrator, school maintenance or operations personnel, law enforcement and fire personnel, emergency medical services official, and an official from GEMA.

Schools may also get parents, community officials and school board members involved to educate them on the need for a safety initiative.

"The thing about this program is that we can come in at anytime. It is not a first-of-the-year thing or something that is done before school begins. It can be done whenever a school feels it is needed," says Franklin.

Franklin says about 80 percent of the 159 counties in Georgia have had on-site analyses conducted in their schools.

"I think most of the schools in the state know we provide this service," says Franklin. "We try to come when they need us."

Preston Malcom, assistant superintendent of Henry County, Ga., Schools, says the program has been very helpful to his school district.

"We opened four new schools this year and the analysis helped us assess if we need to address any safety issues," Malcom says.

The critiques included whether vending machines are placed in inadequate areas, whether school signage is placed in a wholly visible environment, and if the layout of the school offers any areas that could be overlooked.

GEMA officials say site surveys should begin from the outside and gradually work their way into the building. From the outside, high-risk facilities, hazardous materials or other dangerous elements near school can impact the level of safety or impede the efficient response to an emergency. A school safety zone – defined as the area within a 1,000-foot radius surrounding any school – should be surveyed.

Portable classroom issues such as two-way communication to the main building and escape routes due to natural disasters or acts of violence should be addressed during the outside analysis.

"One of the things we look at when it comes to portable classrooms is whether the underpinning is properly set-up," says Franklin.

Athletic playing fields should also be surveyed to make sure the facilities are safe to play and practice on.

Inside the school, a site survey should address every area, including offices, classrooms, lab-science, computer rooms, workshops, janitorial areas, cafeteria, and physical education areas.

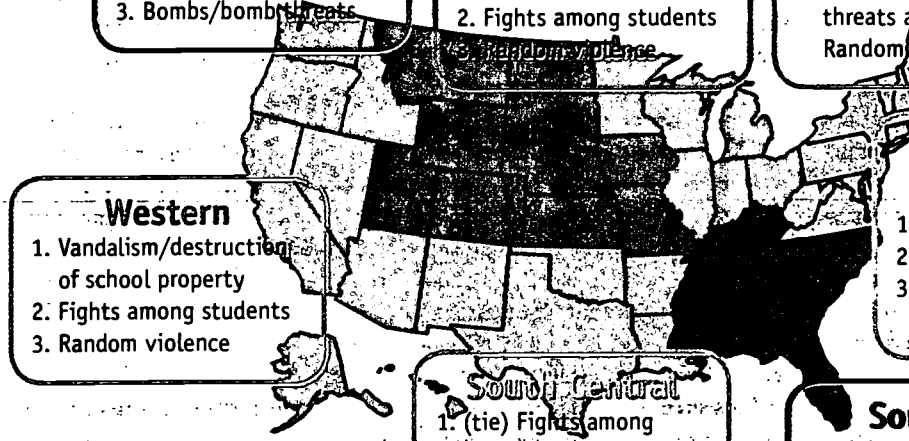
Additionally, school officials and site survey representatives should ensure that adequate areas and routes for special needs persons are provided.

According to Franklin, once the on-site analysis is complete, those involved in the survey are encouraged to talk about problem areas and come up with possible solutions.

— *Carey Adams*

# TRENDS IN School Security

## Top security concerns by region



### Mountain
1. Fights among students
2. Vandalism/destruction of school property
3. Bombs/bomb threats

### West North Central
1. (tie) Bombs/bomb threats and Vandalism/destruction of school property
2. Fights among students
3. Random violence

### East North Central
1. Fights among students
2. Vandalism/destruction of school property
3. (tie) Bombs/bomb threats and Random violence

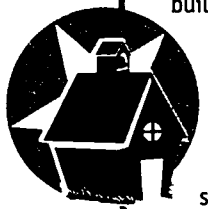
### Western
1. Vandalism/destruction of school property
2. Fights among students
3. Random violence

### Northeast/ Mid-Atlantic
1. Fights among students
2. Bombs/bomb threats
3. Vandalism/destruction of school property

### South Central
1. (tie) Fights among students and Vandalism/destruction of school property
2. Bombs/bomb threats
3. Random violence

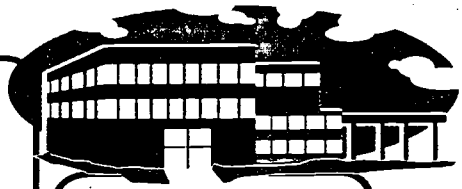
### Southeast
1. Fights among students
2. Bombs/bomb threats
3. Random violence

## Top security strategies by type of school



### Elementary
1. Intervention program for troubled children
2. Zero tolerance policy
3. Stricter rules regarding building access
4. Administrators/ other staff walking the halls more often
5. Searches of students/lockers

### Middle
1. Intervention program for troubled children
2. Zero tolerance policy
3. Administrators/other staff walking the halls more often
4. Stricter rules regarding building access
5. Searches of students/ lockers



### High
1. Intervention program for troubled children
2. Zero tolerance policy
3. Searches of students/ lockers
4. Administrators/other staff walking the halls more often
5. Stricter rules regarding building access

BEST COPY AVAILABLE

## Top security concerns by enrollment size

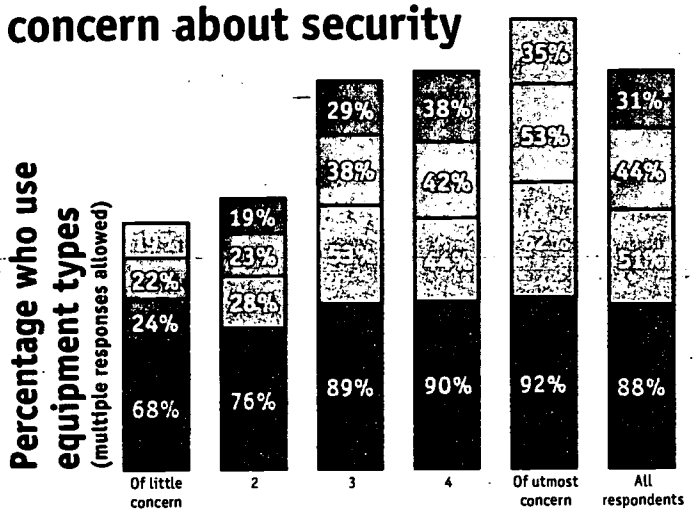
**Less than 1000**
1. Vandalism/destruction of school property
2. Fights among students
3. (tie) Bombs/bomb threats and Random violence

**1000 to 2499**
1. Fights among students
2. Vandalism/ destruction of school property
3. Bombs/bomb threats

**2500 to 9999**
1. Fights among students
2. (tie) Bombs/bomb threats and Vandalism/destruction of school property
3. Random violence

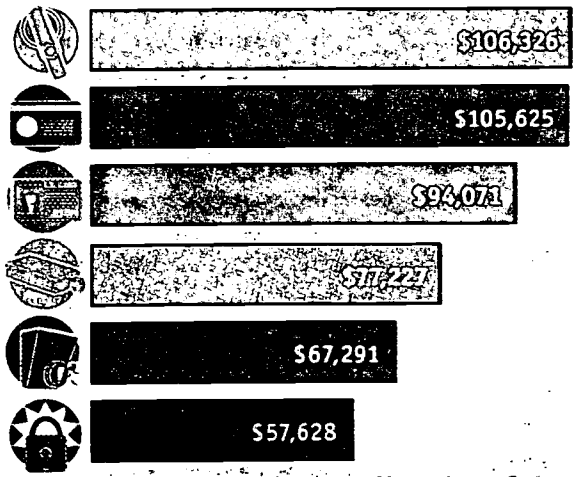
**10,000 or more**
1. (tie) Bombs/bomb threats and Fights among students
2. Gang activity
3. Vandalism/destruction of school property

## Equipment preferences by level of concern about security

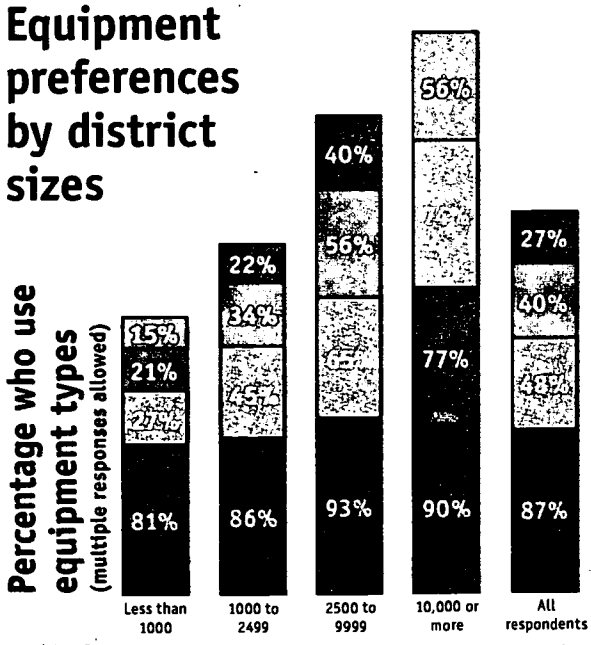



**Key**
- Access Control Card Systems
- Call Boxes
- CCTV
- Handheld Metal Detectors
- ID Card Systems
- Locks and Other Door Hardware

## Spending levels of current users of security technologies




## Equipment preferences by district sizes



...continued from page SS10.

Supposedly, the individual went directly to the principal's office. He didn't touch anyone, he just made a lot of noise. He then went to the teacher's office and knocked everything off the desk. He didn't break anything. All we could have him arrested for was disorderly conduct.

**I think we do have to respond to the hysteria that comes as a result of these other events.**

***—Marilyn Layman***

Since then, people have been trained if someone threatening enters the premise, you say 'leave the building,' so you can at least arrest them for trespassing. In that building, we ended up adding a security camera and buzzer to gain access.

**Burton:** In our administrative discussions, we tried to isolate potential incidents — a bomb threat, a fire drill, a severely injured student, an intruder, or a hostage situation. Once you have a clear response to each of these situations, how do you communicate with the rest of the staff? If you've got a hostage situation in the office, how do you then get word out to all the people in the building? We've said, 'we'll have hand codes, we'll have secret codes.' Well, I'm not sure any of it will work in a real emergency.

Staff members want an emergency response manual, and I say if in an emergency they need to consult the manual, it would be of little help to us. I need to have my staff know what to do without having to look it up in the manual.

**Van Zanten:** Gary, you're right. But in addition to having an emergency plan, I believe that you need to train, to educate the people who are involved with it. Then you need to practice it. If you don't practice your emergency plan, it is of no use.

**Burton:** But Bob, if you practice a response, and the routine becomes publicly known, then the intruders and school terrorists may plan for your response. As an example, fire officials will tell us that we shouldn't have the children and staff practice going out the same exit all the time. In fact, I worked with a fire chief who used to come around and block doors and say 'now you've got to find a secondary exit out of this building.'

As a result, we've tried to train the children so that they'll know what to do in the absence of an adult telling them what to do. The real purpose of 10 fire drills a year is not so the teacher will know what to do, it's so the children will know what to do. In a real emergency, you hope that the children won't need direction from an adult and they won't panic.

I happened to live through an earthquake in Nicaragua in 1972. It destroyed the capital city of Managua, including our high school, and killed 18,000 people within a five-mile radius. Almost immediately after the quake, the city of San Francisco sent in a team of 20 or so psychologists and sociologists to study the survivors in preparation for what may happen someday in San Francisco.

They found that people who knew what to do in an emergency situation did the right things and people who didn't know what to do in an emergency situation panicked. Often the difference between life and death is whether you panic or not.

As school administrators, we've reviewed situations where you don't want the children to leave the room — you want the teacher to lock the classroom door and have the children get on the floor. The students should be up against the bookshelves and below the level of the window so that if someone comes and looks in, the room will appear empty. Well, at that level of preparedness, I think panic is going to set in. The adults aren't all going to function properly; the classroom teachers are not all going to be cool headed. I worry about that because I think that practicing these extreme routines is more frightening, more damaging than the events we

are trying to protect our children from.

Going back to the incident in Nicaragua, U.S. Embassy officials decided to give us 'hostage training.' The revolution was beginning, and they said if we were taken hostage we should talk to the hostage takers about the future, we should show them pictures of our family, we should try to make a connection with them so they have sympathy toward us. Everything that will endear you to the person who is threatening your life or will kill you for political purposes may help save your life.

Unfortunately, we find out later that the terrorists are being trained also. They wear masks so you can't identify them. The guards don't want to know your name or look at pictures of your family, and they're changed frequently so they won't get to like you. I know this is far afield of what we're talking about, but I'm not sure how we can properly prepare our employees for all these different situations. In all honesty, you can't prepare for a six-year-old coming to school with a gun.

**Van Zanten:** I fully agree with you that both sides get trained. I think, though, that if we don't prepare our teachers and don't train our staff then we're negligent. I think we're best off preparing our teachers for the eventualities of what may take place. Have a plan of action so that you can deal with the emergency once it happens, because I think that's where we fall apart.

**Layman:** I don't think we can ever come up with a plan that would appropriately or sufficiently specify step by step what's going to happen. But there has to be some level of overall understanding in a crisis—here's what we do, here's what's going to happen. Give folks some sense of security in that and then hope that common sense sets in.

**Lee:** I think it's like preparing for a competitive event, where you have a coach who understands the overall philosophy and then you have the players who have to respond according to the situation. When you play basketball, you set your defense against their offense and your offense sets against their defense. Every single program is going to be different because you're playing different teams in different situations. But the coach is the person that really makes sure that the plan stays in effect.

**Van Zanten:** In Westchester County, following Columbine, there were a number of bomb threats. In both of our instances, we brought in the county police department who brought bomb-sniffing dogs. That took about three or four hours to go through that process. In some communities in Westchester, there is a bomb scare almost every two hours. What do you do then?

And the evacuation, the time it took to get out of our building,

## Asset approach helps children succeed

Why do some kids get involved in dangerous activities, while others spend their time contributing to society? Seeking answers is the Search Institute, Minneapolis, a nonprofit children's group, in a pamphlet, "The Asset Approach: Giving Kids What They Need to Succeed." More to the point, the Institute seeks to answer the question, "What can I do to help a young person succeed in life?"

The Search Institute looked beyond seemingly unchangeable factors such as economic circumstances, genetics and trauma. Instead, it promotes the establishment of 40 ideals, experiences and qualities—"developmental assets"—that, the study says, "help young people make wise decisions, choose positive paths, and grow up competent, caring and responsible." Parents, guardians, grandparents, teachers, coaches, friends, youth workers, employers, volunteers and others can all help children in the community build these 40 developmental assets, which it groups into eight categories:

- support—ex. Family life provides high levels of love and support.
- empowerment—ex. Young person perceives that adults in the community value youth.
- boundaries and expectations—ex. Both parent(s) and teachers encourage the young person to do well.
- constructive use of time—ex. Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
- commitment to learning—ex. Young person is motivated to do well in school.
- positive values—ex. Young person places high value on helping other people.
- social competencies—ex. Young person seeks to resolve conflict nonviolently.
- positive identity—ex. Young person is optimistic about her or his personal future.

A survey of 100,000 youths in grades 6-12 found that the more assets a young person possesses, the less likely they are to engage in problem alcohol use, illicit drug use, sexual activity and violence. In addition, increasing numbers of assets correlate with increased success in school — value of diversity, maintenance of good health and delay of gratification (i.e., saving money for something specific rather than spending it right away).

The brochure goes on to suggest ways that the individual, organization and community can contribute to "asset building" in young people by building relationships and fostering communication. For information contact the Search Institute at 800-888-7828 or via the Web www.search-institute.org.

*— David Gersh*

became a secondary problem. I had kids outside, I had teachers outside, I had parents coming to pick kids up. It was 90-something degrees out in the shade and we had no place to take the kids for bathroom facilities or water.

Where do we go from here? We know we have situations that can arise anytime. I truly believe one of the biggest things that we can do, in addition to preparing for an eventuality, is to provide education about how to live with one another. We need to teach youngsters about tolerance, teach them how to live with their fellow students.

**Lee:** If we take the necessary steps to address the issues that are there, and we do so in an appropriate fashion, we will see a decline in the kinds of behaviors that are occurring.

**Jandura:** One of the questions that came up a thousand times after our situation was why did this happen here? No one has the answer. But we sat down and looked at what kinds of things are institutionalized that would contribute to prevention. We came up with a page and a half of specific things we could identify within the district that were preventative in nature. And as we started analyzing this we looked at prevention, intervention and suppression.

**I think the one thing that's caused a secure feeling amongst our constituents is the fact that we do have plans, we do practice them, and we do really want to make it very public.**

***—Kelvin Lee***

We have to learn to deal with all three parts on a continuum, but the payoff comes on the prevention aspect. I think that, for most parents, they'd like to see the dollars invested on prevention; it's the most effective. But you can't ignore the fact that there will be times when suppression has to happen and intervention has to happen.

**Q: What I'm hearing is that much of the responsibility for this issue falls on the school. But is it really primarily a school responsibility, or is it more of a community responsibility? Do you feel that the community, that society, isn't holding up to its end of the deal; that it is looking too much to schools to solve all these ills and issues?**

**Swartzendruber:** But then the problem becomes how do we connect with our society and our community to appropriately paint a picture that is bigger than the emergency they read or hear about?

I think it's my responsibility to have a well-rounded program to deal with emergencies, including staff development. But this broader-based topic that we're talking about in terms of student behavior and learning, and how we make those links with parents and the larger community, is actually our effort.

At Waterloo, we're looking seriously at ways we can implement the "40 developmental assets" (see sidebar on page SS15) that are well researched by Search Institute in Minneapolis. In addition, we've had about 200 staff members go through a program called the Applied Control Theory, which offers training on peer mediation, accepting responsibility, and resolution of conflicts. But more importantly, our staff development focuses on how the learning process is impacted when students do not understand their responsibility to behave and to act appropriately with their peers. Staff members learn to use appropriate intervention techniques.

We are addressing student behavior as it relates to the learning climate. And, yes, if there is an emergency there are steps to be taken. I believe that student behavior, dealing with emergencies, building climate and the learning process are all connected.

**Q: Where do you feel the most pressure is placed on you, as superintendents, to address your**

security measures?

**Swartzendruber:** The pressure is dealing with any potential emergency rather than the broader-based, hard-to-get-at building climates and student behavior.

**Van Zanten:** My two would be that parents want to be assured that their children are safe, and staff want to be assured that someone knows what to do in an emergency.

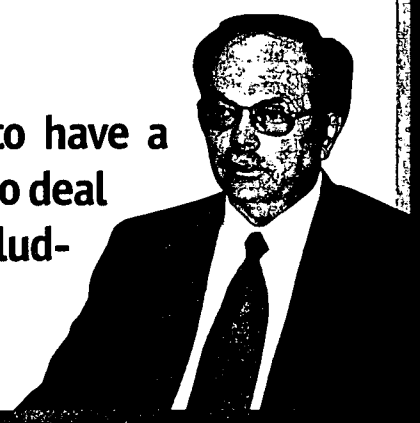
**Q: With security being such an emotional issue and one in which every person has a different idea of how concerns should be addressed, how do you ensure that your response is channeled into the areas that make the best use of available funds as opposed to being pressured into making hasty decisions?**

**Jandura:** Simply, I'm going to spend enough to deal with the perceptions so I can get on with business. I'm going to try not to make quick decisions, I'm going to try to make decisions that involve the community as much as possible—slow decisions so that eventually when the emotion dies down you can make a calm response and not have to spend as much. But, I will admit, I'm going to spend enough money to calm people so I can go on with business.

**Van Zanten:** I think that you need to really take a very good look at what the community is like, what type of situations you can expect. When we put someone at the entrance of every building, that was a very good visual effect. We're not putting any metal detectors in because I don't see that we have the type of situation where we would have to search kids coming in and out of the building in that manner. We don't check book bags any longer. But if we were to feel that there was a threat that was imminent, we would go back to doing that and we would just increase the security where necessary.

We have some problems with vandalism. But it's my belief that vandalism is really how kids react to a building or how they feel about the education they're getting. And if your building is in good shape, if it's an attractive building and kids are proud of it, you're going to see a lot less vandalism than if you have a building that's run down. My high school was really a very rundown building. We revamped the lobby and made it look much better. We put oak paneling up, and people said I was crazy, that kids were going to be carving their initials in that oak paneling.

Well, the kids haven't touched it. In two years they haven't touched it because they're proud of that entrance. So, I think you just need to react to the situation where you can. And where we now are finding vandalism, we're putting cameras up so that we know who's been in that area.



**It's my responsibility to have a well-rounded program to deal with emergencies, including staff development.**
***—Arlis Swartzendruber***

**Q: Are you spending more money on security in light of recent events?**

**Burton:** Yes, time-is-money and we're spending more time on it.

**Layman:** Exactly, it's the developing of the crisis plan, it's the ongoing staff development, the ID badges. The costs are ongoing. If we're going to maintain this sense of having safe and secure places for kids, then there's a lot of ongoing costs.

ID badges have worked out well for us. The first week staff wore the badges we happened to have one school visited by an accreditation team. One of the team members asked about these badges the teachers were wearing and what did the kids think of that. One of our middle school students said, 'They're wearing it because they care for us and they want us safe.' The teachers are sending the message to the kids that they want them to be safe. We don't want people entering our building whom

we don't know. But that's a culture that you develop over time. It goes back to establishing a climate and culture, and then letting your parents know.

**Lee:** There was an unforeseen benefit we had with the badges. We thought it was a good idea for staff, as well as visitors. What we didn't expect was the islands of safety that the badge created for children. They knew that anytime they saw a staff member with a badge, that was an island of safety. A student could go to that person and know that person was safe — whether on the playground, in the cafeteria, on the bus, on a field trip, anywhere.

**Jandura:** We're doing a number of construction projects, and there are a couple of things we've wrestled with in regards to security. For example, for all of our classroom locks, we've gone to something that the industry calls an 'intruder' lock. It allows the classroom teacher to be able to lock themselves in the room. We've also gone to swipe cards so we can control access and know who's been in the building. If we go back to Littleton, it appears the kids had easy access to the building. Our bigger concern with the swipe cards is just security for our own staff, so staff can feel comfortable. And we don't have to deal with lost keys anymore. If we lose a key, we just reprogram.

**Q: In planning for security, does concern about random acts of violence suggest a different type of security than, say, concern about vandalism or gang activity? If so, how does this affect the choice of equipment and security strategies?**

**Jandura:** I think we're dealing with the same concepts. In a backup plan you've got concepts in place, but you can never anticipate all the details. For example, when you evacuate your building for whatever reason, the secretary takes the complete class list. Then you can regroup these kids, you have the ability to know who's there and who's absent.

**Van Zanten:** A little earlier, someone mentioned prevention, intervention, suppression — and I certainly think that all three will be present sometime or another in all of our districts. But I think we can really focus on the prevention part, and that prevention needs to take a varied approach.

We need to provide building security measures, even something as simple as having secured doors throughout the building except for one where people can have access from the outside. Once building secu-

## Guidance from the FBI

"Fourteen will die during lunch today." The carefully printed message is found in an unmarked envelope outside the principal's office. With a little over three hours to evaluate and respond to the threat, what do you do? Search the lockers? Call the police? Evacuate the school? Ignore the threat?

Responding to a growing concern over school safety, the Federal Bureau of Investigation (FBI) provides guidance in a recently released monograph, "The School Shooter: A Threat Assessment Perspective," created by the FBI's National Center for the Analysis of Violent Crime (NCAVC) and a 160-member panel. The NCAVC selected 18 failed and successful school shootings for examination by a symposium of educators, administrators, mental health professionals, law enforcement officers and prosecutors. Included were teachers, administrators, personal acquaintances and law enforcement officers involved in the selected shootings. The study offers guidance to assist schools in determining the credibility of a threat and the appropriate intervention.

According to the study, "Threat assessment seeks to make an informed judgment on two questions: how credible and serious is the threat itself? And to what extent does the threatener appear to have the resources, intent, and motivation to carry out the threat?" To assist officials in answering these questions and to classify a threat as having a low, medium or high level of risk, the study lists characteristics and examples of each, including tips on evaluating the content of the threat itself. A threat that reveals surveillance or the acquisition of a weapon, for example, has a higher risk of being acted on.

Once the level of threat has been assessed as low, medium or high, the study offers a "Four-Pronged Assessment Model" designed to assess the threatener—if his or her identity is known—and to evaluate the likelihood that the threat will be carried out. The study lists particular behaviors and traits, considered signs that a threat may be carried out, in the areas of personality, family dynamics, school dynamics and social dynamics. Included in the list of nearly 50 traits—intended for analysis by longtime acquaintances of the threatener—are poor coping skills, narcissism, alienation, turbulent parent-child relationship, inflexible school culture and the use of drugs and alcohol. These lists, the report strongly and repeatedly states, are neither intended nor recommended for use as a checklist to predict violent behavior, but rather as a tool to be used after a threat has been made.

In addition to the detailed threat assessment model, the study includes sample cases of low-, medium- and high-level threats, and step-by-step illustrations of how the model works and what it recommends in each case. Also included are recommendations to schools on how to strengthen their threat response programs in such areas as management, intervention and the role of law enforcement.

"The School Shooter: A Threat Assessment Perspective" is available for free on the FBI's Website www.FBI.gov.

*— David Gersh*

rity measures are in place, then we need to deal with emergency management planning and staff training; we need to deal with education on diversity and tolerance and violence. We need to set up a learning climate. And last but not least, we need to provide community relations, because if you don't let the people out there know what you are doing then this is really not taking us anyplace.

**Jandura:** One of our principals makes the point that whatever we do regarding security has to be district and site specific. If you're in an area where you need a berm around your school to protect the kids from random gunfire, the necessary security measures will be different than someplace else. So I think if we lose sight of where we're at in our response, we could be in trouble.

**Q: Have any of the security measures you've implemented met with resistance from students, parents or community groups?**

**Jandura:** Everything.

**Lee:** Yeah, everything.

(Others agreeing)

**Jandura:** There's a balance between rights and security, and anything you do is going to infringe on someone's rights.

**Van Zanten:** When we went to book-bag checks, I must have had two dozen phone calls from parents objecting to book bags being checked.

**Layman:** But no matter what it is you do, there will be that percentage of folks who know you're doing it to keep their kids safe.

**Q: But how do you overcome the resistance?**

**Lee:** It has to be almost a cultural issue within your community. The most powerful way we found to address it is to have our community set the standard, and then we deal with the community standard. It is not the school, it is not the superintendent, it is not the trustee that's saying this, it is the community standard. And you do this through a series of open meetings where you put these issues on the table, you get consensus, you get a strong mandate and you move forward.

**Burton:** I want to pick up on one thing, because I do think that there is a role for leadership here—where the superintendent or building principal has to speak with authority; to say: in this school this is what we tolerate and this is what we don't tolerate.

I think there comes a time when the administration has to speak with a clear voice and say we have met on this topic, considered it, and this is the policy or practice that is in place at this time. Now the procedure may eventually change, but I think you have to demonstrate leadership at some point, be decisive. In our district, after consideration of a lot of different options, we've said publicly that we will not put in surveillance cameras or metal detectors. We've discussed these things, and we're not ready to move to this level of preparedness. Most of the parents, in fact the majority in our community, were more than happy [with the decision]. We did talk with parents and safety officials ahead of time, and found out who would agree with us and support us, but we never gave up our right to make these decisions.

**Lee:** But at least you had a forum where people could express their opinion.

**Layman:** We went to a strategic plan eight years ago, and have gone through several evolutions of it since then. We had over 200 members of the community voice opinions on several of the strategies. Occasionally, a parent called objecting to something, and we were able to say that this decision is based on our planning process that the community said it wanted. It's amazing to me how that silences objections. They would take exception if they thought it was the district dictating and mandating it.

**Burton:** We've also worked very closely with the local press, which in our situation is much easier to work with than, say, working with the national media. Here's an example: Massachusetts has a law that if anyone brings a weapon to school it is a criminal offense and must be reported to the police. Well, a knife by most definitions is a weapon. As has happened in the past, come springtime some third-grade boy will bring his cub-scout knife to school. We don't arrest him. We don't call his knife a weapon. We tell him to leave it at home and don't bring it to school again. And the local police and newspaper reporters have been very good about not blowing this type of incident way out of proportion.

**Lee:** You bring another important point up, and that's the cultivation of a local understanding through the use of your local media. We put a monthly newsletter out that's published in the newspaper and it sets the tone for our community; they know what's going on.

**Q: It was mentioned earlier that time is money, and you're spending a lot of time on security. How are you paying for security improvements made in your districts?**

**Lee:** In our district, and most of the districts in California, it comes out of the general fund. It's like any other priority—you look at your needs and you budget accordingly. So if it's a higher priority than something else it will get more funding.

**Swartzendruber:** The same thing applies in Iowa, it's out of the general fund. But we do have some significant grants that are available dealing with staff development related to student behavior and building climate. We also have community-based efforts that are funded at the state level.

**Burton:** Massachusetts has a safe school initiative, which is funded at the state level. Some competitive grant monies are available to us.

**Q: What are key areas that must be addressed if schools are to remain safe and conducive environments for learning?**

**Swartzendruber:** One is knowing how to deal with a true emergency.

**Burton:** In a school district not far from ours there was an accidental student death that occurred during the school day. A portable soccer goal fell over during recess and killed a

BEST COPY AVAILABLE

second-grade boy on the playground in front of a large number of children. The school responded very quickly and brought in counselors and others to deal with this tragedy. What they were most unprepared for was the reaction of the staff. The school brought in all these services for the students and overlooked bringing in psychological counseling for the staff. Not surprising, some of the staff members didn't handle the death of a child very well. We assume that the adults in a school know how to respond to such tragedies. Often that's not the case.

**Lee:** In our area, we have a chaplaincy group, and they've been outstanding. We had a tragedy occur, where we had a shooting death of a student after hours. The chaplaincy was there immediately at the time of the incident, and the following day they saturated our campus. But you're right, the one thing we didn't anticipate was the needs of our staff, and thank goodness we had [the chaplaincy] there.

**One of the biggest things that we can do, in addition to preparing for an eventuality, is to provide education about how to live with one another.**

***—Robert Van Zanten***

**Burton:** Sadly, I think our children are equipped to handle death as an everyday occurrence. They see it on TV, in movies and in the video games they play; they know about death. I think the reality of death, though, hits the adults harder.

**Q: Do you feel that there's too much attention placed on school security now and, if so, is it warranted?**

**Van Zanten:** I think that prior to these incidents, we thought we were prepared but never really were. And I think that the preparation that has taken place since, while some of it may be an overreaction, is proper and needs to be there. I think it was a wake-up call to many of our communities.

**Burton:** Schools reflect their community and, unfortunately, there's far too much violence in our society. Like it or not, we must be prepared to deal with violence in our schools. We need to talk about it, but somehow I want to avoid the whole climate of fear that surrounds this topic. With good intentions, I think we're doing terrible things to our children with what we are teaching them. We teach them 10 ways to walk to school safely as though getting there isn't a sure thing. For fear that someone will harm them, we have danger-stranger programs and teach young children how to tell a caller they are not home alone. We talk about inappropriate touching and how to say no to any adult. And I worry that when today's children become adults, all these lessons will show up in their personalities—they'll trust no one and have a paranoid view of the world.

**Van Zanten:** I'll tell you what though, I'd worry a lot more if we didn't teach them.

**Burton:** I know, but from a psychological point of view, an awful lot of what we're teaching our children is going to come back to haunt us years from now. Childhood is not a safe place anymore, and we're teaching our children that they've got to be on guard constantly; they've got to be prepared and be observant of everything going on around them.

**Layman:** We are having to teach them more, and it's a result of what society is or what it has become. But if we don't teach it...

**Burton:** We're guilty.

**Layman:** That's right.

*The roundtable, moderated by* AMERICAN SCHOOL & UNIVERSITY *editor in chief Joe Agron, took place at the 2000 American Association of School Administrators' national convention in San Francisco.*

# Community involvement: A partnership between schools and the community

Enlisting the help of a school's surrounding community can have a positive effect on the prevention of school violence, according to Vincent Bove, a school safety activist. Bove offered advice on how to involve the community at a seminar last month at the 2000 American Society of Industrial Security (ASIS) conference in Orlando.

Having spent the last 15 years in the private security business, Bove served 10 years before that as a teacher. According to Bove, schools should heed a 1998 report from the U.S. Departments of Education and Justice that emphasizes community involvement as a key to having a safe school.

The report, entitled "Early Warning, Timely Response: A Guide to Safe Schools," stresses that schools should develop links to the community. The links include getting parents involved in school projects and fostering a relationship with the local law enforcement department to teach students about dangers of crime.

Community involvement starts with parents. According to the report, students whose families are involved in their growth both inside and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. On the flip side, school administrators should make parents feel welcome and encourage parents to address any concern they have about their child or the school environment.

School administrators are encouraged to recommend that parents discuss the school's discipline policy with their child. Schools should also promote community within the school by fostering a positive relationship among students. Schools should encourage students to help each other and to feel comfortable assisting others in getting help when needed.

Community within schools can also teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable. Schools can also foster community relations by encouraging students, parents and school administrators to report information about a potentially dangerous situation.

"You need to have parents and students as your partners in your school program," says Bove.

According to the government report, communities that have undertaken schoolwide approaches to foster responsible behavior can take steps to get the community involved:

- Ensure that the cultural values and educational goals of the community are reflected in the rules. These values should be expressed in a statement that precedes the schoolwide disciplinary policy.
- Include school staff, students and families in the development, discussion and implementation of fair rules. Provide schoolwide and classroom support to implement these rules.

Getting parents involved is one of the most important steps to ensure a safe school environment. Bringing law enforcement into the school community can tie in the last part of having complete community involvement.

Schools are encouraged to develop programs to allow law enforcement officers to get acquainted with students and to reach out to them. According to Bove, students can become mentors, peacekeepers and problem-solvers through select police/school programs

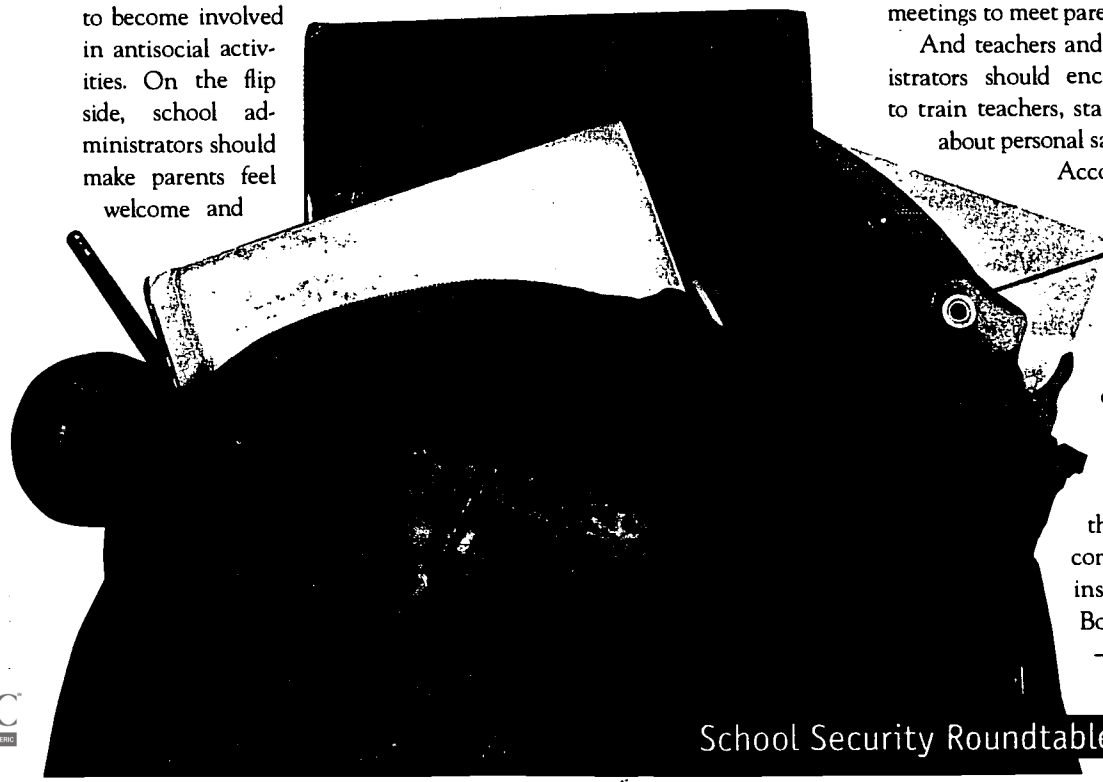
Schools and the community should also bring a student resource officer into the school. The officer's presence allows students to have a positive and visible idea of an officer.

Bove and the report also point out that law enforcement officers should reach out to parents in every way possible, including being present at PTA meetings to meet parents.

And teachers and school administrators should encourage officers to train teachers, staff and students about personal safety.

According to Bove, there is much that a community can do to help bridge the gap between the community and the school. "We have to remember that the school is a community, not an institution," says Bove.

— *Carey Adams*



# Click on it!

**A Guide to Safe Schools, U.S. Department of Education**
www.ed.gov/offices/OSERS/OSEP/earlywrn.html

**AASA Online - Safe Schools**
www.aasa.org/Issues/Safe/safe.htm

**ACLU: The violence surrounding our schools**
www.aclu_sc.org/school.html

**American School & University**
www.asumag.com

**American School Board Journal anthology on school security**
www.asbj.com/security/

**Annual Report on School Safety 1998**
www.ed.gov/pubs/AnnSchoolRept98/index.html

**Annual Report on School Safety October 1999**
www.ed.gov/PDFDocs/InterimAR.pdf

**California Dept. of Education: Crisis Management and Response for schools**
www.cde.ca.gov/spbranch/safety/crisis.html

**Center for Effective Collaboration and Practice: "Early Warning, Timely Response: A Guide to Safe Schools"**
www.air.org/cecp/guide/

**Center for Mental Health Services: School violence prevention**
www.mentalhealth.org/schoolviolence/index.htm

**Center for Safe Schools and Communities**
http://nnic.com/safeschools.html

**Center for the Prevention of School Violence**
www.ncsu.edu/cpsv/

**Center for the Study and Prevention of School Violence**
www.colorado.edu/UCB/Research/cspv

**Colorado School Violence Prevention and Student Discipline Manual**
www.ago.state.co.us/cssm/cssm.htm

**Colorado Summit Report on School Safety and Prevention of Youth Violence**
www.state.co.us/gov_dir/govnr_dir/youthsummit.pdf

**Community Coalition focus on school safety**
www.sbcss.k12.ca.us/sbcss/community/safety/brochsafety.html

**Conducting a self-assessment of school safety**
www.aasa.org/SA/feb9602.htm

**Conferences from the Safe Schools Coalition Inc.**
www.ed.mtu.edu/safe/

**Creating Safe and Drug-Free Schools: An Action Guide**
www.ed.gov/offices/OESE/SDFS/actguid/index.html

**Criminal Justice, School Safety and Youth Violence**
www.co.pinellas.fl.us/bcc/juscoord/eschool.htm

**Crisis Management Plan- Jonesboro, Ark., School District**
http://nettleton.crsc.k12.ar.us/crisis.htm

**Department of Education: Keeping Schools and Communities Safe**
www.ed.gov/offices/OESE/SDFS/safeschools.html

**ERIC - School Violence Virtual library**
www.uncg.edu/edu/ericcass/violence/index.htm

**Handbook for Violence Prevention, National Education Service**
http://helping.apa.org/warningsigns

**Healthy Relationships: A violence prevention curriculum**
http://Fox.nstn.ca:80/~healthy/

**Keep Schools Safe**
www.keepschoolssafe.org

**Keep Schools Safe: Crisis Management from the National Assoc. of Attorneys General and the National School Boards Assoc.**
www.keepschoolssafe.org/cris.htm

**Lessons Learned: Breaking the Cycle of Violence Video Conference**
www.communitiesofhope.org/videoconference/lessons_learned.html

**National Association of School Resource Officers**
www.nasro.org

**National Crime Prevention Online Resources**
www.ncpc.org

**National Education Association: Safe Schools Home Page**
www.nea.org/issues/safescho/

**National PTA Violence Prevention Kit**
www.pta.org/events/violprev/index.htm

**National Resource Center for Youth Services (College of Continuing Education, U. Okla.)**
www.nrcys.ou.edu/default.htm

**National School Safety Center**
www.nssc1.org

**New Jersey School Search Policy Manual and Companion Reference Guide**
www.state.nj.us/lps/dcj/school

**NGA Center: Making Schools Safe**
www.nga.org/Pubs/IssueBriefs/1999/Sum990823safeschools.asp

**Office of Juvenile Justice and Delinquency Prevention school violence resources**
http://ojjdp.ncjrs.org/resources/school.html

**Oregon School Boards Association: Crisis management**
www.osba.org/hotopics/crismgmt/index.htm

**PAVNET(partnership against violence network)**
www.pavnet.org

**Police Chief's guide for preventing and responding to school violence**
www.theiacp.org/pubinfo/pubs/pslc/svindex.htm

**Preventing School Violence: Policies for Safety, Caring, and Achievement**
www.ascd.org/safeschools/infobrief96aut.html

**Prevention Strategies that Work**
www.air.org/cecp/preventionstrategies/

**Realizing a Positive School Climate**
www.acsd.org/safeschools/el9809/seltoc.html

**Ribbon of Promise**
www.ribbonofpromise.org/research.html

**Safe Learning Communities: Strategies and Resources**
www.ncrel.org/sos/data.htm

**Safe Schools: A Model Plan**
http://mum.neric.org/capboces/safeplan/safeplan.htm

**School Safety: Illinois Online Resources**
www.schoolsafetyonline.org

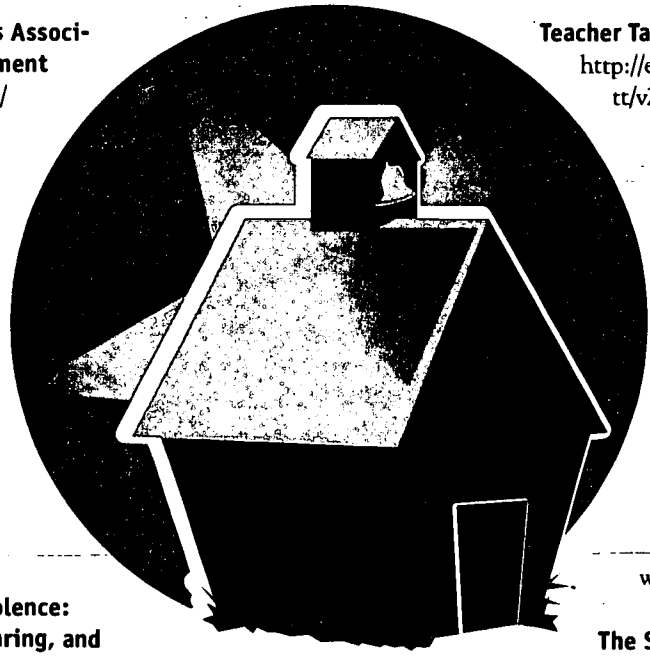
**School Violence Prevention: Strategies to keep schools safe**
www.reason.org/ps234.html

**School-based conflict management**
www.ssta.sk.ca/research/school_improvement/95-02.htm

**Schools as Safe Havens**
www.acsd.org/safeschools/el9710/oct97toc.htm

**Security Management Consulting**
www.secmgmt.com/info_schoolviol.html

**Security Solutions Online**
www.securitysolutions.com



**Teacher Talk: Violence in the Schools**
http://education.indiana.edu/cas/tt/v2i3/v2i3toc.html

**The Art of Safe School Planning: 40 Ways to manage and control student disruption**
www.aasa.org/SA/feb9601.htm

**The Safe Schools Information Kit, sponsored by IR Security & Safety**
www.irsafeschools.com

**The Safety Zone**
www.safetyzone.org

**The School Safety Profiler**
www.rippleeffects.com/needs/

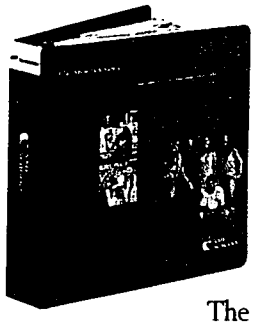
**U.S. Safe Schools**
www.USsafeschools.org

**Understanding and Preventing Violence**
www.ncjrs.org/txtfiles/unprv.txt

**White House Conference on School Safety**
www.whitehouse.gov/WH/New/safety/

**Working Against Violence Everywhere**
www.waveamerica.com/schools/schooldefaultOLD.htm

**Youth Risk Benefit Survey, Centers for Disease Control and Prevention**
www.cdc.gov/nccdphp/dash



## Our free Safe Schools binder gives you a head start on making your school safer.

Ingersoll-Rand has a long-standing commitment to school safety and security. The new IR Security & Safety *Safe Schools Program* will help you assess the life safety and security requirements of your school's facilities. It's filled with guides, surveys, case histories from around the country and thoughtful recommendations. We developed the binder to be a complete reference tool for school facility managers and administrators. For your free IR *Safe Schools* binder, just call 1.877.840.3621 or visit us on the web at www.IRsafeschools.com

SAFE SCHOOLS®

IR Security & Safety SCHLAGE VON DUPRIN LCN STEELCRAFT GLYNN-JOHNSON RECOGNITION SYSTEMS LOCKNETICS

Circle No. 296 on reader service card

**U.S. Department of Education**
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

# NOTICE

## REPRODUCTION BASIS

☒ This document is covered by a signed "Reproduction Release (Blanket) form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☐ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").